

# The Parent Role

## Course Syllabus

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## Course Information

### Course Description

What does society expect parents to do? What do parents need to do to meet their children's and their own developmental needs? What attitudes, information and skills do parents need to have to fulfill their role competently and confidently at every stage over the lifespan? As parenting is now seen not as static but as a dynamic role we also need to ask "how do parents adapt to changing children and situations?" In light of our analysis of the parental role, students will critique parenting education and support materials as well as devise a parenting practice model for themselves if they are parents or plan to be parents, or to help support other parents in their role. During readings, reflections and class sessions, students will explore ways of addressing pertinent parenting issues and helping themselves and other parents decide how they want to raise their children.

### Course Learning Goals

After completing this course, you will be able to:

- Identify behaviors indicative of involved parents.
- List the basic human needs of children and adults across the lifespan and describe the component of the parental role that meets those needs.
- Know where to find the information parents need.
- Demonstrate relevant skills.
- Identify the developmental tasks a child is working on.
- Plan for children's care, using the level of functioning at each stage of development in the planning.

### Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

### Required Books:

Brooks, J. (2010). *The Process of parenting*. New York, NY: McGraw-Hill

Greenspan, S. with Lewis, N. (2000). *Building healthy minds: The Six experiences that create intelligence and emotional growth in babies and young children*. Cambridge, MA: Pereus Books.

## Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
E-1	<p>Can understand and demonstrate the attitudes, information and skills parents and professionals need to fulfill their parenting/caring roles.</p> <p><b>Facets:</b></p> <p>Knows the parental attitudes that lead to involved parenting.</p> <p>Can understand human needs and how meeting those needs determines the parental role.</p> <p>Knows the information and skills parents must have to meet their children's needs as they develop.</p>
E-2	<p>Can understand how and what parents need to communicate to children at every stage over the lifespan.</p> <p><b>Facets:</b></p> <p>Knows the information and skills parents must have to meet their children's needs as they develop over the life span and can enhance one's own communication skills with children, parents and families.</p> <p>Knows the developmental tasks that children are working on during each stage of development.</p> <p>Can support and plan for the development of the child at each stage through ever adaptive communication patterns.</p>

## How the Competences will be demonstrated in this Course

Online discussion of observed parental behavior, reading material and parent interview. In each of the modules the needs of the developing child are discussed as well as the role of the parent in meeting those needs and in preparing the child for the next stage. The information and skills parents need to have are a running theme through the modules with different students reporting on different components of the parental role.

- Observations of different aged children.
- Answering questions assigned.
- Reading, discussion and written assignments throughout the course.

## Course Structure

This course is composed of 10 modules (one for each week). Each week there will be both individual assignment, discussions and group work.

The mission of SNL is committed to teaching the skills of communication, self-direction, reflection, and creative problem solving "that are essential for students' personal and professional growth in a world of change" (DePaul website, [http://www.snlinfor/about/our\\_programn.asp](http://www.snlinfor/about/our_programn.asp)). Faculty, students and staff within the SNL community are dedicated to individualized student-centered education in a collaborative learning environment.

To view the course schedule, click on the **Schedule** link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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## **Assessment**

### **Assessment of Learning**

In summary students demonstrate through class comments and questions that they:

1. Read and understood the materials or if they did not understand them sought further clarification in class.
2. Not only demonstrated their interest in learning but their willingness to help classmates learn and understand more as well.
3. Could through their written work demonstrate an understanding of the materials and issues raised.

### **Your Grading Policies and Practices**

Students are expected to complete all assignments on time.

As the content of the course builds on what has been covered earlier, no credit will be given for late assignments.

Each written answer to a question is worth 5 points.

- 3 points for turning the assignment in with a minimally acceptable answer.
- 1 point added for a well thought out answer.
- 1 point for a creative insightful response.

### **General Assessment Criteria for All Writing Assignments**

For general assignments students will be assessed on the following:

- Clarity of writing demonstrating an understanding of the material,
- Insightfulness of answer to the question asked,
- Ability to integrate information obtained through reading and class discussion in the written work,
- Documentation of response with supportive evidence,
- Ability of student to develop her/his reflections on the material and integrate them into her/his writing.

### **Assessment Criteria for your Final Paper or Project by Competence**

For the final paper students will be assessed on the following:

- How well does the student's written work show that s/he understands the issues of the competency?
- To what extent is the student able to integrate the class discussions and reading materials into her/his written work?
- How carefully and deeply is the student able to develop her/his own reflections on the materials s/he read related to the competency?
- How clearly, concisely and completely is the student able to express her/his ideas in writing?
- How well is the student's work related to the competency s/he is writing about in the course?

## Assessment Criteria for Online Discussion Participation

### Here are Some Very Important Primary Rules to “live by” In Online Courses

The Golden Rule, “Do unto others as you would have them do unto you” sometimes seems forgotten in the bombardment of responsibilities and information overload in daily lives. Our everyday world has become so hectic that sometimes there seems to be “road rage” and lapses of common everyday courtesies in online courses. Let us be reminded of the Golden Rule in this class, that every person should make a diligent effort to observe courtesies to each other and to the instructor.

For more information on how to observe electronic courtesies (netiquette), please go to <http://www.albion.com/netiquette/>  
<http://www.dtcc.edu/cs/rfc1855.html>  
<http://en.wikipedia.org/wiki/Netiquette>

Online Courses are **Not** Anonymous: Be careful not to think that, just because we are not seen, that we are anonymous and can ignore this Golden Rule.

Please -

- Do not type in all caps—this often is construed as anger
- Do not make demands of others, send angry remarks to other students or the instructor, and
- Do observe common courtesies, such as the expression of appreciation for requests and feedback, to each other and to the instructor.
- Think carefully of how you phrase your verbiage in online communications because the party receiving your email cannot see you and does not know your intent beyond what is written there in the email. Try to always take an extra minute to review what you’ve said so that it can be read and interpreted objectively.\*

Your participation in this class will be assessed on the following:

- Presence during the discussion
- Degree the discussion dealt with the issues raised in the question
- Clarity of issues brought up
- Documentation/Support for the positions put forward

### Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

***For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.***

***Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.***

### Percentage distribution of Assessments

1. participation 20%

2. reflection, 50%

- answering guiding questions 20%
- book review 10%
- description of the parenting role for each stage 20%

3. writing and Reflective analysis of culture and understanding a parent's perspective 15%

4. application of new learning. 15%

### **Discussion Boards**

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week. At the beginning of the quarter, your instructor will set up three discussion boards. These three discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A
- Chat -- a social meeting space for discussion that is not directly related to course content.

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this discussion. The Chat discussion can be used freely for your own conversation (like setting up groups or teams).

In this course you will be working in groups as well as individually. Your instructor will randomly assign you to one of three groups. Each week a question will be assigned to be discussed within the group. This discussion will take place on Bb and be non-synchronous. Each student will take a turn at leading the discussion. On Monday the discussion leader will set forth the first answer to start the discussion. The leader will be responsible for keeping the discussion on track. Students will be expected to make a substantive contribution to the discussion four times on at least two of the three days. The discussion will close on Wednesday midnight of the week.

For some of the discussions, students are free to set up groups of not more than four who will meet by phone or SKYPE. They will discuss the questions marked as typical issues with which parents must deal that are to be discussed using the parenting process. They will submit one report with a listing of those taking part. Students not interested or not able to join these small groups will answer these questions individually

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## **Policies**

### **Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and

the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

## **Disability Accommodations**

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

## **Incomplete Grades**

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not

finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

## **Protection of Human Subjects**

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
  - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

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## **Course Expectations**

### **Time Management and Attendance**

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than “face to face” courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if

you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

### **Your Instructor's Role**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

### **Your Role as a Student**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

### **Credits**

*This course was designed and produced by Harriet Heath and Dana McDermott and staff of SNL Online at DePaul University.*

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\* Thanks to Drs. Don Opitz and Ruth Gannon-Cook for their wording on discussion participation in an online class

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