

# **ECFS 3843 Parent Education**

## **Course Description**

This course is designed to increase understanding of concepts and theories related to how parents teach, guide, and influence children and adolescents based on knowledge of parenting as a process, family systems theory, and the basic needs of a child.

## **Course Prerequisites**

ECFS 274 – The Study of Young Children

## **Required Materials**

Parent-Child Relations: An Introduction to Parenting

Gigner, Jerry J. And Clara Gerhardt

10<sup>th</sup> Edition Pearson 2019

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## **Accreditation**

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

## **Program Learning Outcomes**

- Demonstrate knowledge and understanding of young children's characteristics and needs, from birth through age eight; base practices on a sound foundation of child development knowledge

- Demonstrate ability to support and engage families and communities through respectful reciprocal relationships; recognize the interaction between individuals, families, and various social systems
- Demonstrate ability to involve families and communities in young children's development and learning; engage families in curriculum planning, assessment of children's learning, and planning for transitions to new programs.

## Course Learning Outcomes

- Describe the principal features, forms, and structures found in contemporary American families
- Describe the unique characteristics, challenges, and stressors of parent-child relations in diverse families in the United States.
- Explain why community supports are important to parents of infants, toddlers, preschoolers, and adolescents especially while dealing with stressors.
- Describe the developmental characteristics at each level of development (infancy, toddlerhood, preschool, school-age, and adolescence and explain the changes that occur in the transition from parenting younger children to adolescents and common behavioral problems at each period.
- Gain an understanding of how parents teach, guide, and influence children and adolescents based on knowledge of parenting as a process, family systems theory, and the basic needs of a child ( NAEYC: 1c and 2a )

## Course Learning Assignments and Assessments

### Grading

Grade Category 1 <b>Parenting Reflections (Discussions)</b>	20 %
Grade Category 2 <b>Content – Focus Questions</b>	20%
Grade Category 3 <b>Journal Articles</b>	15%
Grade Category 4 <b>Assignments:</b> Theorist PowerPoint, Issue Paper, Compare and Contrast of Fictional TV families	30 %

Grade Category 5 **Parent Workshop** 15 %

**Total** **100%**

### **Grade Category 1 – Parenting Reflections (Discussions) 20 %**

- The Discussion Board (Parenting **Reflections**) will be graded on a weekly basis and your overall grade will be an average of the individual grades that you receive on each. Each session contains two to three prompts that are connected to that sessions' learning outcomes. In addition to responding to these prompts, you should engage in the discussion by initiating posts and responding to the posts of others in the class in order to advance the conversation. Students must post their initial post by Wednesdays at 11.59 pm and responses to their peers by Saturdays at 11.59 pm. Some possible ways that you might engage your classmates:
- Post an opinion based on reading/research you do on the topic
- Respond thoughtfully to the topic from your own experience
- Provide links and resources related to the topic that would be of interests to your classmates
- Thoughtfully rebut another participant's comments
- Synthesize the current class discussion by summing up the discussion points
- **Faith-Based Discussions/Reflections:** each week you will have a discussion that connects our faith to the content of the course. This is an important component of the course and an opportunity to share with your classmates. You are encouraged to give your classmates feedback!

### **Grade Category 2 – Chapter Focus Questions 20 %**

**Focus Questions:** You will have focus questions to answer from each chapter. Answer the focus questions in your own words. These must be in narrative form.

### **Grade Category 3 – Journal Articles 15 %**

**Journal Articles** – You are required to read the five journal articles related to the content of the course. Follow the guidelines of the assignment. The directions and a rubric are provided.

### **Grade Category 4 – Assignments: 30 %**

- **Multi-Media Theorist PowerPoint/Prezi**

Select one of the theories/ theorists from Chapter 3 (Erikson, Piaget, Vygotsky, Freud, Bandura, Skinner, Adler, and Bruner) Your PowerPoint or Prezi should give the major concepts of the theory and demonstrate specifically how it applies to “Parent-Child Relations.” Be creative and make sure that it is Multi-Media. You should have a minimum of 8 slides.

- **Issue Paper**

You are required to write an Issue Paper on one of the controversial parenting topics. You will receive specific requirements for this assignment. You may select your own topic however, the directions will include a list of possible topics to select from. If you select your own topic, make sure that you get the topic approved by the instructor.

- **Compare and Contrast Fictional TV families over the past decades.**

Through the history of television over the past fifty-plus years, families have been portrayed in a variety of ways. This depiction is important because it is one source for learning about families, relationships, ideal families, dysfunctional families, how spouses treat each other, how siblings interact, how parents treat or expected to treat their children, how families communicate, how families resolve problems, etc. I grew up in the '50s and loved to watch: Ozzie and Harriet, Leave it to Beaver, The Donna Reed Show and Father Knows Best. Television families have changed a lot since the '50s. What family shows did you grow up watching? What did you like about them?

Compare and Contrast at least three fictional television families. Select at least (3) from the following: All in the Family, Full House, Cosby Show, Roseanne, Modern Family, Parenthood, Blackish, The Middle, The Waltons, Empire, Malcolm in the Middle, Fresh Prince of Bel-Air, Gilmore Girls,

## **Grade Category 5 – Parent Workshop 15 %**

You are required to plan a 60-90 minute parenting workshop. You will select a focus for your workshop and also an age group, i.e. Infant-Toddlers, Preschool, Kindergarten, School-Age, Adolescents. This workshop must include workshop objectives, activities, materials needed, handouts, resources, speakers, discussion, services provided. Select one of the following topics: Identifying your Children’s Gifts (Multiple-Intelligences); Helping your children develop executive Function; Kindergarten/First Grade Literacy Workshop; How and What Children Learn through Play; A workshop that targets a specific problem behavior (bullying, anger, etc.); Help children develop healthy self-esteem; Single Parenting with Success; Build your Child’s Brain; How to talk so children will listen; Understand your Child’s temperament.

## **GRADE EQUIVALENCY TABLE**

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

<b>Percentage Value</b>	<b>Letter Grade</b>	<b>Numeric Value for GPA</b>
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96-100	A	4.0
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93-96	A-	3.7
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90-93	B+	3.4
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87-90	B	3.0
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84-87	B-	2.7
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81-84	C+	2.4
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78-81	C	2.0
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75-78	C-	1.7
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73-75	D+	1.4
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70-73	D	1.0
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<70	F	0.0
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## **Course Policies**

### **Attendance Policy**

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lectures, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

## **Communication**

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned classwork.

## **Technology Requirements**

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations \(Links to an external site.\)](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to [helpdesk@swu.edu](mailto:helpdesk@swu.edu) or call 864.644.5050.

## **Academic Honesty**

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the

course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

### **Accommodations for Students with Disabilities**

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities,” found under mySWU’s Student tab under [Learning Resources \(Links to an external site.\)](#). Any student desiring accommodations must send a request and supporting documentation to Dr. Tonya Strickland at [tstrickland@swu.edu](mailto:tstrickland@swu.edu).