SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 19.0708

SEMESTER: DEPARTMENTAL SYLLABUS

COURSE TITLE: Parenting and Parent Involvement in Child Care Education

COURSE NUMBER: CHLD-0165

CREDIT HOURS: 3

INSTRUCTOR: DEPARTMENTAL SYLLABUS

OFFICE LOCATION: DEPARTMENTAL SYLLABUS

OFFICE HOURS: DEPARTMENTAL SYLLABUS

TELEPHONE: DEPARTMENTAL SYLLABUS

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckcebookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
The course will cover historical and cultural concepts of family, contemporary parenting, theories of family interaction, and parenting concerns. Students will learn about local support systems available to parents and become familiar with parenting experts.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. A Look at the Parenting Role
II. Theories and Models Relevant to Parenting

III. Explanation of Contemporary Methods of Parenting and Use of These Methods
to Communicate With Children, Encourage Their Compliance and Modify Behavior When Necessary.

IV. Dealing with Siblings and Groups of Children

V. Special Concerns During Infancy, Early Childhood, Elementary School Years, and Adolescence.

VI. Specific Parenting Situations

VII. A Look at Barbara Coloroso and John Rosmond

EXPECTED LEARNER OUTCOMES:

A. The student will be able to discuss the various aspects of parenting.
B. The student will be able to describe the strategies of contemporary parenting.
C. The student will be able to describe the various developmental characteristics of children’s behavior.
D. The student will be able to identify special parenting concerns/situations.
E. The student will be able to list and organize supports and resources for parent(s) and child(ren).
F. The student will be able to evaluate theories and practices of well-known authors and experts on contemporary parenting.

COURSE COMPETENCIES:

The student will be able to discuss the various aspects of parenting.

1. The student will be able to explain the various aspects involved with parenting.
2. The student will be able to explain the need for parenting education.
3. The student will be able to list characteristics of parent-child relationships.
4. The student will be able to assess issues of becoming a parent.
5. The student will be able to list characteristics of the wife-mother role.
6. The student will be able to list characteristics of the husband-father role.
7. The student will be able to list characteristics of the androgynous parent role.
8. The student will be able to list characteristics of the child-sibling role.
9. The student will be able to list characteristics of the grandparent role.

The student will be able to describe the strategies of contemporary parenting.

10. The student will be able to discuss the strategies of contemporary parenting.
11. The student will be able to examine the various characteristics of the competent parent.
12. The student will be able to use skills of listening, encouragement and logical consequences to modify children’s behavior.
13. The student will be able to use skills to encourage the child’s autonomy and elicit their cooperation.
14. The student will be able to use skills applicable to the humanistic strategies.
15. The student will be able to use skills applicable to the training for effective parenting.
16. The student will be able to use skills applicable to the transactional analysis strategy.

**The student will be able to describe the various developmental characteristics of children’s behavior.**

17. The student will be able to define developmental characteristics/interactions involved when parenting in infancy.
18. The student will be able to define developmental characteristics/interactions involved when parenting in early childhood.
19. The student will be able to define developmental characteristics/interactions involved when parenting in middle childhood.
20. The student will be able to define developmental characteristics/interactions involved when parenting in adolescence and early adulthood.

**The student will be able to identify special parenting concerns/situations.**

21. The student will be able to describe and list special concerns of working parents.
22. The student will be able to describe special issues relating to divorce.
23. The student will be able to assess special concerns of single parenting.
24. The student will be able to assess special concerns of stepfamilies.
25. The student will be able to assess special concerns of adolescent parents.
26. The student will be able to assess special concerns of minority families.
27. The student will be able to assess special issues regarding children with special needs.
28. The student will be able to assess special issues regarding child abuse and neglect.
29. The student will be able to assess special issues regarding adoption.
30. The student will be able to assess special issues regarding gay and lesbian parents.
31. The student will be able to assess special issues regarding death of a parent.

**The student will be able to list and organize supports and resources for parent(s) and child(ren).**

32. The student will be able to provide parental information about social services and supports.
33. The student will be able to suggest activities for parent(s)/child(ren) to share.
34. The student will be able to provide information on community programs.
35. The student will be able to provide information regarding governmental issues.
36. The student will be able to provide information regarding the resources for a single individual.

**The student will be able to evaluate theories and practices of well-known authors and experts on contemporary parenting.**

37. The student will be able to analyze and compare theories and practices of at least two well-known authors and experts on contemporary parenting.

**ASSESSMENT OF LEARNER OUTCOMES:**

A. Students will be responsible for information presented in the text and class lectures.

   Three tests will be given over this information.
   Test 1: Chapters 1 and 2
   Test 2: Chapters 3 and 4
   Test 3: Dealing with siblings and groups of children and special concerns during infancy, early childhood, elementary school years and adolescence.
B. Students will be responsible for turning in outlines of chapters 1-4. Students will also be responsible for turning in an outline of ONE of the following: Chapters 5, 6, or 7. It is intended that students will choose the chapter most relevant to their current situation. A due date will be given for each outline. Each outline will count as 25 points of the final grade.

C. Students will be responsible for 10 examples each of the use of: reflective listening, I messages, encouragement, phrasing instructions in the positive, and alternatives to NO. (50 points possible) For each example students will describe the situation, the old response that s/he would have given, and what the new response was.

D. After we have completed chapters 3 and 4, students will begin keeping a personal journal of ways they have tried to apply specific techniques of the parenting strategies presented in class to their own interactions with children. This journal must document at least 25 attempts and results. This journal will count as 100 points of your final grade. Please remember that I will be reading this, so don’t put in anything you do not wish to turn in. Each entry should be dated, name the specific tool you used, tell what the situation was, and the end result.

E. Each student will research and write a developmental information paper for a specific age. Papers will include information that the student finds particularly helpful for dealing with and understanding children of a particular age. Papers need to be at least 4 pages, typed and double spaced. (50 points)

F. Each student will choose one topic about special parenting situations to research and present to the class. Presentations should be approximately 15 minutes long. (25 points possible)

G. After watching the Barbara Coloroso and John Rosamond videos (30) students will turn in a response paper addressing these issues:
   a. What you found yourself really agreeing or disagreeing with.
   b. Identifying the “tools” as discussed in our class that were presented during the video.

Grading System: At the end of the semester the total points possible will be compared with the total points the student has earned.

90-100%=A  80-89%=B  70-79%=C  60-69%=D

ATTENDANCE POLICY: Students are expected to have regular and punctual class attendance. On the day of the 4th absence from this class, the student will be automatically withdrawn. Students arriving late or leaving early will be counted as absent for the portion of class they have missed. Save your absences for emergencies. This policy will be enforced regardless of the reason for absence. Should a student’s letter grade fall within 5 points of the cutoff for a letter grade, attendance will be the factor that decides which grade will be given.
SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.