HDFS 2033-001: Parenting in Diverse Families – Updated Syllabus 9/4/18
FALL 2018
Department of Educational Psychology
University of North Texas
Tu/Th 9:30am – 10:50am Business Leadership Bldg (BLB) 090

Instructor: Cynthia A. Frosch, PhD, IMH-E®
Office: Matthews Hall, 322-C
Phone: 940-369-8369
Email: cynthia.frosch@unt.edu

Dr. Frosch’s Office Hours:
Tuesdays and Wednesdays: 12-3pm
+ by appointment (in-person or virtual)

Class TA: Jessica Hutchinson: Jessica.Hutchinson@unt.edu
Jessica’s Office Hours: Mondays 2:30-4:30pm and by appointment

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 Access 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 emphasized from 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 Understanding the Human Community 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. Specific objectives include:
1) Identify diverse components of parenting across cultures.
2) Demonstrate the relationships among the economic, social, political, environmental, and symbolic systems of societies.
3) Analyze differences and commonalities in parenting across cultures.
Course Requirements:

1. In-Class Activities: (14 x 10 points = 140 points)
   Attendance is required for this class and students are expected to fully participate in the course. This is a 9:30am class and if you are unable to attend class on-time each day, please choose a different class. Appropriate participation consists of engaging in class discussions and activities, as well as exhibiting respectful behavior at all times. I recognize that some students may be more comfortable asking questions and contributing ideas during large group discussions than others. Thus, participation will be assessed via a variety of in-class activities (including learning checks) and via a variety of discussion formats (e.g., small group; paired discussions). The Hopgood book will be covered by these in-class activities and discussions as well. NO MAKE-UPS will be permitted for any in-class activity. There will be 15 opportunities available this semester but only 14 opportunities will count toward the final course grade. If a student completes all 15 activities, the student may drop their lowest score.

2. Parenting License (100 points)  DUE: November 15th by 9:30am (via turnitin link on CANVAS)
   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. Detailed information and a grading rubric will be provided on Canvas. Students are required to use APA format for this assignment. Papers that are not in APA format will lose 10 full points (one letter grade). 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/
   Papers must be uploaded to Canvas via the Turnitin link by 9:30am on November 15th to be considered “ON TIME.” LATE papers to Turnitin will be penalized one full letter grade per day late (starting with 9:31am on the due date). Students are required to TURN IN A STAPLED, PRINTED COPY of the parenting license at the start of class on November 15th. Failure to turn in a hard copy of the paper on November 15th will result in a 5 point deduction.

3. Exams: (310 points total)
   Two in-class exams as well as a final exam will be used to assess student learning. Each exam will consist of multiple choice, true/false and/or matching questions. If you must miss an exam due to medical, judicial, or serious personal reasons, you must 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 an essay/short-answer format.

   Exam 1  October 4th  (100 points)
   Exam 2  November 1st  (100 points)
   Final Exam  December 13th  (8-10am)  (110 points)

Course Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>495+</td>
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<tr>
<td>B</td>
<td>440-494</td>
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<tr>
<td>C</td>
<td>385-439</td>
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<tr>
<td>D</td>
<td>330-384</td>
</tr>
<tr>
<td>F</td>
<td>Below 330</td>
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THERE IS NO EXTRA CREDIT AVAILABLE FOR THE COURSE. Borderline grades (within 2 points of the total listed above) may be rounded up to the next letter grade at instructor’s discretion, based on overall course engagement and/or the patterning of grades across the semester. If, at any time, you are concerned about your grade in the course, please make an appointment to speak with me and/or the TA. There are many, many resources available at UNT to help you succeed! Be proactive and planful -- ask for assistance.
SUMMARY OF COURSE REQUIREMENTS:

In-Class Activities  ____________/140 points
Parenting License  ____________/100 points
Exam 1  ____________/100 points
Exam 2  ____________/100 points
Final Exam  ____________/110 points

Total Possible Points  ____________/550 points

LINKS FOR SUCCESS

CANVAS:  https://unt.instructure.com/

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)

UNT Food Pantry:
https://deanofstudents.unt.edu/resources/food-pantry

Dean of Students Office:
https://deanofstudents.unt.edu/resources
DOS lists a range of resources available to Students, Faculty, Staff, and Parents! Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support.

UNT Writing Center  (Sage 150):  940-565-2563
https://writingcenter.unt.edu/welcome-unt-writing-center

Opportunities to Learn More About Children and Families
Home Instruction for Parents of Preschool Youngsters (HIPPY):  http://hippy.unt.edu
Zero to Three:  www.zerotothree.org
First3Years:  www.first3yearstx.org
National Alliance on Mental Illness (NAMI) Family Support Group:
http://namidallas.org/family-support-group.html
TIPS FOR SUCCEEDING IN HDFS 2033

1. LOG IN to CANVAS every day [https://unt.instructure.com/](https://unt.instructure.com/) 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 unless we are using them for a class activity. Otherwise, please refrain from using these during class. Check out this research to learn more about why even having your cell phone visible can distract you: [https://www.journals.uchicago.edu/doi/full/10.1086/691462](https://www.journals.uchicago.edu/doi/full/10.1086/691462)

3. During class, consider TAKING NOTES with a pencil/pen and paper, rather than on a laptop computer. Taking notes this way may actually help 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 the creative process. Are you chronically late for things in your life (including this class)? Try these life hacks: [http://www.lifeshack.org/articles/featured/how-to-be-on-time-every-time.html](http://www.lifeshack.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. 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 when 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)  

7. ACCEPT the assignment/course grade you have earned. Asking me to change your grade would be unfair and unethical. If you have questions about a particular assignment grade, I request that you WAIT 24 hours, REVISIT the assignment requirements carefully, REVIEW your assignment, and SCHEDULE an appointment to talk with me. BE PREPARED when you email/meet with me. “But I worked hard” is not a reason to question a 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 solid reason.

8. MEET all deadlines. Plan ahead to be sure that your assignments post in advance of 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); [http://it.unt.edu/helpdesk](http://it.unt.edu/helpdesk)

9. DOCUMENT all medical and personal emergencies appropriately. For example, provide a signed doctor’s note saying that you were required to stay home from class for the full week of an exam.

Like this course and want to DISCOVER MORE about children and families? Become an HDFS Major/Minor/Accelerated Master’s Degree Student through UNT’s Department of Educational Psychology: [https://www.coe.unt.edu/educational-psychology/human-development-and-family-studies](https://www.coe.unt.edu/educational-psychology/human-development-and-family-studies)
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.

Students are expected to 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.

RESPECT FOR STUDENTS AS INDIVIDUALS. As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Blackboard/Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. If these change at any point during the semester, please do let me know.

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 Canvas 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/Canvas 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 PERCEPTIONS OF TEACHING (SPOT). 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 grown. 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 https://success.unt.edu/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date of Class</th>
<th>Topic</th>
<th>HOLDEN Textbook Chapter (complete BEFORE class)</th>
<th>HOPGOOD Chapter (complete BEFORE class)</th>
<th>Assignment/Exam/Extension Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Overview - How to Succeed in Parenting</td>
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<tr>
<td>2</td>
<td>8/30</td>
<td>Introduction: From Beliefs to Evidence</td>
<td>Chapter 1</td>
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</tbody>
</table>
| 2    | 9/4          | Theoretical Perspectives on Parenting | Chapter 2 |                                        | Get to Know Your Textbook Author Part 1.  
Visit Dr. Holden’s webpage and read about his lab, research, and publications. [https://www.smu.edu/Dedman/Academics/Departments/Psychology/People/HoldenG](https://www.smu.edu/Dedman/Academics/Departments/Psychology/People/HoldenG) |
| 2    | 9/6          | Theoretical Perspectives on Parenting | Introduction & Chapter 1 - Sleeping Arrangements |                                        |                                   |
| 3    | 9/11         | Approaches to Parenting Research | Chapter 3 |                                        | Get to Know Your Textbook Author Part 2.  
Watch Dr. George Holden’s Lecture (before today’s class)  
Link: [https://www.youtube.com/watch?v=IdEoPvOOK8M&index=5&t=0s&list=PLdh7iXCGOqE9oHQ1QnMk5watbp2JJgZ9l](https://www.youtube.com/watch?v=IdEoPvOOK8M&index=5&t=0s&list=PLdh7iXCGOqE9oHQ1QnMk5watbp2JJgZ9l) |
| 3    | 9/13         | Approaches to Parenting Research | Chapter 2 – What Children Eat  
Chapter 3 – How Kenyans Live without Strollers |                                        |                                   |
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<tr>
<th>Week</th>
<th>Date of Class</th>
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<tr>
<td>4</td>
<td>9/18</td>
<td>How Important are Parents?</td>
<td>Chapter 4</td>
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<td></td>
<td>9/20</td>
<td>How Important are Parents?</td>
<td></td>
<td>Chapter 9 – Play without Parents</td>
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<td>5</td>
<td>9/25</td>
<td>Determinants of Parenting</td>
<td>Chapter 5</td>
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<td>Jo Monahan: Library Resources for Parenting License</td>
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<td>9/27</td>
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<td>Chapter 7 – Cherish Pregnancy</td>
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<td>6</td>
<td>10/2</td>
<td>Becoming a Parent</td>
<td>Chapter 6</td>
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<td>Moms and Meds</td>
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<tr>
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<td>10/4</td>
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<td>Exam 1 (Weeks 1-5)</td>
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<tr>
<td>7</td>
<td>10/9</td>
<td>Parenting Infants and Toddlers</td>
<td>Chapter 7</td>
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</tbody>
</table>
|      | 10/11         | Parenting Infants and Toddlers | Chapter 4 – Potty Train Early  
Chapter 5 – Best Fathers |                                         |                                   |
| 8    | 10/16         | Parenting Preschoolers | Chapter 8                                        |                                         |                                   |
|      | 10/18         | Parenting Preschoolers | Chapter 8 – Let Their Children Fight  
Preschool in Three Cultures |                                         |                                   |
| 9    | 10/23         | Parenting during Middle Childhood | Chapter 9                                      |                                         |                                   |
|      | 10/25         | Parenting during Middle Childhood | Chapter 11 – Excel in School  
Guest Speaker: Family Diversity from Pregnancy through Middle Childhood |                                         |                                   |
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<thead>
<tr>
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<th>HOPGOOD Chapter (complete BEFORE class)</th>
<th>Assignment/Exam/Extension Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>10/30</td>
<td>Parenting in Adolescence</td>
<td>Chapter 10</td>
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<td></td>
<td>11/1</td>
<td>Parenting in Adolescence</td>
<td></td>
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<td><em>Exam 2 (Weeks 6-10)</em></td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Non-Traditional Families</td>
<td>Chapter 11</td>
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<tr>
<td></td>
<td>11/8</td>
<td>Non-Traditional Families</td>
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<td><em>Daddy &amp; Papa</em></td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Parents at Risk</td>
<td>Chapter 12</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>11/15</td>
<td>Parents at Risk</td>
<td></td>
<td></td>
<td><em>PARENTING LICENSE DUE</em> Via Turnitin by 9:30am + Printed, stapled copy turned in at the start of class.</td>
</tr>
<tr>
<td>13</td>
<td>11/20</td>
<td>Cultural Influences</td>
<td>Chapter 13</td>
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<td><em>Babies Activity</em></td>
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<td>11/22</td>
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<td><em>FALL BREAK</em></td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>Cultural Influences</td>
<td>Chapter 6 – Keep Families Close</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>11/29</td>
<td>Preventing Child Maltreatment/Intro to Social Policy Issues</td>
<td>Chapter 15</td>
<td>Chapters 10 - Kids to Work, Conclusion</td>
<td><em>Guest Speaker: Matthew Willoughby, First3Years and Safe Babies Court</em></td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>Social Policy Issues</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>12/6</td>
<td>Final Exam Preparation</td>
<td></td>
<td></td>
<td><em>Pre-Finals Day</em> Bring Your Parenting License Assignment to Class</td>
</tr>
<tr>
<td>17</td>
<td>12/13</td>
<td>8-10am</td>
<td></td>
<td></td>
<td><em>FINAL EXAM</em></td>
</tr>
</tbody>
</table>

*ALL DATES/ASSIGNMENTS ARE SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR. CHANGES WILL BE ANNOUNCED IN CLASS AND ON CANVAS.*
Important Dates:

9/11   Beginning this date a student may **drop a course with a grade of W** by completing the Request to Drop a Course form and submitting it to the Registrar's Office, **written consent** of instructor is needed.

10/5    Last day for change in **pass/no pass status**.

11/5    Last day for a student to **drop a course with a grade of W**.

11/12   Beginning this date, a student who qualifies may **request an Incomplete**, with a grade of I.

11/21   **Last day to withdraw** (drop all classes). Grades of W are assigned.