

CHFD331

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : CHFD331 **Title :** Parenting
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines factors influencing child rearing practices in families with an emphasis on developing practical skills for working with parents and children. Topics of study include family systems, communication dynamics, blended and culturally diverse families, conflict management, custody concerns, factors supporting healthy child development and resilience, challenges to positive parenting and models for effectively working with parents and youth

Course Scope:

This course examines the theoretical approaches to child rearing in families: emphasis on developing practical skills for working with parents and children.

Objectives

Students completing this course will:

1. Distinguish how life events influence parenting skills
 2. Evaluate the role culture plays in parenting
 3. Evaluate the role society plays in parenting
 4. Compare and contrast theories of childhood growth and development as they apply to parenting
 5. Categorize parenting challenges and effective parenting techniques for each stage of child development
-

Outline

Week 1: The process of parenting in the 21st Century

Learning Objective(s)

LO-1 Identify and discuss the influence of childhood experiences on their parenting today.

LO-2 Describe how culture, race, religion, and society affect parenting.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 1 Forum

Please review the Journal Assignment which is due in Week 8. This assignment requires weekly attention but is submitted at the end of the course.

Week 2: As we become parents

Learning Objective(s)

LO-3 Identify how parents learn from the media, history, and science

LO-4 Explore the theories of growth and development

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 2 Forum

Week 2 Assignment

Week 3: Close families, development, and challenges

Learning Objective(s)

LO-5 Describe ways parents can promote positive and nurturing family relationships.

LO-6 Produce strategies for parents that promote children's growth and parent's well-being.

LO-7 Explore parenting techniques that help children learn to regulate their behavior and develop problem solving skills.

LO-8 Compare and contrast the consequences of children's media use.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 3 Forum

Week 4: Parenting Children from Birth to five.

Learning Objective(s)

L0-9 Describe techniques to help children aged 0- 5 years develop positive relationships with family and peers.

LO-10 Explore parenting techniques that help children aged 0-5 years learn to regulate their behavior and develop problem solving skills.

LO-11 Explore ways in which parents support children's cognitive, physical, social-emotional and language development during the first five years of life.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 4 Forum

Assignment 2

Week 5: Elementary and early adolescence

Learning Objective(s)

L0-12 Explore ways in which parents support children's cognitive, physical and socio-emotional development during the elementary school and early teen years.

L0-13 Identify techniques to help parents maintain positive relationships with their adolescents as they become more independent and move towards adulthood.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Forum 5

Week 6: Late adolescence and Working Parents

Learning Objective(s)

L0-14 Explore ways in which parents support cognitive, physical and socio-emotional development during the late adolescent and young adult years.

L0-15 Describe problems that may arise when integrating work and family lives.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 6 Forum

Assignment 3

Week 7: Adoption, Unmarried Parents

Learning Objective(s)

L0-16 Explore how people become parents by adoption and assisted reproductive technology.

L0-17 Examine the experiences of the teen and unmarried mothers and their children.

L0-18 Identify the role of the fathers in the children's lives.

L0-19 Describe the actions parents can take to help children function well during and after a divorce.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 7 Forum

Week 8: Families

Learning Objective(s)

L0-20 Summarize the experiences of different families:

- Military families
- Lesbian and gay parents and their children.
- Step families
- Foster families
- Homeless families

L0-21 Identify strategies for raising resilient children in challenging times.

Reading(s)

Required readings for this week can be found in the Lessons section of the classroom.

Assignment(s)

Week 8 Forum

Assignment 4 - Journal Due Summary

Evaluation

Students will find instructions and rubrics for all assignments within each individual assignment.

Grading:

Name	Grade %
Forums	40.00 %
Week 1 Forum	5.00 %
Week 2 Forum	5.00 %
Week 3 Forum	5.00 %
Week 4 Forum	5.00 %

Week 5 Forum	5.00 %
Week 6 Forum	5.00 %
Week 7 Forum	5.00 %
Week 8 Forum	5.00 %
Journal Summary	10.00 %
Week 8 Journal Summary	10.00 %
Assignments	50.00 %
Week 2 Assignment	16.67 %
Week 4 Assignment	16.67 %
Week 6 Assignment	16.67 %
Unassigned	0.00 %
Week 1 Forum	0.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.