Course Syllabus for PSCH 4310: Parenting

Professor: Dr. Culver
Email: tculver@sulross.edu
Office: Uvalde A107
Office hours: MW 1:45-3 p.m.
TTH 12- 3 p.m.

Contacting the Professor
The most effective way to contact the instructor is by email at tculver@sulross.edu. On weekdays, reply will be swift, usually within the day. To protect student privacy, send from your Sul Ross or Blackboard-registered email account.

Email etiquette requires that you sign your name in every email you send and specify the particular course or issue to which you are referring. Do not open your email by saying “Hey.” Do not expect to get a response unless you extend this courtesy.

Contacting Technical Support
If you have a problem with technical issues such as downloading a file or taking an exam, contact an Office of Information Technology (OIT) staff for assistance or call the OIT Helpdesk. The Helpdesk is available seven days of the week.
- From on-campus, call 8765.
- From off-campus, call (888) 691-5071.

Required Texts

APA manual, 6th edition

Good deals on textbooks are often found on the websites of Internet booksellers. Amazon.com and other major online vendors accept major credit cards, checks, and money orders.

Illegal copies of textbooks are not allowed at any time in class or the testing labs.

Meeting Time and Location
This is an online course.
Learning Objectives
The objectives of this course are to:
- Explore the major findings, theories and theorists who have contributed to the field of parenting.
- Understand the transition to parenthood, the parenting of infants/toddlers, school age children, and adolescents.
- Explore special topics, such as single parenting, divorce, and step parenting.
- Explore parenting in high risk situations.

Assessment Mechanisms

I. Regular Exams
Each exam will span material from the chapters indicated on the evaluation schedule, as well as any additional lecture or supplementary print material. Exams will be administered online through Blackboard. A limited amount of time will be allowed for test completion. Penalties will be assessed for going overtime on Blackboard exams (the value of 1 item per minute or fraction of a minute). The regular exams will be worth 100 points each.

There will be no “resets” on the exams. However, there will be one test grade dropped in the course. Therefore, if you have a bboard issue you will use the drop grade for this exam. Do NOT assume you will not have a bboard issue and just pick a test to skip!! In other words, pretend there is no drop grade and do your best on all the exams.

II. Powerpoint Presentation
Students will select a topic related to parenting. After receiving my approval, students will create a powerpoint presentation. Students need to record themselves presenting the presentation. You can do this through powerpoint or use a different recording system.

The following questions will be addressed in the presentation:
1. What is the issue?
2. How do most people (without psychological knowledge) deal with this issue?
3. What do the authors of your textbook suggest?
4. What do other experts in Psychology and Child Development propose?

You may use internet resources (that are credible), articles, videos, or books to answer #4. You may also interview teachers, parents, and professors and include this in your presentation. Feel free to be as creative as possible. If you are unsure about an idea, please contact the instructor.

Be sure to include in-text citations in the powerpoint. The last slide of the powerpoint should be the reference page. These need to be in APA style. You will have APA videos posted under “announcements” in blackboard.

Possible Topics
- How do you potty train?
- How should you discipline a teenager?
- Is indulgent parenting effective?
- How should parents deal with the “terrible 2s”?
- Should we respond every time our infant cries? Is it helpful to let them “cry it out”?
Is spanking good for children?  How can I help my child eat healthy?  
You may choose one of these topics or select something on your own.  
You must submit your topic for approval by January 28th.  

II. The Final Exam  
The final exam will cover all of the material in the course and will consist of  
multiple choice items. The final exam will begin promptly. The final exam will cover  
all material in the course.  
The final exam is mandatory, and it must take precedence over all other affairs.  
Clear the entire period from your schedule. Please do not schedule doctors’  
appointments or other appointments of any kind that afternoon that might conflict  
with your final exam. If any such appointment has already been made, you should  
cancel it now if you wish to remain in this course. The final exam will be worth 100  
points.  

Assessment  
Grades for each assignment, and for the course itself, are calculated as follows:  

A: 90% or above  Exams (one exam grade will be  
B: 80% - 89%  dropped—this could be your final  
C: 70% - 79%  exam) : 300  
D: 60% - 69%  Powerpoint : 100  
F: 0% - 59%  Final Exam : 100  

Total: 500 points  

The times and dates when assignments are due and when evaluations are given  
will not be altered to fit your schedule. You will be expected to alter your schedule to  
fit class responsibilities. There are no exceptions to this policy.  

Assessment Schedule  

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28</td>
<td>Turn in Topic Idea</td>
</tr>
<tr>
<td>2/14</td>
<td>Exam 1 (Read pages 37, 77, 13, Chapters 5, 6)</td>
</tr>
<tr>
<td>3/14</td>
<td>Exam 2 (Chapters 7, 8, 9, 10)</td>
</tr>
<tr>
<td>4/15</td>
<td>Exam 3 (Chapters 9, 10)</td>
</tr>
<tr>
<td>4/26</td>
<td>Powerpoint Due</td>
</tr>
<tr>
<td>5/6</td>
<td>Exam 4 (Chapters 11, 12)</td>
</tr>
<tr>
<td>5/14</td>
<td>Final exam (Pages 37, 77, 137, Chapters 5, 6, 7, 8, 9, 10)</td>
</tr>
</tbody>
</table>

Concerning Missed Exams  
No make-up exams should need to be given in this course. The instructor  
has found that the number of personal and family emergencies suffered by students  
inevitably skyrockets whenever they are accepted as legitimate excuses for missing  
exams and deadlines. It seems as if recognition of such emergencies leads to an
increase in their frequency. Therefore the instructor will no longer accept them as legitimate excuses except under the most rigorously documented and verifiable circumstances.

A full excuse will be granted only when the instructor is notified of the situation on or before the day the student returns to class. If a full excuse is not granted, a partial excuse may be granted, so that a student will may be allowed to make up an exam, but with some number of points deducted. Car accidents and verifiable medical emergencies would result in a full excuse. Oversleeping and missing an exam due to a stressful work and school schedule might result in a partial excuse if the student otherwise had a strong record of participation in class.

A missed exam that is excused may be made up on the day of the final exam, after the final exam is taken. Make up exams will consist of a series of essay questions. The exams may be given orally if the professor chooses. Although the material covered on make-up exams is the same as what is covered on the regular exams, students taking make-up exams often perform poorly and frequently find the experience frustrating.

What to do in order to obtain an excused make-up for a missed exam:
1. Make every effort to notify the instructor ahead of time. Send a message to tculver@sulross.edu as soon as possible, and absolutely no later than the day you first return to class.
2. In the message, fully explain the nature of the emergency and why it prevented you from taking the exam.
3. Provide a source or sources that will allow the professor to verify your story.
4. Expect further questioning from the professor before an excuse is granted.

Final grades
All final course grades will be posted on the Web for students. Do not call me, email me, or speak to me about grades during the final exams period. Finals time is hectic for all, so please respect the privacy of all your professors during that period. Access to assignment grades and other course content will also be available on Blackboard.

Grades in this course are based on performance alone. They will not be rounded upwards. It is important for every student to understand that evaluation is not based ultimately on how hard someone has studied to get the grade desired, or whether someone needs this course to graduate. Nor are grades based on personal & family needs, or on personal conceptions about what seems to be fair. All grades, including your final course grade, will be based solely on your academic work in this course, according to the criteria described in this syllabus.

ADA
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Bidick in RGC Student Services. The mailing address is 2623 Garner Field Rd (Room C 102), Uvalde, TX 78801. Telephone: 830-279-3003. Email: kbiddick@sulross.edu.
Academic Dishonesty and the Honor Code

Academic dishonesty and the penalties pertaining to it are described in the SRSU student handbook. In this course, all communication among students while taking exams is prohibited. Communicating material included on an exam with or in the presence of someone who has not yet taken that exam is also prohibited.

Unless specifically authorized, no student shall take an exam at any computer outside of the designated testing facility, and no student may print or copy any material from any exam. Failure to follow these instructions will, at a minimum, result in a zero for the exam.

Students may not share books, notes, or any other form of communication during exams. Do NOT sit next to another student who is taking the same test in the lab. If no other seats are available in the lab, just wait! Do not sit by another student taking the exam.

Plagiarism, as every student should know, involves taking the work of others and claiming it as your own. It will not be tolerated. If you are unsure what constitutes plagiarism, excellent guidelines can be found online at www.turnitin.com.

Using an illegal copy of a textbook constitutes academic dishonesty. If a student is found to be using an illegally copied text during an open-book exam, the penalty will be failure of the exam. In addition, the student will have the choice of immediately surrendering the illegal copy to SRSU faculty/staff or receiving a failing grade for the course.

You and you alone are responsible for understanding and avoiding academic dishonesty in all your work. The penalty for serious academic dishonesty is severe: a student who turns in a plagiarized paper or cheats on an exam may receive an F for the entire course. A plagiarized paper will be given a failing grade on academic grounds alone, yet the student may face the additional disciplinary penalties for academic dishonesty.

As members of the academic community, no student should tolerate cheating. It is the responsibility of each and every student to report suspected cheating. The confidentiality and anonymity of students who report suspected cheating will be respected.

Intellectual Tolerance and Academic Freedom

Psychology is a field of inquiry that touches upon many controversial issues, including sexuality, evolution, gender, race, ethnicity, individual differences, parenting, divorce, crime and public policy, drug use, religion, and multicultural issues, among others. Professors and students often have strong opinions and make forceful arguments concerning these phenomena. It is often educationally productive to address and debate these matters in the context of classroom instruction and course assignments. Social taboos discouraging open discussion are inappropriate in this context and must be laid aside in the interest of intellectual inquiry.

Your grade will not be influenced in any way by expressing points of view that are in disagreement with the professor’s. If time permits, students are encouraged to express their opinions and arguments whenever relevant to the subject material. The professor is free to do likewise.

Students who experience excessive anxiety or discomfort during the discussion of a sensitive topic (e.g., domestic abuse) should not hesitate to leave the classroom for a time if necessary and should never feel embarrassed for doing so. This can be an adaptive response to an emotionally difficult situation.
In contrast, other individuals are offended in principle by the mere exposure to concepts, opinions and arguments with which they disagree. The response of such persons is sometimes to try and close off discussion or to become hostile or vindictive toward others. Such persons are not encouraged to take psychology courses at Rio Grande College until they have resolved the personal issues preventing them from engaging in serious intellectual discourse.