



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 5	(2) Parent Education	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4">Course Hours</td> </tr> <tr> <td style="width: 30%;">Weekly Lec hours:</td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">3.00</td> <td style="width: 50%;"></td> </tr> <tr> <td>Weekly Lab hours:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Contact hours:</td> <td></td> <td style="text-align: center;">54.00</td> <td></td> </tr> </table> Lec will generate 0 hour(s) outside work. Lab will generate 0 hour(s) outside work.	Course Hours				Weekly Lec hours:		3.00		Weekly Lab hours:				Total Contact hours:		54.00		(8) Classification: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Degree applicable:</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Non-degree applicable:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Basic skills:</td> <td></td> <td></td> <td></td> </tr> </table> (9) RC Fulfills AS/AA degree requirement: (area) Awareness of lifetime physical and mental wellness General education category: Major: CHILD DEVELOPMENT Certificate of: Certificate in: (10) CSU Baccalaureate: X (11) Repeatable: (A course may be repeated three times) 0 Proposed Start Date: Fall 2010					Degree applicable:			X	Non-degree applicable:				Basic skills:			
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(5) Grading Basis: Grading Scale Only Pass/No Pass option X Pass/No Pass only	(6) Advisories: Eligibility for English 126 Eligibility for English 125
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(7) Pre-requisites (requires C grade or better): Corequisites:	
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(12) Catalog Description:
 This course examines skills needed for effective parenting and the importance of nurturing young children. This course also addresses the explicit developmental needs of children and the use of effective communication skills. Positive discipline strategies will be explored as well as environmental influences on behavior.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Recognize the developmental needs of children and utilize effective parenting tools to meet those needs appropriately.
- B. Demonstrate effective parent-to-parent and parent-to-child communication skills.
- C. Implement effective parenting tools in the context of cultural influence.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Analyze effective parent-to-parent and parent-to-child communication strategies.
- B. Evaluate positive methods of discipline.
- C. Identify negative effects of punitive parenting.
- D. Understand different developmental domains (i.e., physical, social, emotional, cognitive) and characteristics of each.
- E. Assess social and cultural influence on parenting style and family dynamics.

IV. COURSE OUTLINE:

Lecture Content:

- I. The Parenting Process
 1. Role of the Child
 2. Role of the Parent

3. Role of the society
4. Historical and contemporary implications of family life
- II. Consulting theories of growth and development
 1. Vygotsky
 2. Piaget
 3. Erikson
 4. Attachment Theory
- III. Parenting Style
 1. Authoritarian
 2. Authoritative
 3. Permissive
- IV. Cultural Influence on Parenting
 1. How cultural values are transmitted from one generation to another
 2. Cultural models of parent-child relationships
 3. Commonalities among cultural themes
 4. The influence of socioeconomic status
- V. Nurturing Close Family Relationships in a Technological Society
 1. The power of positive feelings and thoughts
 2. Understanding and expressing feelings
 1. Active Listening
 2. I-Messages
 3. Family routines and rituals
 4. Developing a support system
- VI. Supporting Children's Growth and Development
 1. Modeling
 2. Media and its impact on children's development
 3. Creating a collaborative family atmosphere
 4. Promoting prosocial and moral development
 5. Tool chest for dealing with problem behaviors
- VII. Parenting Infants (Birth-2years)
 1. Development in the first two years of life
 2. The process of attachment
 3. Promoting self-regulation
- VIII. Parenting in Early Childhood (Ages 2-5)
 1. Physical, cognitive, language and social/emotional development
 2. The development of self
 3. The development of self regulation
 4. Concerns of parents
 1. Sleeping
 2. Temper Tantrums
 3. Sibling rivalry
 4. Aggression
- IX. Parenting Elementary School Children
 1. School
 2. The development of Self
 3. The development of self-regulation
 4. Peer relationships
 5. Concerns of Parents
 1. Helping children regulate feelings and behavior
 2. Lying and stealing
 3. Controlling bullying
- X. Parenting Adolescents
 1. School
 2. Physical, cognitive, social-emotional development
 3. Peer relationships
 4. Parent-Child relationships
 5. Concerns of Parents
 1. communicating with the uncommunicative adolescent
 2. Encouraging children's problem solving skills
 3. Promoting initiative
 4. Promoting positive peer relationships
 5. Promoting healthy sleep and eating habits
 6. Discouraging substance abuse
 7. Helping children cope with feelings of depression
 8. Promoting school success
 9. Helping teens develop a sense of purpose

- XI. Parenting in Varying Life Circumstances
1. Parenting and Working
 2. Single Parenting
 3. Parenting in complex family structures
 4. Parenting in challenging times
 1. Child maltreatment

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

A. Sample Text Title:

1. Recommended - Brooks,J. *The Process of Parenting*, ed. 8th McGraw-Hill. 2010,
2. Recommended - Alezander,D. *Adventures in Parenting*, Diana Pub Co., 2003,
3. Recommended - Huxley,R. *Love and Limits: Achieving a Balance in Parenting*, Singular Publishing Group, 1998,
4. Recommended - Briggs,D. *your Child's Self-Esteem*, Main Street Books, 1988,
5. Recommended - Glenn,S.H., Nelson,J. *Raising Self-Reliant Children in a Self-Indulgent World*, Three Rivers Press, 2000,
6. Recommended - Elkind,D. *The Hurried Child, Growing Up Too Fast Too Soon*, Da Capo Press, 2006,

B. Other Readings

- ☒ Global or international materials or concepts are appropriately included in this course
- ☒ Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

This course provides practical experience with issues of diversity in the context of cultural and anthropological differences in parenting beliefs and behaviors. In addition, students will be exposed to typical stages of development in relation to independent and interdependent family styles. This course will also address parenting in varying life circumstances.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
<input checked="" type="checkbox"/>	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
<input type="checkbox"/>	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
<input checked="" type="checkbox"/>	a) essay exam(s)	<input checked="" type="checkbox"/>	d) written homework
<input checked="" type="checkbox"/>	b) term or other paper(s)	<input type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input checked="" type="checkbox"/>	f) other (specify) Parenting Observation Journal

Required assignments may include but are not limited to the following:

1. Parenting Observation journal
2. Article critiques
3. Research paper related to parenting topic

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
<input checked="" type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input checked="" type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input type="checkbox"/>	c) homework problems	<input checked="" type="checkbox"/>	f) other (specify): In-class activities

Required assignments may include but are not limited to the following:

1. Understand and apply course content through in-class activities and role playing.
2. Exams and quizzes on course content

C. Skill demonstrations, including:			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	X	d) other (specify) Project

Required assignments may include but are not limited to the following:

I. Parenting Project

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	<input type="checkbox"/>	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor?s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor?s syllabus must reflect the criteria by which the student?s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

25% Skill Demonstration 25%Problem Solving 25%Writing 25%Exams

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

Textbook

Reference materials

Instructor-prepared materials

Audio-visual materials

College-Level Criteria Met

YES

NO

X
X
X
X

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)

Text is used in a college-level course

Used grading provided by publisher

Other: (please explain; relate to Skills Levels)

X

Computation Level (Eligible for MATH 101 level or higher where applicable)

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course

Presentation of content and/or exercises/projects:

Requires a variety of problem-solving strategies including inductive and deductive reasoning.

Requires independent thought and study

Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.

X

X
X
X

X

List of Reading/Educational Materials

Recommended - Brooks,J. *The Process of Parenting*, ed. 8th McGraw-Hill, 2010,

Recommended - Alexander,D. *Adventures in Parenting*, Diana Pub Co., 2003,

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Comments:

_____ This course requires special or additional library materials (list attached).
 _____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
(eligibility for English 126) (as outcomes for English 262)	1. Students will read text and articles and apply information to class discussions 2. Students will apply text information to written assignments. 3. Students will reflect on text information and observations through journal entries
<input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input checked="" type="checkbox"/> Applying word analysis skills to reading in context. <input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills. <input checked="" type="checkbox"/> Using textbook study skills and outlining skills. <input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	
(eligibility for English 125) (as outcomes for English 252)	1. Students will write research paper. 2. Students will write observations in journal. 3. Students will write essays for exams.
<input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses. and using the correct forms of common irregular verbs. <input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification. <input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases. <input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	
Check the appropriate spaces. <input type="checkbox"/> Eligibility for Math 101 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course. <u><i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i></u>	

REQUISITES

No requisites