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|  |  | ***Semester*** | **Spring 2013** |
| ***Section*** | **004** |
| ***Days*** | **Wednesday** |
| ***Time*** | **5:30pm – 8:20 pm** |
| ***Location*** | **SAGE 176** |
|  | **wendy.middlemiss@unt.edu** |  | ***Office Hours*** |  |  |
|  | **Wendy Middlemiss Ph.D.** |  | Monday 9:30-10:30am |  |  |
|  | **304H Matthews Hall** |  | Wednesday 4:15pm 5:15pm |  |  |
|  |  |  |  | By appointment |
|  | Office phone: 940 369-8870 |  |  |  |  |
|  |  |  |  |  |  |  |
| **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 culturesare studied in relation to adult-child interactions, parent/school/community relations, family roles, laws and parenting skills. *Satisfied Cross Cultural, Diversity, and Global Studies requirement of the University Core Curriculum.* |
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| **Texts** | Brooks, J. (2011). The Process of Parenting (9th ed.). McGraw-Hill: New York.ISBN-978-0-07-802446-7*Other readings include two formal research reviews and two additional research articles to support premise in second position paper* |  |

**Course objectives:** The objectives for this course are to

*1. understand the diversity of human cultures;*

*2. understand the relationships among the economic, social, political, environmental, and symbolic systems of societies;*

*3. compare and contrast human behaviors in different cultural contexts;*

*4. analyze differences and commonalities across cultures;*

*5. demonstrate interconnectedness of human experiences among and between societies;*

*6. development strategies for reducing prejudice and stereotyping of groups;*

*7. develop sensitivity, respect, and appreciation for the diversity of human cultures;*

*8. to value diversity in a global society*

**Course Requirements**

***Preparation for and completion of mid-term and final examinations.[total 200 points]***

*Learning takes time and attention… keeping up with reading, taking time to understand what you have read, and finding ways to remember what we have discussed in classes are all challenges.*

**Recall & Application Questions:** 10 points each [5 assigned during the semester] ***50 points***

**Midterm:** Chapters covered prior to assigned and completed prior to midterm ***50 points***

**Comprehensive Final:** Chapters 1-16 ***100 points***

***Research-Based Application. Construction a Position Paper [total 200 points]***

*Part of learning is being able to share our ideas with others in a way that is sound, reasoned, and persuasive. Toward that end we will learn to structure an argument and position based on completion of two position papers. The first will be a starting point for our learning process. In constructing your first paper, you will focus on stating your position and explaining why it is that you hold that position. Through the course, we will learn more about what theories may help to support your position—further we will do some reading on the topic we discuss. Then, we will discuss how best to take your first position statement and create a position paper that forms a strong argument for your ideas. In completing this assignment, then, the following tasks will be completed…* ***All papers are to be completed in APA Style and typed.***

**1. Position Paper I.***This paper will summarize what you think and why you think that way. The paper will need to include*

* *your position, why you hold it;*
* *what is another position and why you are not supporting that position.*

*Use examples. Be clear. APA Style. 1 page text. Use APA style cover page.*[1-page; positions will be handed in both as hard copies in class on the day they are due *and* in Blackboard on Turnitin] ***20 points***

**2. Two Research Journal Articles Reviews.** In completing this assignment, you will need to search the library and/or library website to find two research articles [Research articles have an introduction, a methods section, a results section, and a discussion or conclusion.]

* + One supporting and
	+ One not supporting your position.

*These reviews will help to build your skill in reading research and summarizing the results based on the methodology of the research project and the results and discussion.*[See review form on line]

Reviews will be handed in both as hard copies in class on the day they are due *and* in Blackboard on Turnitin; 2 reviews; *15 points each,* ***total 30 points***

**3. Position Paper II.** This paper will be the summative argument you make to support your position. It will be based on the reviews of research, material from class and the textbook. Your position will require citations that refer to the research that you are using to support your position. You may not use material in the textbook, unless it is referring to a specific theory or a referenced summary of research. You will need to have four references that cite research in your area. Be sure that some of the research represents the position of the side you are not supporting and cite that research and why you are not agreeing with that research. This paper should have text that is 2-3 pages long. *You should prepare a cover page and reference page; and if you are using a chart, table or figure, each of those would go on a separate page. Be careful to avoid plagiarizing the material you cite; in other words, using the ideas directly without thinking them through and putting them in your own words… that is what is essential in understanding the research, as well as being essential in respecting the ideas and work of those you are citing. If you are confused about this point, please ask.* [2-3 pages. Reviews will be handed in both as hard copies in class on the day they are due *and* in Blackboard on Turnitin. ***100 points***

**4. Consensus Presentation.***Working with 4 or more colleagues, you will discuss your positions and arrive at a consensus position that is agreeable or acceptable to all students. You will be asked to present this process to the class. You need to identify*

* *Support for each individual position, using theories and research, and class information;*
* *Support for your consensus position, again using theories and research, and class information;*
* *Present the process by which you came, as a group, to this position.*

**50 points**

GENERAL UNIVERSITY INFORMATION

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***Statement regarding Discriminatory Practices:***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](https://webmail.unt.edu/OWA/redir.aspx?C=ggs3rIw07kaaJFErMb5dxrz3VNEGWc8ICpViWxHMGK_ZHESFQR03hMzbRAr7UHpIPTjL1fRl6gs.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940.565.4323.

***Eagle mail.***All Students should activate and regularly check their Eagle Mail (e-mail account). Eagle Mail is used for official communications from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit: <https://eaglemail.unt.edu>.

***Academic honesty.***It is expected that students will conform to the University of North Texas’ Code of Student Conducted and Discipline as outlined in the undergraduate catalog (see also the Student Handbook which can be found on line at [www.unt.edu](http://www.unt.edu)). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and full cite as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure in the course and possible expulsion from the University.

***COURSE SCHEDULE DFST 2033***

***Spring, 2012; Dr. Middlemiss***

**WEEK DATE HAVE PREPARED HAND-IN\*\***

**Week 1**

January 16*Introduction. Syllabus.*

 Discussion of Chapter 1

**Week 2**

January 23Ch. 2. *Cultural influences on parenting*

**Week 3**

January 30Ch. 3. *Learning to parent*

Ch. 4. *Becoming a parent*

**Week 4**

February 6Ch. 5. *Nurturing close family relationships* First Position Paper

 *in a technological society*

Ch. 6. *Supporting* *children’s growth and dev.*

**Week 5**

February 13Ch. 12. *Parenting and working*

**Week 6**

February 20Ch. 13. *Parents by adoption and reproductive* Article Reviews Due

*technology*

**Week 7**

February 27Ch. 14. *Parenting when unmarried*

**Week 8**

March 6 Midterm

 In-Class work on Position Paper

**Week 9**

March 13 **Spring Break**

**Week 10**

March 20Ch. 15. *Parenting in divorced families and* Position Paper II Due

 *remarried families*

Ch. 16. *Parenting in Gay and Lesbian families*

**Week 11**

March 27 Ch. 17. *Parenting in challenging times*

**Week 12**

April 3 Ch. 7. *Parenting children birth to two years*

Ch. 8. *Parenting children in early childhood*

**Week 13**

April 10Ch. 9. *Parenting elementary school children*

**Week 14**

April 17 Ch. 10. *Parenting early adolescents*

Ch. 11. *Parenting late adolescents and young adults*

**Week 15**

April 24*Consensus Work*

**Week 16**

May 1Presentations

**Finals Week FINAL Wednesday 5:30**

May 8

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***\*\*****On each class day there may be specific assigned work to complete as part of your family. Please be ready each day to think about how the information in the chapter reflects the construction and needs of your family… and the family of others.*

**Grading Scale: To earn a(n):**

A requires 400-360

B requires 359-320

C requires 319-280

D requires 279-240

*Earning less than 239 results in a failing grade.*