

FCS 4854 PARENT-CHILD STUDY AND COMMUNITY INVOLVEMENT (3-0-3) Fall 2012

Instructor: Ms. Karen Hart, MS

CD Laboratory Office: 1102 Buzzard Hall

Office phone: 581- 7917 Call this number **only** during the morning hours.

CD Office Hours: Monday, Tuesday, Wednesday, and Thursday: 11:00-12:00, before and after evening class

Hours by appointment: 345-6819 (home phone) For an appointment other than above hours

Email: khart2@eiu.edu **Class Info On WebCT**

Text: Brooks, J. B. (2011). The Process of Parenting (8th ed). McGraw Hill, New York, NY.

Course description: (3-0-3) Detailed study of parent-child interaction and community involvement; in-depth study of parent education programs, methodology and techniques. Observation required.

Course objectives: The students will:

1. review historical aspects of parent education,
2. examine the roles and responsibilities of contemporary parents in the United States,
3. explore styles of parenting and factors involved in and effecting parent-child interactions,
4. consider the texture of parent-child relationships introduced by cultural/racial identity, regional and urban/rural membership, and religious influences,
5. discuss the rewards of parenting as well as the problems parents encounter as they interact with their children at various stages in the life cycle,
6. identify and examine techniques which facilitate communication within the family unit,
7. define and describe resources which provide services for families,
8. examine factors effecting the success of parenting educator programs including parent educator competencies and techniques for planning, implementing and evaluating programs, and
9. explore various media available to children and families and develop specific techniques in order to critique these items.

This upper division/graduate level course assumes standards of professionalism, a respectful attitude of pluralism, confidentiality when appropriate, and an interest in understanding families without evaluative overlays (with the exception of illegality). The purpose of this course is not to educate participants for personal parenting, although valuable applications can be made for this purpose. The purpose of this course is to learn about families and about providing support in the form of education related to the family unit, as focused on public service.

Methods of evaluation:

In-class assignments, quizzes, and group work:

Students will periodically engage in group discussions and provide brief written or oral responses. In addition, students may be required to write response papers to subjects of discussions, films, or speakers and observations of parent programs. Unannounced quizzes may be given. In-class assignments cannot be made up, except in extreme circumstances at the discretion of the instructor. These assignments will generally be completed during class and will be worth a variety of points for a total of 200 points.

Media Assignment:

Students will be exposed to various media that is available for the use of parents and children. Each student will choose **two out of the four** media options. For each type of media a specific evaluation criteria will be followed, and at least a two page paper (three pages for graduate students) will be written. Evaluation criteria may be examined on Web CT for this class and questions will be addressed by the students prior to each assignment's due date. Each media type will be worth 80 points for a total of 160 points. **Choice** of media assignments are as followed:

- Watch television
- Read one parent education book
- Review and critique three parent education web sites
- Explore two agencies that provide services to families

Article abstracts (graduate students only):

Two abstracts with brief reaction sections are required for students taking this course for graduate credit. Format requirements will be provided and must be followed found on WebCT. Articles must be from a recognized professional/academic journal. Photocopies of the article must be included. Each abstract will be worth 50 points for a total of 100 points.

Parent Education **Presentation Project** (three part assignment):**Part 1 Research Summary Paper** and APA Reference List: 140 points possible

Students will research a topic chosen or assigned by the instructor. Topics will be related to children and families. Bibliography of **five** sources for **undergraduates** and **eight** sources for **graduate** students are required, written in APA format; this requirement will be strictly enforced. Research will be used to formulate an outline and a brief overview will follow in a final presentation. Specifics can be found on WebCT.

Sources should include, but are not limited to:

- professional/academic journal
- books
- professional, academic websites

1 popular press (newspaper, news magazine, Parent's magazine, etc...)

Part 2 Presentation: 100 points possible

Using subject matter from the research outline, students will develop a session or module that could be used to disseminate the information to parents or families. Students will implement project with peers. A set induction is required, as are visual aides and/or experiential methods. Careful citation of sources is a must. The presentation will last ten to twelve minutes and will be evaluated on appropriateness, accuracy of information, professional appearance and substance, effectiveness of methods, and peer evaluations. Students may chose to work in small groups for Part 2 of this project.

Part 3 Final Evaluation: 100 points possible

Following implementation of project, a typed report will be required, which includes self-evaluation of your presentation, what was learned from the project, recommendations for improvement, and reflections on the experience. The paper should be 3-4 pages long and include in-text citations and reference list. **Paper due 1 week after you've presented.**

Note: **Late assignments will not be accepted.**

Using American Psychological Association (APA) Format is required for this course. You may find help by visiting the APA style web site at <http://www.apastyle.org>, or use additional links for helpful information. http://owl.english.purdue.edu/handouts/research/r_apa.html is an excellent helpful source from the Owl online writing lab at Purdue University.

NOTE: Assignments prepared out of class are required to be typed, double-spaced, stapled, and proof-read by the student. Evaluations may be based, in part, on the appearance of the work, including grammatical or typographical errors. APA style is to be used and used correctly. Students may be assured of confidentiality when submitting any assignment. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Students Conduct Code (1.1).

Grading scale:

Undergraduate students:

A = 630-700 points

B = 559-629 points

C = 488-558 points

D = 417-487 points

F = 416 points or below

1.

Graduate students:

A = 720-800

B = 639-719

C = 558-638

D = 477-557

F = 476 points or below

*****If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services at 581-6583.

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TENTATIVE CLASS SCHEDULE

Fall Semester 2012

DATE		READING
Aug 23	Syllabus; Family Systems Theory Part I Presentation Topics	
Aug 30	Historical Aspects of Parenthood Sign Up for Presentation Topic, last day/Graduate Students	Chapters 1 & 2
Sept 6	Children and Stress/Grief Address Abstract assignments: (Graduate Students Only) And all Media Assignment in class	Chapters 3 & 4
Sept 13	Fatherhood Abstract Due (grad students)	Chapter 9
Sept 20	Media	Chapters 7 & 13
Sept 27	First Media Assignment Due Media Bring "Analyzing Children's Books" Handout to Class	Chapters 5 & 6
Oct 4	Grads/Presenters at Family Meeting: Part I of the Presentation Assignment Due Sexuality: children's development, family attitudes, homosexuality and professionals	Chapters 10 & 11
Oct 11	MIDTERM Grads: Visuals Due Adolescence	Chapters 14 & 15
Oct 18	Families with Differing Ability Levels	Chapter 8
Oct 25	Presentation Research Summary and Reference List Due	Chapter 12

	(Part 1) Poverty	
Nov 1	Abstract #2 Due - Grad students Diversity	Chapter 16
Nov 8	Presentation Visuals Due Graduates Evaluations Due Family Meeting 7:00 p.m. – Buzzard Hall Room 1128	
Nov 15	Second Media Assignment Due Parent Resources; Parent Involvement	
Nov 19 - 23	Thanksgiving Recess	
Nov 29	Presentations	
Dec 6	Presentations	
Dec 13	Final week /last round of Evaluations Due	