

**University of North Texas**  
**Department of Educational Psychology**  
**HDFS 2033-001**  
**Parenting and Diverse Families**  
**Monday & Wednesday @ 11:00 AM – 12:20 PM in ART 219**

<b>Instructor:</b> Kelly Berthiaume, Ph.D.	<b>Email:</b> <a href="mailto:kelly.berthiaume@unt.edu">kelly.berthiaume@unt.edu</a>	<b>Office:</b> Matthews Hall 304L
<b>Office Hours:</b> Tuesday & Thursday @ 9 – 10:30 AM or by appointment		

**Course Material:**

Required Textbook: Holden, G. W., & Harrist, A. W. (2025). *Parenting: A dynamic perspective* (4th ed.). 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

**Syllabus Changes:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If a change to the syllabus becomes necessary, students will be notified via announcement in Canvas and an email in the canvas messaging tool. Please check these locations often for important updates.

## **Methods of Assessment:**

**Introduce Yourself Discussion (5 points):** Students will be required to complete a welcome introduction on a discussion board via Canvas. You will introduce yourself to your peers by telling us a little bit about your background and what interests you about the class.

**Exams (300 points):** There are 3 exams in this course. Each exam consists of multiple choice and true/false questions. 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 documentation to support the reason for your request for a makeup exam.

**Explore & Reflect Discussion (30 x 3 = 90 points):** In this course, you will participate in a series of **Explore & Reflect Discussions**, one in each unit. These discussions are directly tied to the content of that particular module and are designed to help you think critically about parenting, reflect on your own values and experiences, and engage meaningfully with your peers. While each prompt focuses on a specific video, your responses should demonstrate your ability to draw connections between the video content and concepts from **any chapter of Holden's textbook or any module materials from this course**, including those from earlier units.

- **Requirements for Your Original Post**
  - Minimum of **250 words** (excluding references)
  - making **connections** to course materials (e.g., Holden textbook with page numbers, module videos, or readings)
  - Use **APA-style in-text citations** and include a **reference list** at the bottom of your post. Please use the following format for in-text citations from Holden's book: (Author, Year, Page Number). If you are using a digital copy of the textbook, include a screenshot of the page in your post is required. If you're unsure how to cite module videos or readings in APA style, refer to the [Purdue OWL APA guidelines](#), linked in the module.
  - Address **all three prompts** fully
  - To post, open the discussion board (which will appear empty except for the prompt), click "Reply," and type your response directly into the text box. Be sure to click "Post Reply" to submit.
  - You **must** post your original response to the prompt **before** you will be able to see or reply to your classmates' posts. You **cannot** post peer replies without first submitting your own post.
- **Requirements for Peer Replies**
  - Respond to as many peers as you like, but you must **respond to at least two peers** (at least 75 words each).
  - Your replies should be collegial, and always acknowledging positive aspects (e.g. I really like how you explain XYZ concept or I totally agree with you).
  - You should **ask a question in each of your peer replies** to keep the conversation going.
    - Please reply to two peers who do not yet have replies so that all are included in the conversation.

- Proofread your writing for correct grammar, spelling, and punctuation. Avoid “text speak” or informal abbreviations. Note that Canvas does not allow editing once your reply has been submitted, so please review your work carefully before posting.
- All discussions have strict due dates to encourage timely participation and peer engagement. You are strongly encouraged to post early so that your peers have enough time to respond to your ideas thoughtfully. **Late posts—whether initial responses or replies—will not receive credit.** Missing the deadline for your original post means you will not receive credit for the entire discussion assignment—including any peer replies. Because discussions are time-sensitive and integral to the course flow, **they cannot be made up after the deadline.**

**Parenting License (100 points) \*core assignment\* (more details are provided on next page):**

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/>

**In-Class Activities (105 points):** Throughout the semester, 8 in-class assignments (20 points each) will be given as a way to engage students in classroom learning and serve as a proxy for attendance. Your top 7 grades will be counted (7 x 15 = 105 points). These may take the form of practice questions preparing you for a test, personal reflections, or other activities. During class, you will be instructed to submit in-class assignments in class or online via Canvas.

**Course Requirements/Methods of Assessment**

**Evaluation:** This is a point-based grading system. Grades will be decided based on points accumulated from the above assignments. (This is all tracked in the gradebook on Canvas).

**\*This is an approximation. The number of assignments and points may vary slightly and are subject to change. If changes are made you will be informed, and it will be reflected on Canvas. The grading scale will not change (A-F)\*.**

The final grade students receive in this class will be based upon the following:

Assessment	Points	Points Range
<u>Exams</u>		
Unit 1	100	A 540 – 600
Unit 2	100	
Unit 3	100	
<u>Assignments</u>		
Introduce Yourself Discussion	5	C 420 – 479
Parenting License	100	
Explore & Reflect Discussions (3 X 30 points)	90	D 360 – 419
In-Class Assignments	105	
<b>Total Points</b>	<b>600</b>	F < 359

## **Parenting License Assignment---Additional Details and Rubrics:**

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, including individual thoughts and reasoning, with consideration of how personal experiences, responsibilities, or life circumstances can influence parenting decisions.

Students are required to use APA format for this assignment.

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

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

### **Criteria for Success**

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.

## **Alignment of Assignment with Core Objectives**

### **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
<b>Critical Thinking</b>				
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
<b>Communication Skills</b>				
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
<b>Empirical and Quantitative Skills</b>				
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
<b>Social Responsibility</b>				
POINTS	20	15	10	5
Reflection	Articulates and 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	<b>/100</b>			

### **COURSE/TEACHING FORMAT**

**This is a highly interactive class**, with online discussions and back-and-forth sharing of ideas. Although this is an internet course and is asynchronous (meaning that we don't need to all log on at the same time), each discussion question will serve as our online "meeting place"!

**The class will be divided into three “Units”. Each unit is further divided into smaller modules with an overarching theme.** Each module contains all the necessary information about the course including readings, assignments, and videos. Unit and module materials will be released as we start each unit. That way we'll stay focused on one unit at a time, similar to a classroom experience.

**Learning Objectives and Outcomes page.** Please begin each unit by reading the “Learning Objectives and Outcomes” page, which gives you a good idea of the materials that will be covered, the readings required, and the assignments due for that particular unit.

## **COURSE POLICIES AND UNIVERSITY REQUIREMENTS**

**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.

**Communicating with the Instructor:** *Connect with me through email and/or by attending office hours.* If you need to contact me, please email [kelly.berthiaume@unt.edu](mailto:kelly.berthiaume@unt.edu). I will respond within 24 hours Monday-Friday. I do not check email regularly on the weekends, so messages left late Friday through Sunday will not be received until Monday morning. *During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.*

I am here to help you accomplish your goal of learning and doing well in the course. Please don't hesitate to contact me if you have questions or concerns. Please do not email me with questions that can easily be answered by the syllabus.

- Please include the course name in your subject line (HDFS 2033) and a brief description in the subject line that outlines the topic of discussion or the course name so that I can respond appropriately with information relevant to this course.
- Use your instructor's correct title he or she prefers for communication, in this case, Dr. Berthiaume.
- Sign your email messages using your full name.
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.
- Keep emails professional. Do not write an emails with the same tone you would use in a social media post or text message.

**Class Attendance & Participation:** Students are expected to attend all classes regularly and punctually. Please arrive on time and refrain from leaving before the class has concluded. It is very distracting to your peers and the instructor when you arrive late. Attendance will be essential in order to get the most out of class and obtain content that is not in the text. There will be assignments and exam questions based on class lecture, so attending every day will be in your best interest if you are wanting to do well in this course.

There are “acceptable” (i.e., unforeseeable, out-of-your-control) reasons for missing class or an assignment, including: (a) ill health, (b) jury duty or mandatory court appearances, (c) severe



personal circumstances, or (d) religious holidays. In order for the absence to be excused so that you can make-up an exam or assignment, you have to provide verifiable documentation.

Absences in observance of religious holidays are authorized only if you have notified your instructor in writing within the first 2 weeks of the semester per university policy. If the absence is due to a medical/ health-related concern, you must provide a note from a doctor or medical institution confirming you were sick.

Students are expected to participate in class discussions and activities. Students are expected to keep up with the readings and participate in class. This course is largely based on discussion in class. Students can best be prepared for this by reading the assigned chapters in the textbook before coming to class.

Students are expected to check in on Canvas daily. In addition to the readings listed in the syllabus, there may be supplemental readings assigned that will be posted on Canvas. If you do not regularly check Canvas, you will miss important information such as handouts and announcements.

**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. Employment, time management, and computer problems are examples of excuses that are not valid.

Assignments should be saved as .DOC or .DOCX files for access. Please do not submit assignments via email

**Late Work & Makeup Policy:** Any work submitted after the due date will receive a 5% deduction from your grade for each day late, with the exception of special circumstances outlined in the attendance policy: (a) ill health, (b) jury duty or mandatory court appearances, (c) severe personal circumstances, or (d) religious holidays. Problems with your internet connection, computer or outside influences such as work or family responsibilities are not considered “unforeseen”. Please be aware of due dates, and plan ahead.

If you miss an exam or assignment for one of the reasons described above you must contact the instructor within two (2) business days from the time the exam or assignment was due. It is the student’s responsibility to notify the instructor of the excused absence and then schedule a make-up exam with the instructor no later than one week from the original date of the exam. It is YOUR responsibility to communicate with the instructor about make-up work. Make-up exams differ from the original exams at the instructor’s discretion.

No other makeup work or extra credit is available in this course. Once an assignment has been graded, no further revisions or submissions will be accepted.

**Grading Policy:** Success in this course is 100% in your control! Students who attend class, read the text, check for messages [in Canvas and email] daily, and complete all assignments (including the reading requirements) will do well in this course. Do not wait until the end of the semester to earn the grade you want, start from the beginning!

**Posting of Grades/Privacy Policy:** You can see your assignment grades on Canvas as they are posted throughout the semester. Grades for assignments will be available within two weeks of the due date for the assignment. If you have any questions about your grade, you may contact me via email.

**Feedback on Assignments/Grades:** I am here to help you learn, to provide clear instruction and help you have all the resources you need to do well. I will gladly provide feedback on assignments prior to submission. If you would like pre-submission feedback, you must visit during office hours or schedule a meeting with me anytime 24 hours prior to the due date. Grading and feedback will be available in Canvas. Reviewing feedback on assignments will help you to improve on future course assignments.

**Grading Questions:** Your grade is your responsibility. Grades are EARNED by you, not arbitrarily handed out by me. I will not respond to emails requesting grade changes. If you believe a mistake was made, or you would like to better understand the grading of a specific assignment, you must meet within one week of the grade being posted to schedule a time to discuss your concerns. I will not review grades retroactively at the end of the semester. I am not responsible for emails not being received or for assignments that are not submitted successfully. It is your responsibility to follow-up within the one-week time frame if you wish to schedule a time to discuss a particular grade. If you find you are having difficulty in this course, I encourage you to come and see me or arrange a meeting. It is to your benefit to do this as early in the semester as possible. Although extra credit work is not available, I can offer suggestions on studying and direct you to resources available for students.

**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.

Please ask for assistance in a timely manner (i.e., not an hour before an assignment is due). I am here to help you....just reach out!

## **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 at [deanofstudents.unt.edu/conduct](http://deanofstudents.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](http://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](http://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/>

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.

### TIPS FOR SUCCEEDING IN HDFS 2033

1. LOG IN to CANVAS every day <https://unt.instructure.com/> and 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, exams, and discussions. Waiting until the night before an assignment/quiz/discussion is due to begin working on it is an invitation to trouble. **Having a problem with your computer is not an excuse for not turning in an assignment/quiz/discussion on time.** Beginning your assignment and discussions several days before they are due means that if you have a computer problem, you will be able to seek out another computer to use to complete the assignment/ quiz/ discussion. Know the due dates for assignments/ quizzes/ discussions 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>

### LINKS FOR SUCCESS

CANVAS: <https://unt.instructure.com/>

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](http://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)

**UNT Food Pantry:** <https://deanofstudents.unt.edu/resources/food-pantry>

**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): 940-565-2563<https://writingcenter.unt.edu/welcome-unt-writing-center>

**Opportunities to Learn More About Children and Families**  
Home Instruction for Parents of Preschool Youngsters (HIPPY): <http://hippy.unt.edu>  
Zero to Three: [www.zerotothree.org](http://www.zerotothree.org)  
First3Years: [www.first3yearstx.org](http://www.first3yearstx.org)  
National Council on Family Relations: <https://www.ncfr.org/>

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

# COURSE CALENDAR

Introduction	Explore & Reflect Discussion	Exam	Parenting License
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Module	Chapter(s) / Topic(s) Schedule	Assignment	Due Date	Points
1	1: From Beliefs to Evidence	Syllabus Acknowledgement	8/24	
	2: Theoretical Perspectives	Introduce Yourself DB	8/24	5
	3: Determinants of Parenting	E & R DB #1: Initial Post	8/29	30
2	4: Becoming a Parent	E & R DB #1: Response Posts	8/31	
	5: Parenting Infants & Toddlers	Unit 1 Exam	9/14	100
	6: Parenting Preschoolers	E & R DB #2: Initial Post	9/26	30
	7: Parenting During the Middle Childhood Years	E & R DB #2: Response Posts	9/28	
	8: Parenting Adolescents	Unit 2 Exam	10/26	100
	9: Parenting Adult Children	E & R DB #3: Initial Post	11/7	30
	10: Parenting in Its Contemporary Forms	E & R DB #3: Response Posts	11/9	
3	11: Parents at Risk	Parenting License	11/23	100
	12: Parenting Across Cultures	Unit 3 Exam	12/7	100
	14: Child Maltreatment			
9/1 – No Class – Labor Day				
11/24 – 28 – No Class – Thanksgiving Break				