HDFS 2033-002: Parenting in Diverse Families
Fall 2025
Department of Educational Psychology
University of North Texas

Instructor: Jason Chiang, Ph.D.   Classroom: ART 219
Office: Matthews Hall 316H   Meeting Time: TuTh 3:30PM - 4:50PM
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Office Hours: Mondays & Wednesdays 12:30 pm-3:30 pm (zoom meeting also available upon request)
Pre-requisites, co-requisites, and/or other restrictions: none.

"Before I got married I had six theories about raising children; now, I have six children and no theories."
— John Wilmot

Course Material:

Required Textbook: Holden, G. W. (2025). Parenting: A dynamic perspective (4th ed.).
Thousand Oaks, CA: Sage Publications, Inc.

Course Description:

Commonalities and differences in parenting, caregiving, and family life are addressed using systems, ecological and cross-cultural perspectives. Parenting and caregiving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, and parenting skills. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

Course Objectives:
The overall objective of the course is to provide students with an introductory study of the diversity within families, with a specific focus on how parents influence individual development.

Learners will:

- Cultivate critical thinking skills needed to identify components of parenting across cultures.
- Explore the relationships among the economic, social, political, environmental, and symbolic systems of societies.
- Analyze differences and commonalities in parenting across cultures.
- Consider ethical responsibilities of parents and societies as they raise children.
- Synthesize and apply empirical evidence to support arguments.

This course meets Core Curriculum Component Area: Option B – Objectives.
More information about this can be found on page 5 of the syllabus

Course Requirements

- *Attendance*

Regular attendance is expected. **Since this is not an online class, attending class virtually (e.g. via Zoom) WILL NOT be an option** unless an accommodation has been arranged through <u>Dean of Students</u> Office. We cover a lot of material in class, and it will be much easier for you to keep up if you attend class regularly. Research has shown that students who attend class regularly are more likely to be successful. You should attend every class unless you have a university **excused absence** as stated in the [Student Attendance and Authorized Absences Policy (PDF)](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf)

An absence may be excused for the following reasons:

1. religious holy day, including travel for that purpose;

2. active military service, including travel for that purpose;

3. participation in an official university function;

4. illness or other extenuating circumstances;

5. pregnancy and parenting under Title IX; and

6. when the University is officially closed.

Accordingly, *24 hours written notice (email) AND supporting documents* are required for any excused absence (e.g., doctor's note).

I understand occasional tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss a class, please let me know **prior to your absence** AND provide a <u>supporting document</u> for the absence to be considered excused. If you have a problem that will affect your attendance, please come to me immediately to discuss it.

- *Exams (300 points)*

There are 3 exams in this course. Exams consist of multiple choice, true/false, and short answer questions. They are expected to be taken on assigned dates on September 30 (tentative), November 4 (tentative), and December 4 (tentative). The exams are **non-cumulative**, and cover material presented in lectures, assigned textbook readings, and media presentations.

Missing exams without a valid reason will receive a grade of zero (0). Legitimate reasons for missing exams include serious medical, judicial, or serious personal events that prohibit you from taking the exam. **If you miss any exam, you will be required to provide** written notice AND supporting documents by the end of the next business day. For example, if you miss an exam on 9/30, the written notice AND supporting documents should be provided by 10/1.

You get only one attempt for each exam. Opening the exam counts as using your one attempt, even if you do not finish it. No retakes or do-overs will be allowed for any reason, including technical problems such as computer crashes, internet loss, or power outages.

- *Individual book presentation (100 points)*

Each student will be responsible for selecting a book (novel, autobiography, self-help book etc.) which primarily focuses on parenting and/or parent-child relationship, and submit the title, along with the preferred date to present, by September 18 via a discussion board. **Failure to fulfill this requirement by September 18 will result in a zero point in your book presentation grade (i.e. 0 out of 20% of the final grade).**

After receiving approval of their book choice and posting it on discussion board, students will **write a one-page book report**, be assigned to one of the dates listed on the course calendar, and give a **10-minute** presentation. A grading rubric will be posted on Canvas. The presentation (including one-page report) is worth **20%** of your final grade.

  - The oral in-class presentation is worth 15% of the final grade. Failure to present on the assigned date will result in a zero point in your book presentation grade (i.e. 0 out of 20% of the final grade).
  - The written report is due on the same date of the presentation, and is worth 5% of the final grade.
  - The written report will only be graded and counted toward the final grade IF the presentation is delivered on the assigned date.

- *Parenting License (100 points) *core assignment* (more details are provided on page 4)*

What should be required of potential parents? What if parents were required to have a license before having children? This assignment will ask you to describe hypothetical requirements for becoming a parent. Students are required to use APA format for this assignment. Please see the 7th edition of the Publication Manual of the American Psychological Association. An online tutorial is available here: https://owl.english.purdue.edu/owl/section/2/10/

- **Extra Credits**: We will complete extra-credit activities in class throughout the semester, and the dates will NOT be disclosed in advance. Only those showing up in-person (i.e. not through zoom) AND participating in activities will receive extra credits. This means that even if you have an excused absence on the day of an activity, you won't be eligible for the extra credit. These are bonus credits, not mandatory components of the course. The in-class activities offer a chance to enhance your grade but will not negatively impact your grade should you miss the day of an activity.

Methods of Assessment

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Exams
- Book Presentation
- Parenting License Assignment (due 12/2)

Assessment	Total Points
Exams (3 X 100 points)	300 points
Book Presentation (Oral + Written components)	100 Points
Parenting License	100 Points
Total Points Possible	**500 points**

Grades

Here's how your grade will be calculated ... Your score out of 500 will be divided by 500, yielding a percentage. For example, if your points add up to 465, you would have earned a 93%. A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%

Only percentage equal or greater than 0.5% will be rounded up (e.g. 79.5% will be rounded up; 79.4% will not)

Parenting License Assignment---Additional Details and Rubrics
(Rubrics are provided on page 6 and 7):

Students are asked to answer the following question: If the government required parents to get a "parenting license" before having children, what would be required? Specifically, the parenting license you create should include the following elements

1. License name
2. List and describe at least 5 requirements that parents must meet and/or agree to before receiving the license
3. Use two or more empirical studies to gather material (statistics, data related to parenting behavior or practices) to argue for requiring parents to meet one or more of your requirements.
4. Renewal process
5. Implementation requirements/guidelines
6. Ethical considerations
7. Personal reflection on the concept of a parenting license (i.e., the idea that individuals should meet certain criteria or complete specific requirements before becoming parents)

Students are required to use APA format for this assignment.

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Texas Core Objectives Component Area
Alignment with *Social and Behavioral Sciences*

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Four Core Objectives will be assessed when students complete the Core Assignment, in which they are asked to create and name a *Parenting License* and address specific criteria in the process. The Core Objectives are:

- Critical Thinking Skills –creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information
- Communication Skills –effective development and expression of ideas through written communication
- Empirical and Quantitative Skills – manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

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Criteria for Success

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When 70% of the students score 70% or higher in each area of the rubric for the *Parenting License* Assignment, the course will be deemed successful in meeting its objectives.

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Alignment of Assignment with Core Objectives

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Critical Thinking Skills

    Students will use critical thinking skills in order to identify, choose, and fully describe five hypothetical requirements for becoming a parent and support their argument. Creativity is seen in the choice of a name. In addition, they are required to apply data gleaned from two empirical studies of their choice to support their reasoning for choosing specific requirements. Students must discuss criteria for implementation, renewal, and ethics, all of which demand higher-level thinking and synthesis of information. This requires students to take on perspectives of other people, which fosters insight into possible ethical or moral dilemmas.

Communication Skills

    Students will use correct APA format, along with accurate writing mechanics and clarity of written expression. This requires the ability to apply standard rules of English.

Empirical and Quantitative Skills

    Students are required to use two or more empirical studies to support their choice of requirements for the *Parenting* License, and compare and contrast them. To gather material for this task, students must read, assess, and synthesize statistics and data on topics related to parenting behavior or practices to argue for requiring parents to meet one or more of the 5 requirements previously listed by the student.

Social Responsibility

    Students will write a reflection on the idea of a parenting license, including their personal thoughts and reasoning. They will also consider how parenting decisions may be influenced by various personal experiences, responsibilities, or life circumstances. This reflection encourages students to think carefully about how different factors might shape parenting choices.

Rubric for the Parenting License Assignment

	Advanced	**Proficient**	**Developing**	**Beginning**
Critical Thinking				
POINTS	5	4	3	1
Name of License	Title is creative and shows perceptive thinking	Title is practical and descriptive	Title is descriptive	Title is not original
POINTS	15	12	9	3
Requirements for License - at least 5 listed, described in detail	Clearly names and explicitly explains at least 5 requirements parents must meet, in full detail	Lists 5 requirements, with some explanation	Lists 5 or fewer requirements; needs more specific information	Fails to clearly list 5 requirements; includes little or no explanation
POINTS	10	8	6	2
Implementation plan	Fully describes how parents will learn about the license, enforce it, and critically discusses the results of having or not having one	Describes how parents will learn about the license, enforce it; provides ideas related to results of having one	Provides some initial ideas on related to the implementation or enforcement of a license; implications are absent	Fails to accurately describe a plan for implementation or enforcement of a license.
POINTS	10	8	6	2
Ethical dilemmas identified	Clearly presents ample evidence of understanding of ethical problems and outcomes of decision-making	Provides some evidence of understanding of ethical problems and decision-making	Provides some recognition of ethical problems and outcomes	Approaches issue in simplistic way, fails to accurately identify ethical problems
POINTS	10	8	6	2
Renewal requirements	Presents and clearly describes process of license renewal that provides insight into complexity of problem.	Describes a renewal process with a few further details included	Describes a renewal process, but with few original ideas included	Mentions the possibility of renewal without describing a process
Communication Skills				
POINTS	5	4	3	1

Writing mechanics	Flawless spelling and grammar, expressive writing is clear and descriptive	A couple of spelling and/or grammatical errors. Good writing style.	Several spelling and/or grammatical errors detract from content	Too many spelling and/or grammatical errors make it difficult to decipher writer's intentions.
POINTS	5	4	3	1
APA format	Flawless APA format.	Good APA format.	APA format needs more attention	Not in APA format
Empirical and Quantitative Skills				
POINTS	20	15	10	5
Research Articles	Analysis and application of findings from two or more empirical studies clearly support chosen licensing requirements	Analysis of two empirical studies identifies some evidence to support choices.	Two research studies included, but clear application of evidence to choices is lacking	Articles fail to address the issue; Student does not use evidence from research to support argument
Social Responsibility				
POINTS	20	8	6	2
Reflection	Articulately explains personal point of view with clear reasoning.	Explains personal point of view with good reasoning	Reflects on the overall task, but nuances are glossed over	Approaches the reflection with little acknowledgement of own biases
TOTAL POINTS	**/100**			

TENTATIVE COURSE SCHEDULE

	Topic	Readings
Unit 1 (8/19-9/30)	Introduction	Chapter 1
	Theoretical Perspectives How Important are Parents?	Chapter 2
	Determinants of Parenting	Chapter 3
	Book Title Due: 9/18	
	Exam #1: 9/30 (tentative)	
Unit 2 (10/2 – 11/4)	Becoming a Parent	Chapter 4
	Parenting Infants & Toddlers	Chapter 5
	Parenting Preschoolers	Chapter 6
	Exam #2: 11/4 (tentative)	
Unit 3 (11/6 – 12/4)	Parenting during Middle Childhood	Chapter 7
	Parenting Adolescents	Chapter 8
	Parenting Adult Children	Chapter 9
	Parenting in Contemporary forms	Chapter 10
	When Parenting Goes Awry	Chapter 11 & Chapter 14
	How Cultures Influence Parenting	Chapter 12 & Chapter 13
	Thanksgiving Break - No classes November 24- 30	
	Parenting License due 12/2	
	Exam #3: 12/4 (tentative)	
	Book Presentation: student assigned to one of the dates between 9/25 and 11/13 excluding exam dates	

Still reading? Take a deep breath and visualize an A for the semester.
Only a few more pages left…

COURSE POLICIES

- Late Work
  - All assignments are due at 11:59 pm on the date assigned.
  - Late assignments: assignment turned in 30 minutes after the due date will lose 10% of the available points; work turned in after 3 hours will lose 20% of the available points; work turned in after 6 hours will lose 40% of the available points; work turned in after 24 hours will lose 60% of the available points; work turned in after 48 hours will lose 80% of the available points. No late assignments will be accepted 3 days (72 hours) past the due date.
- Missing Exam
  - Missing exams without a valid reason will receive a grade of zero (0). Legitimate reasons for missing exams include only those listed on page 2 of the syllabus for excused absences. If you miss any exam, you will be required to provide written notice AND supporting documents by the end of the next business day. For example, if you miss an exam on 9/30, the written notice AND supporting documents should be provided by 10/1.
  - You get only one attempt for each exam. Opening the exam counts as using your one attempt, even if you do not finish it. No retakes or do-overs will be allowed for any reason, including technical problems such as computer crashes, internet loss, or power outages.
- Missing Presentation
  - Failure to present on the assigned date without a valid reason will result in a zero point in your book presentation grade (i.e. 0 out of 20% of the final grade). Acceptable reasons for missing the presentation include significant medical, legal, or personal situations that prevent you from presenting the book of your choice. If you are unable to attend the presentation, you must submit a written explanation AND supporting documents by the end of the next business day (for example, if the presentation is missed on **September 25**, the written explanation and supporting documents should be submitted by **September 26**).
- Regarding Bringing Children (or Other Non-Enrolled Individuals) to Class
  - Only individuals who are officially registered for the course or have received explicit written approval from both the department chair and the dean to audit may attend class sessions. This policy helps maintain an effective learning environment and protects the safety and privacy of all students.
- Course website and Canvas
  - PowerPoint Slides are posted on Canvas website after each class. Grades for all assignments and exams are posted on Canvas. Students should also regularly check their University of North Texas email account for announcements and updates.
- Communications Policy
  - Check for email announcements often
  - Contact me (by email) for questions about the course that cannot be answered by reading the syllabus (i.e., requirements, assignments, exams, or grades). My goal is to respond to messages within 10 hours between 8 am and 6 pm, Monday through Friday. **Please note that emails received after 6 pm might not be**

addressed until the following day. While I strive to meet this response time, unforeseen circumstances can arise. If you do not receive a response back within the 24-hour time frame between Monday and Friday, please resend the message as it may have gotten lost in cyber space. I usually reply to emails within 24 hours during the weekend.

- Submission of Assignments
  - All assignments will be submitted via Canvas. Assignments should be submitted prior to the due date to avoid any technical issues that may arise.
  - Assignments should be saved as .DOC or .DOCX files for access. Please do not submit assignments via email.
- Technology Use (in the classroom)
  - Using electronic recording or any other communications devices (such as MP3 players, cell phones, pagers, recording devices, etc.) in the classroom to record lectures or take notes via artificial intelligence software without the explicit permission of the instructor is strictly prohibited. If you are caught doing so, you will be asked to leave the classroom and will not be granted points for any assignments or exams that are associated with that day. Exceptions will be made for students that have a note from the Office of Disability Access and consult with the instructor ahead of time. If this policy is violated by more than one student, the use of computers and phones will be prohibited in the classroom altogether.
- A Grade of Incomplete
  - A status of incomplete is rarely granted. To receive an incomplete, a student must have an extenuating circumstance, be up to date on their coursework, and have a grade of "A" in the class at the time the request for an incomplete is made. To request an incomplete a student must reflectively determine if they meet the criteria previously stated. If the student determines they meet the criteria it is his or her responsibility to write the instructor with a detailed reason and need for an incomplete in the class. The instructor will determine if the student's need is extenuating, if the student is up to date in their coursework and if they have a current grade of "A" in the class. If these criteria have not been met, the instructor will decline the request.
- Inclusive Learning Environment
  - Please remember that we are all working together toward a common goal - to successfully complete HDFS 2033 and to develop our understanding of the discipline of developmental science. To that end, we want our class to be inclusive, our ideas to be welcomed, and everyone to feel that important sense of belonging needed to succeed.
- Please ask for assistance in a **timely manner** (i.e., not the hour before an assignment is due, and definitely not after the assignment is past due).
  I am here to help you….just reach out!

TIPS FOR SUCCEEDING IN HDFS 2033

1. CHECK your UNT email each day. View any/all Announcements each and every day.

2. READ the syllabus, the assignment guidelines, and the rubrics carefully. If you read and follow all instructions carefully, you will complete all the major requirements for the course. Everything you need to know about the class is provided in the syllabus.

3. MEET all deadlines. **This class is more fast-paced than you think!** Plan ahead to be sure that your assignments post in advance of the due date/time.

    I strongly urge you to get ahead on the assignment. Waiting until the night before an assignment is due to begin working on it is an invitation to trouble. **Computer/internet issues, work/family commitments, or travel plans will not be considered valid reasons for missing the deadlines.** Working ahead of schedule will prevent you from missing the deadlines. Deadlines are real; please ensure you complete the tasks on time.

    Know the due dates for assignments is the key ingredient for success in this course!

4. CONTACT the UNT help desk with any questions related to Canvas and/or technology. http://it.unt.edu/help-desk-resources-students; http://it.unt.edu/helpdesk

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may be referred to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found atdeanofstudents.unt.edu/conduct

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT PERCEPTIONS OF TEACHING (SPOT). Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to https://success.unt.edu/

American with Disabilities Act accommodation statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

LINKS FOR SUCCESS

UNT Student Help Desk:940-565-2324; https://it.unt.edu/helpdesk

Library: http://www.library.unt.edu/If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: www.library.unt.edu.

Student Counseling Services: https://learningcenter.unt.edu/ (General) http://studentaffairs.unt.edu/counseling-testing-services#programs(Other programs and services)

Student Learning Center:
https://learningcenter.unt.edu/(General)
http://learningcenter.unt.edu/studentresources(Student resources)

Dean of Students Office: https://deanofstudents.unt.edu/resources
DOS lists a range of resources available to Students, Faculty, Staff, and Parents! Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support.

UNT Writing Center (Sage 150): 940-565-2563https://writingcenter.unt.edu/welcome-unt-writing-center

Key Dates for the Semester (Add/Drop/Withdraw) can be found here:
http://catalog.unt.edu/content.php?catoid=23&navoid=2454