

## Term Information

Effective Term Summer 2015  
*Previous Value* Summer 2013

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

An on-line section is being proposed.

What is the rationale for the proposed change(s)?

HDFS 2350 is a Gen Ed course. Faculty in HDFS believe offering an on-line section will make this Gen Ed course more convenient for students to take.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Human Dev and Family Science  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 2350  
Course Title Parenting  
Transcript Abbreviation Parenting  
Course Description Identification and examination of the theoretical approaches applicable to child rearing in families; emphasis on developing practical skills for working with parents and children.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Greater or equal to 50% at a distance  
Less than 50% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

*Previous Value*

*Columbus, Lima, Mansfield, Marion, Newark, Wooster*

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Exclusions**

Not open to students with credit for 665.

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

19.0701

**Subsidy Level**

General Studies Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

**Course goals or learning objectives/outcomes**

- Gain a basic understanding of the major psychological and developmental orientation that form modern parenting research and practices
- Gain a basic understanding of the major approaches to parenting and learn how to apply these approaches to specific issues encountered in child rearing
- Become familiar with some of the major issues encountered in child rearing as children develop
- Become familiar with research relevant to child rearing
- Develop a personal orientation towards parenting relevant to students' personal, as well as, professional goals for working with parents and children

**Content Topic List**

- Parenting
- Working parents
- Parenting infants
- Parenting adults
- Family structures
- Single parenting
- Middle childhood
- Becoming a parent
- Cultural influences on parenting
- Theories on parenting
- Nurturing family relations
- Fostering autonomy
- Fostering exploration
- Parenting young children
- Parenting school-age children

**Attachments**

- HDFS2350D.docx: Parenting Syllabus  
*(Syllabus. Owner: Folden Jr, H Eugene)*

**Comments**

- approved by EHE Curriculum Committee *(by Odum, Sarah A. on 11/06/2014 01:47 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Folden Jr, H Eugene	09/19/2014 09:38 AM	Submitted for Approval
Approved	Folden Jr, H Eugene	09/19/2014 09:38 AM	Unit Approval
Approved	Odum, Sarah A.	11/06/2014 01:47 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/06/2014 01:47 PM	ASCCAO Approval

**Quick Links :**      [Beginning](#)      [Schedule](#)      [Rubrics](#)      [Major Due Dates](#)  
(Double Click to enter header then control+click )

The Ohio State University  
College of Education and Human Ecology  
HUMAN DEVELOPMENT AND FAMILY SCIENCE: 2350 PARENTING  
Online Course  
Prerequisite: None

Instructor: David Bowers, MA, M.Div., MBA  
Office hours via Carmen Connect **(INCLUDE AM, Early PM and One Evening)** Other times by appointment—Reserve right to close if no one shows in first 20 minutes

E-Mail: [Bowers.461@osu.edu](mailto:Bowers.461@osu.edu) (please put HDFS 2350 in the subject line)

NOTE: Please allow 24 hours for a response to an email question; prior to major assignment deadlines, please allow 48 hours for a response to an email question.

**QuickLinks:**

[Course Schedule](#)

[Netiquette: Guidelines for E-Communications](#)

[Weekly format, Site Organization, Internet disclaimer Online Instructor/Student Expectations](#)

[Grading Rubrics](#)

[Major Assignment Due Dates](#)

[Policies regarding late work](#)

**Course Description**

The purpose of the course is to identify and examine the major psychological and developmental theories applicable to the process of child rearing, familiarize students with a variety of child rearing issues as they pertain to these theories, and present research relevant to the above issues and orientations. Emphasis will be placed on developing practical skills and approaches that will assist parents in achieving positive parenting outcomes. NOTE: This class fulfills the requirement for GE Social Science: Individuals and Groups category.

**Course Objectives**

1. To identify and gain a basic understanding of the major psychological and developmental orientation that form modern parenting research and practices.
2. To gain a basic understanding of the major approaches to parenting and learn how to apply these approaches to specific issues encountered in child rearing.
3. To become familiar with some of the major issues encountered in child rearing as children develop.
4. To become familiar with research relevant to child rearing.
5. To begin to develop a personal orientation towards parenting relevant to students' personal, as well as professional goals for working with parents and children.

**This class fulfills the requirement for GE Social Science: Individuals and Groups category.**

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Expected Learning Outcomes:**

- 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
- 2) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- 3) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

**Required Text:**

Brooks, Jane (2013). *The Process of Parenting* (Ninth Edition). New York, McGraw-Hill, Inc.

**Additional Materials/Activities**

Additional learning resources, including readings and videos, will be available on Carmen. Observation of parenting: Students will conduct a case study in which they apply what they have learned in the class to a parenting situation. Students will have the option to base the case study either on: 1) observing a family with at least one primary caregiver and at least one child, or 2) a parent/child relationship found in TV or Film.

**Drop/Withdrawal**

Drops and withdrawals must follow the Registrar's Office specified procedures or a failing grade will occur. Forms are available from an academic adviser.

**Late Work**

**Discussion Group Postings and Responses:** Because of the nature of group discussions and responses—timely participation enriches the experience for all—no late submissions will be accepted.

**Quizzes and Final Exam** Students are expected to take exams and quizzes/turn in assignments when scheduled. Failure to do so will result in a zero. **Make-ups will be given only when all 3 of these conditions are met:** 1) the student notifies the instructor within 24 hours of the scheduled quiz/exam time that the exam will be/was missed, 2) the circumstances are extenuating, and 3) the student presents proof of the circumstances ( a doctor's excuse is required for all medical emergencies).

**Reflection Essay and Case Study:** Late submissions will be lowered by 5% of the total score for every 24 hours (or portion thereof) late, including weekend days. After six days, no late assignments will be accepted. Late assignments will be excused following the same conditions used for makeup exams (above, see Rules for Quizzes and Final Exam)

**Attendance**

As noted above, students are expected to take part in regular discussions online, thus regular interaction through the course's Carmen site each week will be necessary for success.

**HDFS Statement about Assignments**

Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this class.

**Student Evaluation of Instruction**

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

### **Grading Scale**

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	E	59% or less
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

### **Course Assignments**

**-All papers are due in the Carmen drop box by 11:59PM Thursday night of the week indicated.**  
**-All paper assignments should follow APA format: 12 point type, double spaced, Times New Roman Font, include an opening and closing paragraph, and a reference page where appropriate (abstracts and cover pages are NOT necessary). For more information on APA style please see <https://cstw.osu.edu/writing-center> or <https://owl.english.purdue.edu/owl/resource/560/01/>**

### **Rationale for Course Organization**

The course is broken down into 2 major sections, weeks 1-6 and weeks 7-15.

**In the first six weeks** we cover material that will be applied in the following 9 weeks: Theories of parenting; ethical considerations in becoming/being parents; the importance of nurturing, growth and development in relationships as parents,; the role of culture in parenting; special concerns of working parents, Lesbian and Gay parents, Divorced and Step Parents.

**In the final nine weeks** of the course, beginning with parenting infants and concluding with parenting adults, we will take a lifespan approach to issues of parenting. We will use the conceptual building blocks from the first six weeks as lenses through which to view child rearing as children grow from birth into adulthood.

### **DISCUSSION GROUP PARTICIPATION (100 points total) (Course Objectives: 1,3,4,5)**

You will be randomly assigned to a discussion group with up to 4 peers. You are required to participate in **FOUR** discussions accessible through Carmen – consisting of one post and one response. Each discussion will focus on a video, article, or image that I will put on Carmen at the start of the week. You will need to choose one video or article or image to respond to. There will be two or three questions associated with each video or article or image to serve as prompts for your posting. You are **not required** to directly address the prompts; they are provided to help spark your thinking. Your answers will be based on how the materials we cover in class relate to the topic. Posts are due no later than Thursday of each week by 8 pm. You will then have a week to read your fellow group members' contributions and respond to at least one of their discussion posts. This assignment category is worth a total of 100 points; each discussion board activity is worth up to a total of 25 points: 12.5 for posting, 12.5 for response to others' postings. You are required to post your answers in your group's section of the discussion section of Carmen so that each response can be read by other students and so it can be graded.

### **Guidelines for Discussion Posts**

- [Discussion Group Grading Rubric](#) (pg 14)
- Although not as formal as a paper, the discussion board is not as casual as a txt chat between friends. Your colleagues can and will be reading your post, so please use care in grammar and

sentence construction. This is your opportunity to show what you know and how you think. Use it wisely.

- Related to the above, there is no firm minimum or maximum length, but keep two points in mind:
  1. It is difficult to fully discuss an issue in only a couple of lines. If you find that your posts are considerably shorter than your classmates, you might want to be certain that you're giving the topic as much consideration as it demands.
  2. Brevity done well is a virtue. If you find your posts tend to run very long, review to see what can be removed without hurting your message.

### **REFLECTION PAPER (200 points) (Course Objectives 2,4,5)**

For this paper, you are to reflect on how you might apply your learning about parenting styles to your own life experience. As we will discuss in class, parents differ along two critical dimensions: 1) responsiveness, and 2) demandingness (amount of control and autonomy granting) resulting in four main categories of parenting style.

*Grading Rubric found on page 14*

Your paper should have several sections:

- 1 Parenting style: Write a short section describing the parenting style(s) you believe that your parent(s) used in raising you.
- 2 Responsiveness: How much did your parent(s) respond/support your needs? How accepting of your choices, feelings and behaviors were your parents? How involved were they in your daily life? How does this support the style you chose?
- 3 Demandingness: How did your parents establish rules and expectations for you? How much control did your parents exercise over you? How much autonomy did you have and in what areas? How did they do this? How does this support the style you chose?
- 4 You as a parent: Describe the parenting style(s) you believe that you would take. How would you raise your child (what levels of responsiveness and demandingness)? What does look like the best parenting style(s) based on your experience/culture?
- 5 Conclusion

As you write this paper keep the following ideas and requirements in mind:

- Your parents may have used a blend of two different parenting styles and if you had two parents in your life they could have each had different styles.
- You should include specific examples, illustrations, and anecdotes from your own childhood to illustrate your parents' behavior and style in terms of each of the three domains.
- Major life events such as divorce and re-marriage might have played a large role in what style they used. The parenting styles that predominated before and after the major life event could have been different.
- Parents can, and often do, shift in their use of different styles over time.
- Your temperament, as well as those of your siblings, might have played a role as well.
- Your culture could be reflected on your parents' parenting styles.

- Your parenting styles can be different from those of your parents'. The goal of this paper is to learn from your parents and develop your own perspectives about parenting styles.

**Your paper should be 2-4 pages in length without a cover page, typed, 12-point Times New Roman font, and double spaced.**

**PARENTING SCENARIO CASE STUDY ( 300 points) (Course Objectives 2,4,5)**

**NOTE:** *1 page summary of the parenting scenario you plan to use is due by the end of week 10. (5% of paper grade)*

INCLUDE:

- a) Whether you plan to use observation of real family or of TV/Film;
- b) A general description of the family you're using;
- c) the theory you plan to apply.

*Grading rubric found on page 15*

For this paper, you are expected to apply a theory we covered in class (or one that you have learned in another class) and your personal parenting philosophy to a parenting scenario based on either: a family you have observed in real life or one you have observed on TV or in a movie.

Your paper should have several sections:

- a. Introduction: Briefly describe the topics that you want to talk about in this paper.
- b. Theory: Select a theory discussed in class, or one that you have learned about in another class. Briefly describe the theory and write at least one stated assumption of the theory and how those assumptions impact parenting. The theory you select should not completely conflict with your personal views, so select a theory that you like.
- c. Personal parenting philosophy: State your personal parenting philosophy based on your experience and learning from the class, and discuss how it relates to the theory you chose to discuss, noting any areas of disagreement. State your personal assumptions and what it means to parenting. Describe the parenting behaviors/strategies that would be seen as positive or negative based on your perspectives.
- d. Scenario development: Describe the situation that parent(s) encounter in your child rearing scene. Discuss whether this is: 1) a positive parenting scenario, or 2) a negative parenting scenario.
  - You can select any developmental stages (from birth to young adulthood).
  - You can observe and bring the situations from your real life or movies/shows. Cite the resources if you bring it from outside.
  - Briefly present the reactions and conversations between parent(s) and child(ren).
  - Parents' responses and children's reactions may differ by the culture, family formation, life circumstances, child's personalities, temperament, etc. You are encouraged to briefly describe your assumptions and backgrounds of your situation and scenarios.
- e. If you presented a negative parenting scenario, discuss how what the interactions would look like if it were re-played as a positive scenario. If you presented a positive parenting scenario, discuss what might have happened if the scenario had been a negative interaction based on your theory.
- f. Conclusion: Present the summary and implications of your paper. Describe what you have



learned from this project and how you would connect it to your life.

**Your paper should be five (5) full pages in length without a cover page, typed, 1-inch margins, 12-point Times New Roman font, and double spaced. This paper should follow APA format.**

### **QUIZZES (Course Objectives 1,3,4)**

**There are 2 types of quizzes in this course:**

- 1) Subject Mastery quizzes;
- 2) Knowledge/Comprehension/Application Quizzes.

#### **Subject Mastery Quizzes ( 4-25 points each/ 100 total)**

These will be open book, without time limit and unlimited re-takes (must score at least 80% to proceed)

The subject knowledge quizzes are designed to help ensure that you know certain key aspects of the course before moving forward with other modules.

The first of these quizzes will be due the first week of the term and covers information in this syllabus.

The other three of these quizzes are part of Mini- Modules 6-a,6-b and 6-c, and must ***be completed by the end of week 6.*** These three modules, Working Parents, Lesbian/Gay Parents and Single/Step Parents, will be referenced throughout weeks 7-15. Therefore it is important that the student has a basic knowledge of material before moving on through the course. These quizzes will offer you an opportunity to assess your own knowledge of important material. As such, they will not focus on application or comprehension.

#### **Knowledge/Comprehension/Application Quizzes (3- 33.3 points each/ 100 total)**

Each of these quizzes will be open book and will cover material from the current week and the prior two weeks. These will be timed (30 minutes) and you will have 2 attempts per quiz. All quizzes will close at 11:59PM on the day they are due. You will be able to view quiz questions that you got wrong between your first and second attempts during the week the quiz is open. After the quiz closes you will be able to see all the quiz questions without your responses.

#### **FINAL EXAM 200 points (Course Objectives 1,2,3,4)**

The final exam will cover material from the last half of the term. Its format will be similar to the quizzes, but longer and you will have only one attempt. The final will be discussed and a study guide posted in week 12.

#### **OPTIONAL Extra Credit Book Report (100 points) (Course Objectives 1-5)**

Siegel, Daniel; Hartzell, Mary (2003). *Parenting from the Inside Out*. New York, Tarcher/Penguin

---or---

Gottman, John; Declaire, Joan (1997). *Raising an Emotionally Intelligent Child*. New York, Simon & Schuster.

**Weekly Course Schedule**

		<b>Activities</b>				
<b>Week/ Module</b>	<b>Theme</b>	<b>Text Book Chapter</b>	<b>Videos to View</b>	<b>Other Reading</b>	<b>Assignment Due</b>	<b>Primary Course Objectives</b>
<b>1</b>	<b>Introduction to Course</b>		Course Intro	Syllabus, Rubrics, Netiquette	Quiz--Course Intro Materials	
1	Ethics/Process of parenting	1	Lecture 1		Discussion	1,5
2	Cultural Influences	2	Lecture 2		Response	1,4
3	Becoming Parents	4	Lecture 3		Quiz-wks 1-3	1,4
4	Theories /Approaches	3	Lecture 4		Discussion	1,4
5	Nurturing Relationships	5	Lecture 5		Response	1,4
6	Growth and Development	6	Lecture 6		Quizzes-6-a,b,c DUE	1,4
6-A	Working	12	Key points		quiz	3,4
6-A	Divorce/Step Families	15	Key points		quiz	3,4
6-A	LG Families	16	Key points		quiz	3,4
7	Infancy-2	7	Lecture 7		Discussion	1,3
8	Early childhood 2-5	8	Lecture 8		Response Parenting Reflection Paper Due	1,3; Paper: 2,4,5
9	Elementary School	9	Lecture 9		Quiz-wks 7-9	1,3
10	Early adolescents	10	Lecture 10		Case Study Planning Sheet Due Discussion	1,3,5
11	Late Adolescents/Teen Parents	11,14	Lecture 11		Response	1,3,5
12	Adults	11	Lecture 12		Extra Credit Book Review	1,3; Paper: 2,4,5
13	Adoption/AFT	13	Lecture 13		Quiz wks10-12	1,3
14	Challenges	17	Lecture 14		Case Study	2,4,5
15	END		Course Conclusion		Final Exam	

As with all things on the syllabus, I maintain my right as instructor to change any items as necessary. I will strive to ensure that change will not be needed.

### **ODS Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

### **Academic Misconduct**

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

### **Grievances and Problem Solving**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the chairperson of the assistant's department."

### **Statement on Diversity**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**MAJOR ASSIGNMENT DUE DATES**

<b>Assignment</b>	<b>Week due (11:59PM Thursday)</b>	<b>Points</b>
Quiz covering Course Intro	WEEK 1	25
Quiz covering materials weeks 1-3	WEEK 3	33.33
Quizzes covering module 6-A	WEEK 6	75(3@25each)
Parenting Styles Reflection Paper	WEEK 8	200
Quiz covering materials weeks 7-9	WEEK 9	33.33
Case Study Planning Document	WEEK 10	(Part of Case Study)
OPTIONAL Ex. Credit Report	WEEK 12	100 (optional)
Quiz covering weeks 10-13	WEEK 13	33.34
Parenting Scenario Case Study	WEEK 14	300
FINAL EXAM	WEEK 15	200
Discussion Group Participation	Throughout term	100
		1000 plus 100 ex. credit

**WEEKLY COURSE FORMAT:**

Each week of instruction (found in the **Content** link) will use the following format.

- **Introduction & Tasks:** Introduction of what will be covered for the week.
- **Coursework :** Lectures, videos, reading, and other components.
- **Class Discussion:** Collaborative discussion about the topics reviewed.
- **Checkpoint:** Reminders of what is due for the week: Quizzes, papers etc.
- **Wrap-up:** Summary of the weekly content with a sneak peek into the next week.

**EXPECTATIONS OF ONLINE PARTICIPANTS**

We are on this learning journey together! As the instructor, my role is to guide you through the learning process. We are not only learning from the content in the course, but also from each other. Here are a few course expectations:

**Expect from Instructor**

- Timely feedback to activities and email
- Good faith assurance that the course content and components are working properly
- Knowledge and enthusiasm
- Professional online communication

**Expect from Students**

- Expect to invest an average of 5---6 hours per week to the course
- Provide constructive feedback in the discussion forums

- Participate fully in the class discussion activities
- Professional online communication ( See Netiquette section below)

### **INTERNET USE DISCLAIMER**

Please remember as you are working on assignments throughout the duration of this course that you are using the Internet and World Wide Web as the basis for learning. More importantly, remember that sometimes we do not have control over the advertisements that appear on sites listed in this course. Although the goal is to choose only reputable sites, we cannot control your non-linear use of the sites, nor can we control the constant change that happens on the Net. Know that it is never our intention to ask you to pay for sites or to cause you any computer problems.

### **TECHNOLOGY**

Participants will complete course activities online. Recommended technology skills include the following Internet and computer competence:

Ability to use a Web browser—such as Internet Explorer or Mozilla—including how to use plug-ins to support streaming audio or video

Knowledge of search engines and how to search efficiently

Competence using e-mail

Competence with Microsoft Word

Ability to participate in threaded discussion

Knowledge of how to use collaborative software such as Carmen.

Software requirements: This course runs on Ohio State's Carmen platform.

### **TECHNICAL SUPPORT**

Following are the resources available for technical support and help.

- **Carmen Help for Students**

Carmen is the Learning Management System used for this course. Help resources:

Go to <http://elearning.osu.edu/carmen---help/students/index.htm>

- **IT Service Desk**

Contact Help Desk (ocio.osu.edu/help/) at [8help@osu.edu](mailto:8help@osu.edu) OR 614.688.7357 (688-HELP)

### **ORGANIZATION OF COURSE CARMEN SITE**

Take a minute to review the environment structure as this will help guide you where things are in the course.

#### **Navigation**

At the top of the course are **six navigation links**. Below is a description of each tab.

- **Content:** Here you will find course materials and instruction.

- **Activities:** Here you will find the following items: Discussion, Dropbox, Quizzes and Surveys. Just click on this area to receive the dropdown list with all the above choices.
- **People:** Here you will find the following items: Classlist, Groups, Attendance, and Email.
- **Grades:** This link will take you to your grades for the course.
- **Library:** This link will take you to the library homepage.
- **Help:** Here you will find help for the following: System Check, Supported Browsers, Instructor Help, Student Help, and Workshops.

## **NETIQUETTE POLICY – For Email and Discussion Board**

**Sourced from** "Netiquette Policies. *Center for Teaching Excellence.*" 28 May 2012.  
<http://www.lcc.edu/cte/resources/teachingtips/tip32.aspx>

1. Only say something in an email that you would say directly to a person.
2. Because email can be easily forwarded, assume everyone has access to your email.
3. While it is wide to follow #2, please do not forward or post another person's email without their permission.
4. Avoid using all CAPS; IT COMES ACROSS LIKE SHOUTING!!!
5. Keep in mind that in face to face and vocal communications, we can rely on nonverbal elements such as tone of voice and facial expressions to gain a sense of a person's meanings and intentions beyond their words. Those clue are nearly nonexistent in email and discussion postings; anything that could be taken as rude or offensive probably will be, even if you don't intend to be taken that way.
6. Never send/post a message when you are angry or upset. Give yourself time to "sleep on it." Draft your response and reread it in 24 hours. Chances are you will decide not to send it or you will rewrite a more appropriate response.
7. When reading and/or critiquing others' work, keep in mind that we are all here to learn, and learning implies a certain degree of imperfection. Try to convey your feedback in a constructive, polite and rational way. Likewise, try to be open to constructive feedback.
  - a. (Note: I have a description of the expectations for discussion board assignments in the syllabus. Please review these expectations.)
8. Please be respectful of your peers, even when you do not agree. Bullying via discussion posts will not be tolerated.

## **Email Policies and Procedures**

### **Check Your School Email Frequently**

- **Check your school email a minimum of 3 times a week.** It is not okay to not check your school email. Every day is better. I will be sending you regular emails that you will be responsible for reading, and you will likely get important emails from other instructors and/or administrative offices at OSU throughout the quarter.

- Buckeyelink allows you to set preferences for where email sent to your school account is forwarded.
- Please use your @osu.edu email account for sending communications to your instructor or fellow students regarding course related matters. With spam filters being what they are, communicating via alternative addresses adds unnecessary complications. Use your school account.
- **PLEASE INCLUDE COURSE NUMBER IN EMAIL SUBJECT LINE** ( sorry I didn't mean to shout, but that's important; otherwise your email might be lost in my inbox.)

### **Be Specific and Clear**

**Make use of the FAQ Discussion Board** for general questions related to lectures, assignments etc. Also, if you have a question, please check the board before emailing me.

Something that may be clear to you, something that you've thought a lot about, might not be clear to the person who is reading your message. Don't just send out quick emails and assume that others will know what you are talking about. Explain what you want to say thoroughly, using specific language. If you feel you tend to be too vague, have someone else who is unfamiliar with what you want to say read your email before you send it to make sure the meaning is clear to them.

### **Here are some examples of vague emails I might get:**

- "I'm confused about the assignment due Thursday." (To this person, I would reply, "Can you be more specific about what is confusing you about it?" Otherwise, I might spend an hour trying to address everything I can think might be the problem, only to find out I still haven't explained the right thing.)
- "I'm totally lost; I don't know how to do anything." (I would recommend this person call me ASAP because not only do I not know exactly where the problem is, the person seems to need significant one on one help getting familiar with basic online class procedures.)
- When we are in the middle of an email exchange, please remember that while your concern is important to me, you might not be the only student I am responding to at the time. If starting a new email, rather than a response string, please **give me all the background information** that you can to explain the situation.
- Generally avoid sending an attachment without a full explanation in the message box of what it is and what you would like your reader to do with it.

### **Grammar and Spell Check Your Emails**

- Course related email is a hybrid sort of communication; it isn't family/friend casual txting, and it isn't formal essay writing. Proceed, but with some caution: txt based shorthand and unclear sentences can cause frustration on the part of your readers as they struggle to understand your meaning. Most email services nowadays contain a spellchecker you can use.
- If you don't use a signature box for your emails, you might consider taking advantage of it. It helps ensure that your instructor knows who is communicating! If you don't use the signature box, Please conclude your email with your name you are registered with. Even if you have recently married or divorced and your name has changed, you still need to use the name you registered with or I won't know who you are.

**Use care with tone**

- As noted above, in email if something can be read as rude or insulting, it is likely to be understood that way. At times in the term you might very well disagree with me, or become frustrated with some aspect of the course. Let me know, and please be careful with tone. I'm happy to receive constructive criticism about the course, especially if you give me suggestions for making things better for students, but it's better if you start a document to record your thoughts and save them for the survey at the end--that way you will have more of an overall perspective of what the course is trying to do.

**GRADING RUBRICS (scroll down through the next pages or control+click on a quicklink.)**

**QUICK LINKS:**

- [Parenting Style Reflection Paper](#)
- [Parenting Scenario Case Study Paper](#)
- [Discussion Boards](#)

**GRADING RUBRIC for DISCUSSION BOARDS**

	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>No points</b>
<b>Content</b>	<b>(6pts)</b> Very complete information thorough relevant on target. Major points supported with relevant details/examples. Contributes wellwritten commentaries about the assigned topics and thoughtful response messages to the classmates in the discussion boards. Meets deadlines for submitting commentaries and response messages and writes the appropriate number of words.	<b>(4pts)</b> Good level of information; some development of ideas; some ideas lack supporting detail or examples. Contributes well written commentaries about the assigned topics and thoughtful response messages to the classmates in the discussion boards. Meets deadlines for submitting commentaries and response messages but may not have written the appropriate number of words.	<b>(2 pt)</b> Limited information; ideas present but not developed; lack of supporting details or examples. Meets deadlines for submitting commentaries but lacks response messages and/or the appropriate number of words.	Minimal information; information irrelevant to topic; lacks main ideas. Does not contribute regularly and substantively to the discussion boards. Does not meet deadlines for submitting commentaries and lacks response messages and/or the appropriate number of words.



**Quick Links :**      [Beginning](#)      [Schedule](#)  
 (Double Click to enter header then control+click )

[Rubrics](#)

[Major Due Dates](#)

<b>Organization</b>	<b>(4pts)</b> Logically and effectively ordered; main points and details connected; not choppy.	<b>(3 pt)</b> Ineffective order; somewhat choppy; loosely organized but main points stand out; sequencing of ideas not always appropriate	<b>(1 pt)</b> Main points difficult to grasp as a result of poor structure.	Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content.
<b>Vocabulary</b>	<b>(2.5pt)</b> Broad, accurate and effective word use and choice; extensive use of words studied.	<b>(1.5pts)</b> Adequate use of vocabulary; some erroneous word usage but meaning not confused or obscured; word choice lacks variety; some use of words studied.		Erroneous word choice leads to confused or obscured meaning: some invented words; limited use of words studied, and/or frequent repeating .

**GRADING RUBRIC FOR HDFS 2350 Parenting Styles Reflection Paper**

<b>Criteria</b>	<b>Expected Performance</b>	<b>Total</b>
<b>Proper APA formatting &amp; Observance of guidelines</b>	<p>This includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• 2-3 full pages in length without a cover page (not including a reference page)</li> <li>• Times New Roman, size 12 font, 1” margins, double-spaced,</li> <li>• Proper in-text citations and Reference page</li> </ul> <p>Remember, ANYTHING that includes information that is not your own and original needs to be cited in-text. This allows the reader to know the origin of the information. If this is not done properly, then it could count as plagiarism.</p> <p>If you need any additional help, please consult the following website or feel free to contact me:  <a href="http://owl.english.purdue.edu/owl/section/2/10/">http://owl.english.purdue.edu/owl/section/2/10/</a></p>	5
<b>Introduction</b>	<p>Introduction is polished.                      Topic is well-defined.</p>	5
<b>Parents’ Parenting Style</b>	<ul style="list-style-type: none"> <li>• Appropriately describe the parenting style(s) you believe your parents used in raising you.</li> <li>• Identify two or three examples from your life experience that illustrate why you believe that style was used.</li> <li>• Sources used for documentation are appropriate and reliable.</li> </ul>	20
<b>Responsiveness</b>	<ul style="list-style-type: none"> <li>• Discuss what is meant by “responsiveness” in terms of parenting</li> <li>• Identify the level of responsiveness you believe your parents practiced</li> <li>• Illustrate with (2-3) examples from your life experience.</li> </ul>	20
<b>Demandingness</b>	<ul style="list-style-type: none"> <li>• Discuss what is meant by “demandingness” in terms of parenting</li> <li>• Identify the level of demandingness you believe your parents practiced</li> <li>• Illustrate with (2-3) examples from your life experience.</li> </ul>	20
<b>You as a Parent</b>	<ul style="list-style-type: none"> <li>• Describe the parenting style(s) that you take/believe you would take as a parent.</li> <li>• Distinguish between any differences in responsiveness or demandingness between the way you would parent and what you experienced from your parents</li> <li>• Review how culture might influence your actions as a parent</li> </ul>	20
<b>Conclusion</b>	<p>What have you learned from paper? Identify why parenting styles matter.</p>	5
<b>Writing Style</b>	<p>Your paper shows no problems with spelling, grammar, syntax or usage.</p>	5

**GRADING RUBRIC FOR HDFS 2350 Case Study Final Project**

<b>Criteria</b>	<b>Expected Performance</b>	<b>Total</b>
<b>Proper APA formatting &amp; Observance of guidelines</b>	This includes but is not limited to the following: <ul style="list-style-type: none"> <li>• 5 full pages in length without a cover page (not including a reference page)</li> <li>• Times New Roman, size 12 font, 1" margins, double-spaced,</li> <li>• Proper in-text citations,</li> <li>• Reference page, running head, page numbers, etc.</li> </ul> If you need any additional help, please consult the following website or feel free to contact me: <a href="http://owl.english.purdue.edu/owl/section/2/10/">http://owl.english.purdue.edu/owl/section/2/10/</a>	5
<b>Introduction</b>	Introduction is polished. Topic is well-defined. <input type="checkbox"/> Scope is appropriate. You make a strong case for the importance of the topic.	5
<b>Theory</b>	<ul style="list-style-type: none"> <li>• Appropriately describe the concepts of the selected theory.</li> <li>• Identify at least one assumption that might be related with your parenting philosophy.</li> <li>• Sources used for documentation are appropriate and reliable.</li> </ul>	15
<b>Personal Parenting Philosophy</b>	<ul style="list-style-type: none"> <li>• Clearly identify your personal parenting philosophy.</li> <li>• Your philosophy is well supported by the selected theory.</li> <li>• Appropriately describe expected parenting behaviors/strategies based on your philosophy</li> </ul>	30
<b>Scenario</b>	<ul style="list-style-type: none"> <li>• Develop a scenario based on developmental characteristics of children.</li> <li>• Explain the appropriateness of the scenario.</li> <li>• Cite the resources if you bring the situation from outside.</li> <li>• Specifically describe family backgrounds.</li> </ul>	15
<b>Positive/Negative Response</b>	<ul style="list-style-type: none"> <li>• Parents' responses and children's reactions (expected outcomes) are well matched with your parenting philosophy.</li> <li>• Your parenting belief is reflected on the parents' responses.</li> </ul>	20
<b>Conclusion</b>	Restate the major points in a new way, and provide a sense of closure. Describe lessons you have learned from this paper.	5
<b>Writing Style</b>	Your paper shows no problems with spelling, grammar, syntax or usage.	5