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|  | Parentingin Diverse Families | ***Semester*** | **Spring 2015** |
|  |  |
| ***Days*** | **Wednesday** |
| ***Time*** | **5:30 – 8:20 pm** |
| ***Location*** | **WH 322** |
|  |  |  | ***Office Hours*** |  |  |
|  | **Wendy Middlemiss Ph.D.** |  | **Mon. and Tues 9:30-10:30am** |  |  |
|  | **304H Matthews Hall** |  | **Wed. 4:15pm 5:15pm Or By Appointment** |  |  |
|  |  |  | **Office phone: 940 369-8870** |  |  |
|  |  |  |  | **wendy.middlemiss@unt.edu** |  |  |
| **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 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*** |  |

DFST 2033

**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.*

Quizzes: 10 points each [5 assigned during the semester] ***50 points***

Midterm: Chapters covered prior to assigned and completed prior to midterm (March 11) ***50 points*** Comprehensive Final: Chapters 1-16 (May 13, Wednesday 5:30, in classroom) ***100 points***

***200 points***

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***Research-Based Application. Construction a Position Paper [total 300 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.***

**Related assignments:**

**1. Position Paragraph. 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, **February 4, Noon**] (***50 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 **(February 25, Noon); 2 reviews**; *50 points each,* ***total 100 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 **(March 25, Noon). *100 points***

**4. Consensus Presentation. Presentations May 6 (50 points)** *Working with 3 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.*

***300 points***

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| **Class Date** | **Readings to** **Prepare for Class** | **Assignments and** **University Dates** |
| **Week 1**January 21*Note: Jan. 23rd, last day to add/drop class* | Introduction and Activities**Chapter** 1 |  |
| **Week 2**January 28 | **Chapter** 2. Cultural Influences on Parenting |  |
| **Week 3**February 4 | **Chapter** 3. Learning to Parent**Chapter** 4. Becoming a Parent | **Position Paragraph. Paper I** * due February 4, 12 noon, posted to Turnitin;
* Hand in Paper COPY in class
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| **Week 4**February 11 | **Chapter** 5. Nurturing Close Family Relationships in a Technological Society**Chapter** 6. Supporting Growth/Development  |  |
| **Week 5**February 18 | **Chapter** 12. Parenting and Working |  |
| **Week 6**February 25 | **Chapter** 13. Parents by Adoption and Reproductive Technology | **Article Reviews*** due February 25, 12 noon, to Turnitin;
* HAND IN paper copy in class
 |
| **Week 7**March 4*Note:* *March 2nd, last day to drop class with W* | **Chapter** 14. Parenting when Unmarried**Chapter** 17. Parenting in Challenging Times |  |
| **Week 8**March 11  |  | **Midterm**  |
| **Week 9**March 18 | Spring Break |  **spring%20break%20clip%20art%20edited_0[1]** |
|  **Week 10**March 25 | **Chapter** 15. Parenting in Divorced Families**Chapter** 16. Parenting in Lesbian and Gay Parent Families | Position Paragraph. Paper II * due March 25, 12 noon, posted to Turnitin;
* HAND IN Paper COPY in class
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| **Week 11**April 1*Note: April 7th. Last day to drop class with instructor permission* | **Chapter** 7. Parenting Children Birth to Two Years |  |
| **Week 12**April 8 |  | **Consensus Work**during Class Time **Groups assigned in class** |
| **Week 13**April 15 | **Chapter** 8. Parenting Children in Early Childhood**9Chapter** 9. Parenting Elementary School Children |  |
| **Week 14**April 22*Note: April 24th. Last da student may withdraw from semester; last day instructor may drop student from class roll for nonattendance* | **Chapter** 10. Parenting Early Adolescents |  |
| **Week 15**April 29 | **Chapter** 11. Parenting Late Adolescents |  |
| **Week 16**May 6 |  | **Presentations** **10 minutes each group** |
| **FINALS WEEK****May 13** | **FINAL:** **Wednesday Night Class Time****May 13** |  |

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

A requires earning 500-450

B requires earning 449-400

C requires earning 399-350

D requires earning 349-300

*Earning less than 299 results in a failing grade.*

**General University Policies**

**Student Behavior in the Classroom:** 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 Center for Student Rights and Responsibilities 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, and field trips. Code of Student Conduct: [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Professional Consideration**: College courses should be viewed as a preparation for your future career, therefore the expectation is that you will display such behavior in the classroom. You are not expected to agree with others, but you will need to respect their opinions during class discussions. In addition you are expected to come to class on time, turn your cell phones to silent and avoid side conversations during class time.

**Electronic Devices:**

**Phones:** Please turn your phone to silent while in class. If you have a family emergency or a child in daycare, which may require you to leave the class and answer your phone periodically please inform the instructor prior to when class is in session. Texting is NOT tolerated whatsoever.

**Other Electronics**: no electronic devices, such as laptops, MP3 players, I-pads or anything else that could be disruptive to class will be turned off while in class.

You are each aware of your own obstacles when you enroll for this and any other course. This includes computer skills and equipment. If you have trouble meeting deadlines due to medical reasons, personality reasons, conflicts with your employment, or any other reason, then it is YOUR responsibility to adopt a pattern of behavior which will allow the time necessary to complete assignments by required deadlines. Do not anticipate an extension – this includes computer problems (e.g., hard drive crashes, disc errors, printer problems, etc.). Be sure to leave yourself extra time in the event you experience computer problems. Ample time to complete assignments has been provided. Begin today. Do not wait until the night before, encounter an unexpected problem, and expect more time to be provided.

**Academic Integrity**: Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

Cheating, plagiarizing, copying from another student's paper, collaborating on assignments, submitting as one's own a paper prepared by another or any other form of academic dishonesty, will NOT be tolerated. This includes the use of any unauthorized assistance or assisting others in taking quizzes or examinations, using unauthorized sources in completing homework or written assignments, acquiring tests or other academic material belonging to a member of the University faculty or staff, or attempting to bribe an instructor to alter a grade. Any infraction of the University policy will be dealt with by reporting the misconduct to the department chairperson, and a failing grade for the assignment/test. Students found violating standards of academic integrity by cheating or plagiarizing on any assignment may be given a grade of "0" for the assignment or exam.

**Disability Accommodation:** The University of North Texas (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

 As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

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.

**Observation of Religious Holy Days:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Incompletes:** The grading system for the University of North Texas indicates a grade of “I” is a nonpunitive grade given only during the last quarter of the semester and only if the student is currently passing the class and has a justifiable reason why assignments cannot be completed on time. In addition, the student must arrange with the instructor to finish the course at a later date. Students requesting an “I” are required to sign a “Contract to Remove Incomplete” which states the specific assignments and their due dates required to remove the “I.” Only those students who experience some unforeseen major life crisis (e.g., emergency surgery, death in the family, newly diagnosed life-threatening illness) will be considered to have a justifiable reason that merits an “I.” Students who experience “normal” life events (e.g., time crunches due to other courses, employment, etc.) should go to the Registrar to drop the course as soon as it becomes evident assignments will not be completed by their due date. It is the student’s responsibility to drop from the course if it becomes necessary.

**Dropping/Withdrawing from a Course:** For information regarding dates for dropping and withdrawing from courses please go to <http://essc.unt.edu/registrar/schedule/spring/withdraw.html>

**Student Evaluation for Teaching Effectiveness (SETE):** is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.