

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2010

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 345

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Perspectives on Child Rearing

6. Abbreviated Title for Banner:
(no more than 25 characters, including spaces)
Perspect on Child Rearing

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Child-rearing takes many different forms depending on the unique characteristics of the children, the parents, and their environments. In this course we examine these different perspectives on child-rearing, focusing on parenting over the life span, cultural aspects of parenting, child-rearing in special circumstances, issues of day care, parents and children with special needs, and the role of the family in child-rearing. (See prereqs below)

9. Why is this course being proposed?

As an elective for the new Child and Adolescent Development degree and as upper division GE area DD course

10. Mode of Instruction*
(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
n/a

13. Course Requires Consent for Enrollment? Yes No

 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No Completion of LDGE Area D

17. Corequisite(s): Yes No

18. Documentation attached:

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Elective in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>8/30/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Human Development Discipline	<u>[Signature]</u> Signature	<u>10/31/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline	<u>[Signature]</u> Signature	<u>11/1/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Maureen Fitzpatrick 08/30/07 Date

2. Program Director/Chair Sharon B. Hamill 8/30/07 Date

3. College Curriculum Committee [Signature] 11/9/07 Date

4. College Dean (or Designee) [Signature] 11/9/07 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

PERSPECTIVES ON CHILD-REARING
CHAD 345

Instructor: Maureen Fitzpatrick, Ph.D.
Office: UH 302
Phone: 760-750-8016

Office hours: XXXXXXXX
E-mail: mjfitzpa@csusm.edu

Catalog Description

Child-rearing takes many different forms depending on the unique characteristics of the children, the parents, and their environments. In this course we examine these different perspectives on child-rearing, focusing on parenting over the life span, cultural aspects of parenting, child-rearing in special circumstances, issues of day care, parents and children with special needs, and the role of the family in child-rearing.

Course Objectives

This is an upper-division course in Child and Adolescent Development and a course that fulfills General Education requirements. As such this course has general objectives as well as learning objectives that are specific to perspectives on child-rearing. Specifically, students completing this course will:

- describe ways in which the scientific method is used to study child-rearing
- identify independent, dependent, predictor, and outcome variables in studies of child-rearing
- explain why child-rearing can be seen as a dynamic process
- identify cultural influences on child-rearing
- articulate the two main goals of parenting, as described in class
- discuss several issues future parents face during the transition to parenthood
- describe the special issues faced when raising children of various ages and developmental stages
- discuss the role of grandparents in the lives of children
- compare and contrast the role of parenting children versus adolescents
- describe issues related to work and family balance
- compare the outcomes of children raised in diverse family settings (e.g., single-parent, stepfamilies, families in poverty, abusive environments)
- describe parenting issues during times of trauma
- list and explain issues related to non-parental child care
- discuss special topics in parenting (e.g., latch-key kids, grandparents as parents, teen parents)
- read, synthesize, and summarize empirical articles related to child-rearing
- write coherently and cogently on a topic about child-rearing
- cite in APA style

Student Responsibilities

Textbook

The book is available in the CSUSM Bookstore and on reserve in the library. It is expected that each student will read and be responsible for all the assignments. It is suggested that students read the assigned sections of the book *before* the lecture in which they will be covered. This process helps students better understand the lecture; it also allows for more intelligent questions and discussions during class.

Brooks, J. B. (2008). *The process of parenting*. New York: McGraw-Hill.

Mason, M. A., Skolnick, A., & Sugarman, S. D. (2002). *All our families: New policies for a new century* (2nd ed.). New York: Oxford University Press.

Additional Required Readings

Ackerman, B. P., Brown, E., & Izard, C. E. (2003). Continuity and change in levels of externalizing behavior in school of children from economically disadvantaged families. *Child Development, 74*, 694-709.

- Ahnert, L., Pinquart, M., & Lamb, M. E. (2006). Security of children's relationships with nonparental care providers: A meta-analysis. *Child Development, 74*, 664-679.
- Brody, G. H. (2004). Siblings' direct and indirect contributions to child development. *Current Directions in Psychological Science, 13*, 124-126.
- Clarke-Stewart, K. A. (1998). Historical shifts and underlying themes in ideas about rearing young children in the United States: Where have we been? Where are we going? *Early Development and Parenting, 7*, 101-117.
- Dettling, A. C., Parker, S. W., Lane, S., Sebanc, A., & Gunnar, M. R. (2000). Quality of care and temperament determine changes in cortisol concentrations over the day for young children in childcare. *Psychoneuroendocrinology, 25*, 819-839.
- Halgunseth, L. C., Ispa, J. M., & Rudy, D. (2006). Parental control in Latino families: An integrated review of the literature. *Child Development, 77*, 1282-1297.
- Hawkins, A. J., Fawcett, E. B., Carroll, J. S., & Gilliland, T. T. (2006). The Marriage Moments program for couples transitioning to parenthood: Divergent conclusions from formative and outcome evaluation data. *Journal of Family Psychology, 20*, 561-570.
- Hyde, J. S., Else-Quest, N. M., Goldsmith, H. H., & Biesanz, J. C. (2004). Children's temperament and behavior problems predict their employed mothers' work functioning. *Child Development, 75*, 580-594.
- Tucker, C. J., McHale, S. M., & Crouter, A. C. (2003). Dimensions of mothers' and fathers' differential treatment of siblings: Links with adolescents' sex-typed personal qualities. *Family Relations, 52*, 82-89.

Lectures

Although the outline of the lectures is similar to that of the textbook, the content of the lectures will often vary a great deal from the book. Material on the exams will come from both. Comments and questions are *encouraged*. Any handouts given during class become the student's responsibility as well. From time to time, videos will be shown during class to make some of the concepts "come alive." Students are responsible for all material covered throughout the semester, no matter what the source.

Class participation

Attendance in class is *expected*. Group work and discussions during lectures are important aspects of the learning process. Records will be kept of both attendance and participation. Twenty points of your final grade (10%) will be based on attendance and participation. Because in-class exercises cannot be rescheduled, there is no make-up opportunity for missed participation points.

Assignments

Throughout the semester, students will read, synthesize, and summarize five empirical articles related to parenting. Each summary is worth 10 points for a total of 50 points. In addition, a 50-point paper on a special topic in child-rearing will be turned in near the end of the semester (8-10 pages). More detailed information will be handed out in class.

Quality of the papers will be assessed using the following university guidelines:

Mechanics, Usage, and Punctuation—Writing exhibits proper grammar, usage, spelling, and punctuation; deviations from convention do not distract from what the student is trying to communicate.

Sentence Structure and Style—Style is appropriate; transitions, varied sentence structure, and appropriate word choices are used to facilitate communication.

Organization and Narrative Clarity—Writing shows deliberate organization of ideas and coherent construction of paragraphs and sections in service to the assignment's goals.

Focus and Development—Writing is focused on the task at hand and exhibits facility in description, analysis, explanation, argumentation, etc. as appropriate to the discipline and assignment.

Overall, writing ability should allow students to participate in advanced levels of study and discourse.

Quizzes and exams

A section exam will be given following the first two sections. Each exam will be worth 45 points for a total of 90 points. A mandatory, cumulative final exam will be given which will include multiple choice, matching, short answer, and essay questions.

IMPORTANT NOTE

Makeup exams and late papers will only be considered in EXTRAORDINARY CIRCUMSTANCES, and ONLY with my permission prior to the scheduled exam or due date. No makeup opportunities will be possible for students who do not make arrangements with me beforehand. Note that "Make arrangements with me..." does not include leaving an e-mail or voicemail message to which I have not responded.

Student work

Any evidence of cheating (including, but not limited to, plagiarism) will result in a failing grade for that exam or paper and possibly a failing grade for the course. Be sure to familiarize yourself with the university's policies on academic honesty (e.g., plagiarism, cheating) that are fully explained in the 2006-2008 General Catalog (pp. 77-79).

Students with disabilities

Students requiring reasonable accommodations because of a disability need to contact Disabled Student Services (DSS) in order to make the necessary arrangements. DSS is located in Craven Hall 5205 and can be reached by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Tentative Outline

FOUNDATIONS IN PARENTING

Week One	Parenting is a Process	Chapter 1
Week Two	Seeking Guidance	Chapter 2
Week Three	Cultural Influences on Parenting	Chapter 3 Ackerman et al. Halgunseth et al.
Week Four	Nurturing Close Emotional Relationships	Chapter 4
Week Five	Supporting Children's Growth and Development	Chapter 5 Brody

PARENTING AT DIFFERENT DEVELOPMENTAL STAGES

Week Six	Becoming Parents → Section I Exam (covers week 1-5)	Chapter 6 Hawkins et al.
Week Seven	Parenting Infants: Birth to Two	Chapter 7 Clarke-Stewart
Week Eight	Parenting in Early Childhood: Two to Five	Chapter 8 Ahnert et al. Dettling et al.

Week Nine	Parenting Elementary School Children	Chapter 9
Week Ten	Parenting Early Adolescents	Chapter 10 Tucker et al.
Week Eleven	Parenting Late Adolescents	Chapter 11
Week Twelve	Parenting Adults	Chapter 12

PARENTING IN VARYING LIFE CIRCUMSTANCES

Week Thirteen	Parenting and Working → <i>Section II Exam (covers weeks 6-12)</i>	Chapter 13 Hyde et al.
Week Fourteen	Parenting in Diverse Family Structures	Chapter 14
Week Fifteen	Parenting at Times of Loss or Trauma	Chapter 15
Week Sixteen	→ <i>Final Exam (covers entire course)</i>	