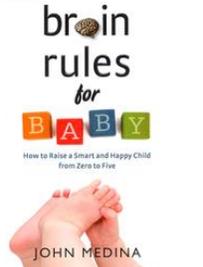




## PSY117 Parenting Spring, 2019

**Course Description:** This course focuses on effective techniques for working with children with emphasis on setting expectations, consideration of individual differences, satisfactory communication and effective parent-child relationships.

<p><b>Janiece Knepe Walter</b> Office Rm. #1662, West Building 303-914-6553 <a href="mailto:janiece.knepe@rrcc.edu">janiece.knepe@rrcc.edu</a></p>	<p><b>Office Hours:</b> Mondays 12:00-2:30 pm Wednesdays 12:30 – 5:30 pm OR by appt.</p>
<p><b>Recommended Text: (optional, but not required)</b></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  <p style="font-size: small; margin-left: 5px;">New York Times bestselling author of Brain Rules</p> <p style="margin-left: 20px;">Brain Rules for Baby John Medina <b>ISBN-13:</b> 9780983263302 Pear Press</p> </div>	<p><b>Class Meets:</b> Friday, April 19, 5:00-10:00 pm AND Saturday, April 20, 8:00 am – 5:30 pm.</p> <p><b>Rm. 1015, East Building</b></p>

**Class Website:**

Please access class handouts, web-based resources and assignments at <https://rrcc.desire2learn.com/>  
You will need to know your username (your RRCC S#) and your password (secure password for RRCC portal).

**Course Objectives:**

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

1. Describe specific behaviors supporting the democratic/authoritative approach to parenting
2. List four goals of children’s behaviors
3. Discuss strategies for reducing children’s misbehaviors/challenging behaviors
4. Identify strategies to increase children’s positive behaviors
5. Use active listening and develop I-Messages to initiate discussions on specific problems
6. Identify natural/logical consequences to deal with specific discipline situations
7. Understand how to apply the problem solving model for addressing challenging behaviors

**Course Assignments:**

Students will have two graded assignments. Both assignments will be completed in class. These assignments will count for 50% of the course grade. The remaining 50% will be counted in attendance and participation in class activities/discussions.

Please use this rubric to keep track of your progress in this class:

Assignment	Point value	My points	Due date
Parenting Style Reflection (complete in class)	20		4/19
Group presentations (complete in class)	30		4/20
Attendance (both days, on time, full class sessions)	50		

**Grading Policy:**

There are 100 possible points in this class, grading is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

You should be successful in this class if you have a reading assessment score of 62 / 80 (*for 200 level classes: 80 or above*) or above and writing assessment score of 70 / 95 (*for 200 level classes: 95 or above*) or above. Please see your instructor if your scores are below this level.

If you need help with writing, please make sure to contact the Red Rocks Writing Center. For more information or to contact an online tutor: <http://www.rccc.edu/writing/>.

**General Policies:**

- **Registration/withdrawal Student Responsibility**  
It is the responsibility of the student to complete all required registration/withdrawal requirements, including the purchase of books. Specific dates, requirements, and information are available at the Red Rocks Community College web site: [www.rccc.edu](http://www.rccc.edu). Not withdrawing within the proper time limit will cause the student to receive a letter grade based upon his/her current standing in the class at the end of the course session.
- **Academic Integrity**  
At RRCC, academic integrity is the ethical foundation upon which the academic community pursues professional, administrative and scholarly endeavors. Everyone associated with the college's academic community has a responsibility for establishing, maintaining and fostering understanding and respect for academic integrity. Following are some principles associated with academic integrity to which we expect students to adhere:
  - Assume responsibility and take credit only for the words and/or ideas in an academic exercise that are expressly one's own.

- Use information, computer programs, discs, another student's work, study aids, and/or other materials only when allowed by the instructor.
- Remove materials from the library, labs, and other college facilities only when an official representative of the college grants permission.
- Use copyrighted materials only with permission.
- Refuse to help another commit an act of academic dishonesty.

**Academic dishonesty is the intentional act of fraud when an individual claims credit for the work of another, uses unauthorized materials, or fabricates information in any scholarly exercise. Academic dishonesty also includes, but is not limited to, forging educational documents, damaging or destroying the works of another, or assisting others in acts of academic deception. If you are aware of an incident of academic dishonesty, please report the occurrence to a faculty member, department chair, or administrator. Those committing academic dishonesty will be subject to disciplinary action: failing the assignment or course, and/or being expelled from the college.**

#### RRCC SYLLABUS DISABILITY STATEMENT

**ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973:** Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact Accessibility Services. Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733, 720-372-1591(VP) or [Accessibility Services access@rrcc.edu](mailto:access@rrcc.edu). Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at the [Accessibility Services website: www.rrcc.edu/accessibility-services](http://www.rrcc.edu/accessibility-services).

#### MANDATORY REPORTING STATEMENT

Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator: D. **Arnie Oudenhoven, Executive Director of Human Resources/Title IX Administrator, 303-914-6298 or [Arnie Oudenhoven \(arnie.oudenhoven@rrcc.edu\)](mailto:arnie.oudenhoven@rrcc.edu)**

Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or [RRCC Dispatch \(rrpd.dispatch@rrcc.edu\)](mailto:rrpd.dispatch@rrcc.edu) at 303-914-6394.

If you would like a confidential resource, please contact **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Administrator, 303-914-6224 or [Deborah Houser \(deborah.houser@rrcc.edu\)](mailto:deborah.houser@rrcc.edu)**

Further information may be found on the college [Human Resources website](http://www.rrcc.edu/human-resources/sexual-misconduct): <http://www.rrcc.edu/human-resources/sexual-misconduct>.

**STUDENT HANDBOOK**

The [RRCC Student Handbook](http://www.rrcc.edu/student-life/handbook) is your most current source of dates, resources, contacts, and policies: <http://www.rrcc.edu/student-life/handbook>.

## PSY117 Course Calendar and Assignments

### Spring 2019

Date	Class Activities
<b>4/19</b>	<p>Introduction to PSY 117 –Review syllabus and class expectations.</p> <p>Class participants introductions/icebreaker</p> <p>Runaway Bunny Activity</p> <ul style="list-style-type: none"> <li>• Role of parents – values and the moral compass</li> <li>• Role of children – 4 goals of children’s behaviors</li> </ul> <p>Win-Win Problem Solving</p> <ul style="list-style-type: none"> <li>• Looking at the 3 parenting styles – role playing, Poster learning activity               <ul style="list-style-type: none"> <li>○ Take the parenting style quiz! <a href="http://pediatrics.about.com/cs/quizzes/l/bl_prnt_style.htm">http://pediatrics.about.com/cs/quizzes/l/bl_prnt_style.htm</a></li> <li>○ Parents as gardeners vs. Parents as carpenters (NPR Hidden Brain Podcast)</li> </ul> </li> <li>• Guidance vs. Discipline – Hot Buttons, Reframing challenging behaviors, Discipline means teaching</li> </ul> <p><b>Assignment:</b> Please take a few moments to reflect and response on the following question: Reflect on your parents' (or guardians') style of parenting when you were growing up and how it has influenced your personal style of guidance with children today.</p> <p>I am very aware that this can be a sensitive (even painful) topic for some of us. I am not asking you to defend or justify why your parents’ care-giving style was/is the way it was/is. Neither am I expecting you to share any examples if they are too painful to do so. <i>Anything</i> that you choose to share with me in this reflection will remain in the strictest of confidence.</p> <p>What is important to realize, is that we so often choose to adopt a similar care-giving style if it was a positive experience for us or we choose to change our care-giving style if it was a negative experience.</p> <p><b>1-2 pages, typed, 12 point font, double spaced. Due at the beginning of class on Saturday. Time will be given at the end of our class time to write. You may go to the Student Project Center to type your paper and submit it by 9 pm or at the beginning of class on Saturday. (20 points) Grading rubric will</b></p>

	<b>be provided (see pg. 6 in syllabus).</b>
<b>4/8</b>	<p>Debrief on parenting styles and your reflection papers</p> <p>Revisit guidance strategies that work - scenarios</p> <p>Developmental Milestones &amp; Brain Rules for Babies</p> <ol style="list-style-type: none"> <li>1.) Project time! Work with a partner to research an age of childhood: What are the key developmental milestones achieved by the child for this age, what are the needs of the child, what kind of parenting challenges are faced, what kinds of guidance strategies could/should be employed, what resources can be tapped into to help parents (websites, organizations, etc.)</li> <li>2.) Websites to explore: <ul style="list-style-type: none"> <li>• <a href="http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html">http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html</a> - positive parenting tips from the Centers for Disease Control</li> <li>• <a href="http://www.parentingcounts.org">www.parentingcounts.org</a> - developmental timeline.</li> <li>• <a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a> - International Children's Digital Library, a HUGE collection of digital books/stories and more...</li> <li>• <a href="http://families.naeyc.org/">http://families.naeyc.org/</a> - new website for families from NAEYC</li> <li>• Edutopia, CSEFEL, PBSkids/parents, Scholastic/parents, others...</li> </ul> </li> <li>3.) Presentation of project work (30 points)</li> <li>4.) Learning about ACES and Playing the Brain Architecture Game</li> </ol> <p><b>Enjoy the Journey – Parenting is so on the right side of worth it!</b></p>

Criteria	Level 4	Level 3	Level 2	Level 1
Journal Topic Addressed	5 points Journal clearly and thoroughly responded to ALL assigned questions/topics	3 points Journal responded unevenly or vaguely in spots to assigned questions/topics.	1 point 1 or more assigned question/topic was not responded to.	0 points Writing was off-topic.
Ideas and Content	7 points Writing is clear, focused, and specific. The writer fully explains all assertions and shares experiences or other evidence to convince the reader.	5 points Some ideas are clear and fully explained, but some sections may be general or not supported.	3 points Writing is vague, non-specific, and may ramble. The journal is overly opinion-based & not supported with evidence, explanation, or experience.	0 points Ideas are random, list-like, or not supported/explained.
Reference to Assigned Reading or Course Material	5 points Specific details from assigned reading/course materials are cited often as evidence.  In-text citations and Bibliography included.	3 points Specific details from assigned reading/course materials are cited occasionally as evidence.  In-text citations and Bibliography included.	1 point Specific details from assigned reading/course materials are cited rarely as evidence.  No citation and/or bibliography included.	0 points Specific details from assigned reading/course materials are not cited as evidence.  No citation and/or bibliography included.
Grammar and writing conventions	3 points Writing is grammatically correct and virtually error-free.	2 points A few errors in grammar or writing conventions are present but do not detract or distract.	1 point Errors in grammar or writing conventions are noticeable and detract from quality of writing.	0 points Writing is error-ridden and difficult to follow.