HDFS 2033-003: Parenting in Diverse Families
Fall 2017

Department of Educational Psychology
University of North Texas
M/W/F 11:00am – 11:50am  Business Leadership Building 015
Instructor: Cynthia A. Frosch, PhD, IMH-E®
Office: Matthews Hall, 322-C
Phone: 940-369-8369
Email: cynthia.frosch@unt.edu

Office Hours:
Monday & Wednesday 1:30-3:30pm
Thursday 1:00-3:00pm

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.


Course Description: Commonalities and differences in parenting, caregiving, and family life are addressed using systems, ecological and cross-cultural perspectives. Parenting and caregiving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, and parenting skills. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

Course Objectives:
The overall objective of the course is to provide students with an introductory study of the diversity within families, with a specific focus on how parents and culture influence individual development. Learners will...
1. Cultivate critical thinking skills needed to identify diverse components of parenting across cultures.
2. Explore the relationships among the economic, social, political, environmental, and symbolic systems of societies.
3. Analyze differences and commonalities in parenting across cultures.
4. Consider ethical responsibilities of parents and societies as they raise children.
5. Synthesize and apply empirical evidence to support arguments.
Course Requirements:

1. Course Engagement (15 x 10 points = 150 points)

Students are expected to fully participate in the course. Appropriate participation consists of engaging in class discussions and activities, as well as exhibiting respectful behavior at all times. A variety of activities will assess student learning (including learning checks, brief homework assignments, small group activities, and paired discussions). Both the Holden and Hopgood books will be covered by these activities, along with our guest speakers and presentations.

**NO MAKE-UPS will be permitted for any activity.** More than 15 opportunities will be available, but only your highest 15 scores will contribute to your final grade.

2. Parenting License (100 points)  
DUE: November 1st by 10:59am (via Blackboard + hard copy)

What should be required of potential parents? What if parents were required to have a license before having children? This assignment will ask you to describe hypothetical requirements for becoming a parent. Students are required to use APA format for this assignment. Please see the 6th Edition of the Publication Manual of the American Psychological Association. An online tutorial is available here: [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)

Please bring a printed, stapled copy of your paper to turn in during class. Late papers will be penalized.

3. Exams: (Exam 1 = 50 points; Exams 2, 3, & Final Exam = 100 points each; total = 350)

Three in-class exams and a final exam will be used to assess student learning. Each exam will consist of multiple choice, true/false, matching, and/or short answer questions. If you must miss an exam due to medical, judicial, or serious personal reasons, please notify the instructor PRIOR to the exam. To take a make-up exam, you must submit appropriate documentation for your absence. **Make-up exams are offered only at the discretion of the instructor and may be in essay/short-answer format.**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>September 18th</td>
</tr>
<tr>
<td>Exam 2</td>
<td>October 16th</td>
</tr>
<tr>
<td>Exam 3</td>
<td>November 13th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 11th</td>
</tr>
</tbody>
</table>

Final Exam 10:30am – 12:30pm

Summary of Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement</td>
<td>150</td>
</tr>
<tr>
<td>Parenting License</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Possible Points 600 points
Course Grading Scale:

A  540 – 600 points  B  480 – 539 points
C  420 – 479 points  D  360 – 419 points
F  Below 360 points

NOTE: THERE IS NO EXTRA CREDIT AVAILABLE FOR THE COURSE. If, at any time, you are concerned about your grade in the course, please make an appointment to speak with me. There are many, many resources available at UNT to help you succeed! Be proactive and planful -- ask for assistance.

KEY LINKS
Blackboard:  https://learn.unt.edu/

Library:  http://www.library.unt.edu/
If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times:  www.library.unt.edu.

Student Counseling Services:
http://studentaffairs.unt.edu/individual-counseling (Individual Counseling)

http://studentaffairs.unt.edu/counseling-testing-services#programs (Other programs and services)

Student Learning Center:
https://learningcenter.unt.edu/ (General)

http://learningcenter.unt.edu/studentresources (Student resources)

Opportunities to Learn More about Children and Families:
First 3 Years (Texas Association for Infant Mental Health)  www.first3yearstx.org

Center for Children and Families at the University of Texas at Dallas:  https://ecf.utdallas.edu

Zero To Three:  www.zerotothree.org

Texas HIPPY (Home Instruction for Parents of Preschool Youngsters):  http://hippy.unt.edu/

The Family Place:  http://www.familyplace.org/


Become an HDFS Major/ Minor/Accelerated Master’s Degree Student:
UNT’s Department of Educational Psychology
https://www.coe.unt.edu/educational-psychology/human-development-and-family-studies
Texas Core Objectives Component Area
Alignment with Social and Behavioral Sciences

Four Core Objectives will be assessed when students complete the Signature Assignment, in which they are asked to create and name a Parenting License and address specific criteria in the process. The Core Objectives are:

Critical Thinking Skills – creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information

Communication Skills – effective development and expression of ideas through written communication

Empirical and Quantitative Skills – manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Criteria for Success
When 70% of the students score 70% or higher in each area of the rubric for the Parenting License Assignment, the course will be deemed successful in meeting its objectives.

Parenting License Assignment
Students are asked to answer the following question: If the government required parents to get a “parenting license” before having children, what would be required?

Specifically, the parenting license you create should include the following elements

1. License name
2. List and describe at least 5 requirements that parents must meet and/or agree to before receiving the license
3. Use two or more empirical studies to gather material (statistics, data related to parenting behavior or practices) to argue for requiring parents to meet one or more of your requirements
4. Renewal process
5. Implementation requirements/guidelines
6. Ethical considerations
7. Personal reflection on concept of a parenting license, as well as discussion of cross-cultural variations or perspectives

Students are required to use APA format for this assignment.

Alignment of Assignment with Core Objectives

Critical Thinking Skills
Students will use critical thinking skills in order to identify, choose, and fully describe five hypothetical requirements for becoming a parent and support their argument. Creativity is seen in the choice of a name. In addition, they are required to apply data gleaned from two empirical studies of their choice to support their reasoning for choosing specific requirements. Students must discuss criteria for implementation, renewal, and ethics, all of which demand higher-level thinking and synthesis of information. This requires students to take on perspectives of other people, which fosters insight into possible ethical or moral dilemmas.
COMMUNICATION SKILLS
Students will use correct APA format, along with accurate writing mechanics and clarity of written expression. This requires the ability to apply standard rules of English.

EMPirical AND QUANTITATIVE SKILLS
Students are required to use two or more empirical studies to support their choice of requirements for the Parenting License, and compare and contrast them. To gather material for this task, students must read, assess, and synthesize statistics and data on topics related to parenting behavior or practices to argue for requiring parents to meet one or more of the 5 requirements previously listed by the student.

SOCIAL RESPONSIBILITY
Students must write a short reflection on the prospect of a license, including their personal response, as well as conjecture about how a license would possibly be implemented in other countries or cultures different from their own. This helps foster cultural competence and respect.

Rubric for the Parenting License Assignment

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POINTS</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Name of License</td>
<td>Title is creative and shows perceptive thinking</td>
<td>Title is practical and descriptive</td>
<td>Title is descriptive</td>
<td>Title is not original</td>
</tr>
<tr>
<td><strong>POINTS</strong></td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Requirements for License - at least 5 listed, described in detail</td>
<td>Clearly names and explicitly explains at least 5 requirements parents must meet, in full detail</td>
<td>Lists 5 requirements, with some explanation</td>
<td>Lists 5 or fewer requirements; needs more specific information</td>
<td>Fails to clearly list 5 requirements; includes little or no explanation</td>
</tr>
<tr>
<td><strong>POINTS</strong></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Implementation plan</td>
<td>Fully describes how parents will learn about the license, enforce it, and critically discusses the results of having or not having one</td>
<td>Describes how parents will learn about the license, enforce it; provides ideas related to results of having one</td>
<td>Provides some initial ideas on related to the implementation or enforcement of a license; implications are absent</td>
<td>Fails to accurately describe a plan for implementation or enforcement of a license.</td>
</tr>
<tr>
<td><strong>POINTS</strong></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Ethical dilemmas identified</td>
<td>Clearly presents ample evidence of understanding of ethical problems and outcomes of decision-making</td>
<td>Provides some evidence of understanding of ethical problems and decision-making</td>
<td>Provides some recognition of ethical problems and outcomes</td>
<td>Approaches issue in simplistic way, fails to accurately identify ethical problems</td>
</tr>
<tr>
<td><strong>POINTS</strong></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Renewal requirements</td>
<td>Presents and clearly describes process of license renewal that provides insight into complexity of problem.</td>
<td>Describes a renewal process with a few further details included</td>
<td>Describes a renewal process, but with few original ideas included</td>
<td>Mentions the possibility of renewal without describing a process</td>
</tr>
</tbody>
</table>
# Communication Skills

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Writing mechanics</th>
<th>APA format</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Flawless spelling and grammar, expressive writing is clear and descriptive</td>
<td>Flawless APA format.</td>
</tr>
<tr>
<td>4</td>
<td>A couple of spelling and/or grammatical errors. Good writing style.</td>
<td>Good APA format.</td>
</tr>
<tr>
<td>3</td>
<td>Several spelling and/or grammatical errors detract from content</td>
<td>APA format needs more attention</td>
</tr>
<tr>
<td>1</td>
<td>Too many spelling and/or grammatical errors make it difficult to decipher writer’s intentions.</td>
<td>Not in APA format</td>
</tr>
</tbody>
</table>

# Empirical and Quantitative Skills

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Research Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Analysis and application of findings from two or more empirical studies clearly support chosen licensing requirements</td>
</tr>
<tr>
<td>15</td>
<td>Analysis of two empirical studies identifies some evidence to support choices.</td>
</tr>
<tr>
<td>10</td>
<td>Two research studies included, but clear application of evidence to choices is lacking</td>
</tr>
<tr>
<td>5</td>
<td>Articles fail to address the issue; Student does not use evidence from research to support argument</td>
</tr>
</tbody>
</table>

# Social Responsibility

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Reflection</th>
<th>Cultural competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Articulately explains personal point of view with clear reasoning.</td>
<td>Shows awareness of and respect for other individuals and cultures</td>
</tr>
<tr>
<td>8</td>
<td>Explains personal point of view with good reasoning</td>
<td>Shows awareness of others</td>
</tr>
<tr>
<td>6</td>
<td>Reflects on the overall task, but nuances are glossed over</td>
<td>Recognizes that others have different points of view</td>
</tr>
<tr>
<td>2</td>
<td>Approaches the reflection with little acknowledgement of own biases</td>
<td>Approach is egocentric or socio-centric</td>
</tr>
</tbody>
</table>

# TOTAL POINTS

/100
TIPS FOR SUCCEEDING IN HDFS 2033 (Copy and Paste Links into Your Browser)

1. **LOG IN** to Blackboard every day [https://learn.unt.edu/](https://learn.unt.edu/) and CHECK your UNT email each day before class. PREPARE for class by reading all the assigned chapters.

2. **TURN OFF** or mute all cell phones and other electronic devices and put them away. Check out this TIME article for more on why even having your cell phone visible can distract you: [http://time.com/3616383/cell-phone-distraction/](http://time.com/3616383/cell-phone-distraction/)

3. During class, **TAKE NOTES** with a pencil/pen and paper. Research shows that taking notes this way actually helps you to stay focused and remember some types of information better. Check out this NPR feature for more on why: [http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

4. **ARRIVE EARLY** and stay for the entire class period. When you come in late, you disrupt class and may miss an in-class activity. Chronically late for things in your life (including this class)? Try these life hacks: [http://www.lifehack.org/articles/featured/how-to-be-on-time-every-time.html](http://www.lifehack.org/articles/featured/how-to-be-on-time-every-time.html)

5. **READ** the syllabus and the assignment guidelines carefully. If you read and follow all instructions carefully, you will complete all the major requirements for the course successfully. Everything you need to know about the class (i.e., course schedule, my office hours, and my office location) is provided in the syllabus.

6. **ASK FOR HELP** as soon as you need it. Come see me during office hours or schedule an appointment. Take your health and wellness seriously and seek out support on campus. You are not alone!
   - [http://studentaffairs.unt.edu/counseling-testing-services#programs](http://studentaffairs.unt.edu/counseling-testing-services#programs)
   - [http://studentaffairs.unt.edu/student-health-and-wellness-center#programs](http://studentaffairs.unt.edu/student-health-and-wellness-center#programs)

7. **ACCEPT** the grade you have earned. Asking me to change your grade would be unfair and unethical. If you have questions about a particular assignment/exam grade, please WAIT 24 hours, REVIEW the assignment, and SCHEDULE an appointment to talk with me. BE PREPARED to discuss your perspective. “But I worked hard” is not a valid reason for questioning your grade. “But I can find right here in our textbook on pg. 15 where it says ……. which is the answer I chose on my exam” is a valid reason.

8. **MEET** all deadlines. Plan ahead to be sure that your assignments are turned in before the due date/time. Networks can and do fail. Contact the UNT help desk, if necessary: [http://it.unt.edu/help-desk-resources-students](http://it.unt.edu/help-desk-resources-students)

9. **UPLOAD** assignments to Blackboard when required. Contact the UNT help desk if necessary: [http://it.unt.edu/helpdesk](http://it.unt.edu/helpdesk)

10. **DOCUMENT** all medical and personal emergencies appropriately. For example, provide a signed doctor’s note saying that you were hospitalized during an exam.
COURSE/UNIVERSITY POLICIES

COURSE TECHNOLOGY POLICY. Refrain from using cell phones during class. Except for students who require audio recordings of course lectures due to documented learning differences, students are not permitted to audio record class without prior approval from the instructor. To maximize in-class learning, students are encouraged to use a pen/pencil and paper for note-taking. If you choose to use your laptop in class and are using it for non-course purposes that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!

RESPECT FOR OTHERS IN CLASS. The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution, responsive leadership and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success.

It is expected that students listen to and respect each other’s insights during class. During class sessions, students may be asked to work in pairs or small groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct
ACCESS TO INFORMATION – EAGLE CONNECT. Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: eagleconnect.unt.edu/

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT EVALUATION OF INSTRUCTION. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go to success.unt.edu/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date of Class</th>
<th>Discussion Topic</th>
<th>HOLDEN Reading Assignment (complete BEFORE class)</th>
<th>HOPGOOD Reading Assignment (complete BEFORE class)</th>
<th>ASSIGNMENT/EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Overview - How to Succeed in <em>Parenting</em></td>
<td></td>
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<tr>
<td></td>
<td>8/30</td>
<td>Introduction: From Beliefs to Evidence</td>
<td></td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>9/1</td>
<td>Introduction: From Beliefs to Evidence</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>9/4</td>
<td><strong>LABOR DAY</strong></td>
<td><strong>NO CLASS</strong></td>
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<td></td>
<td>9/8</td>
<td>Theoretical Perspectives on Parenting</td>
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<tr>
<td>3</td>
<td>9/11</td>
<td>Approaches to Parenting Research</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td></td>
<td>9/13</td>
<td>Approaches to Parenting Research</td>
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<tr>
<td></td>
<td>9/15</td>
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<td></td>
<td>Hopgood Introduction, Chapters 1, 2, 3</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td></td>
<td></td>
<td></td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>Week</td>
<td>Date of Class</td>
<td>Discussion Topic</td>
<td>HOLDEN Reading Assignment (complete BEFORE class)</td>
<td>HOPGOOD Reading Assignment (complete BEFORE class)</td>
<td>ASSIGNMENT/EXAM</td>
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<tr>
<td></td>
<td></td>
<td>How Important are Parents?</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>5</td>
<td>9/25</td>
<td>Determinants of Parenting</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td></td>
<td>9/27</td>
<td>Determinants of Parenting</td>
<td></td>
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<tr>
<td></td>
<td>9/29</td>
<td>Determinants of Parenting</td>
<td>Hopgood Chapters 5, 6</td>
<td></td>
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<tr>
<td>6</td>
<td>10/2</td>
<td>Becoming a Parent</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>10/4</td>
<td>Becoming a Parent</td>
<td></td>
<td>Moms and Meds</td>
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<tr>
<td></td>
<td>10/6</td>
<td>Becoming a Parent</td>
<td></td>
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<tr>
<td>7</td>
<td>10/9</td>
<td>Parenting Infants and Toddlers</td>
<td>Chapter 7</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10/11</td>
<td>Parenting Infants and Toddlers</td>
<td></td>
<td>Jo Monahan, Library Research for the Parenting License</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/13</td>
<td>Parenting Infants and Toddlers</td>
<td>Hopgood Chapters 4, 7</td>
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<td>HOPGOOD Reading Assignment (complete BEFORE class)</td>
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<td>Hopgood Conclusion</td>
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<td>12/11</td>
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**ALL DATES/ASSIGNMENTS ARE SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR. CHANGES WILL BE ANNOUNCED IN CLASS AND/OR ON BLACKBOARD.**

**Important Dates:**

- **9/12** Beginning this date a student who wishes to drop a course must first receive written consent of the instructor.
- **10/6** Last day for student to receive automatic grade of W for nonattendance. Last day for change in pass/no pass status. Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.
- **10/7** Beginning this date instructors may drop students with a grade of WF for nonattendance.
- **11/6** Last day to drop with either W or WF. Last day for a student to drop a course with consent of the instructor.
- **11/13** Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.
- **11/22** Last day to withdraw (drop all classes). Last day for an instructor to drop a student with a grade of WF for nonattendance.