



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: HUSV 309 RB3, Effective Parenting

Semester and Term: Summer 2014

Day and Dates: Tuesdays, 7/22/2014 -8/19/2014

Time: 6pm – 10pm

Campus Location: Stamford

Course Description:

Students will acquire relevant child-rearing information and constructive parenting techniques. Several therapy models useful for understanding child development will be explored. Emphasis will be on exploring personal parenting influences and preparing students to parent positively.

Prerequisite Courses: None

Course Code: HS-PE, PSY-PE

Instructor & contact information: Prof. MaryAnn Gardner
mgardner@bridgeport.edu

Required Textbook:

“The 7 Habits of Highly Effective Families” by Stephen R.Covey

ISBN# 978-0-307-44085-3. Or 9780684860084

Learning Outcomes:

Upon completion of this course, the student should be able to:

Strengthen their family to withstand destructive influences in society

Create a spirit of fun, adventure and excitement in the family

Get their children to do homework and jobs cheerfully without being reminded or bribed

Build harmony in the family when everyone is criticizing and putting one another down

Provide quality time for the family when both parents (or only one parent) are working to keep food on the table.

Create and maintain order and a spirit of cooperation in the family, yet give family members freedom and autonomy they need in order to grow and find fulfillment

Be successful in discipline without punishing

First Assignment Prior to the First Class:

Read pages 9-69

You're going to off track 90% of the time.

Be Proactive.

Complete Discussion questions:

1A.) Write a short description and review of Habits 1 & 2

1.) Consider the miracle of the Chinese bamboo tree as described on pages 22-23. Review the story "Momma, always come after me" How does this impact the way we think about our family and the struggles we face?

2.) Are there any specific areas or relationships in which we need to allow time for growth?

3.) Review the material on the four human gifts (Pages 29- 33). What can we do to build proactive muscles? Review the material on pages 45- 61

4.) Review the material on pages 45- 61. Discuss what you can do to build emotional Bank accounts in the family.

Description of Weekly Sessions:

*** All Reviews, Discussion Question and Project Assignments must be typed, double spaced with a cover page, using APA format and in complete question and answer form. Please cite source and page number.**

If you miss a class or leave before the homework assignment is discussed it is your responsibility to get the assignment to me. For full credit, the homework is due in class on that given due date. * 2 Points will be deducted for each day assignment is late.

Assignments:

Tuesdays - Dates	Topic	Assignments
Week 1 7/22/14	Discussion Questions and Typed Review: Read pages 9-69 You're going to off track	*DUE the first week in class! – 10 Points! Assignment: 1A.) Write a short description and review of Habits 1 & 2 1.) Consider the miracle of the Chinese bamboo tree as described on

	<p>90% of the time.</p> <p>Be Proactive.</p>	<p>pages 22-23. Review the story “Momma, always come after me” How does this impact the way we think about our family and the struggles we face?</p> <p>2.) Are there any specific areas or relationships in which we need to allow time for growth?</p> <p>3.) Review the material on the four human gifts (Pages 29- 33). What can we do to build proactive muscles? Review the material on pages 45- 61</p> <p>4.) Review the material on pages 45- 61. Discuss what you can do to build emotional Bank accounts in the family.</p>
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<p>Week 2 7/29/14</p>	<p>Discussion Questions and Typed Review:</p> <p>Read pages 70-168</p> <p>Begin With The End in Mind</p> <p>Put First Things First.</p>	<p>1A.) Write a short description and review of Habits 3, 4, & 5</p> <p>1.) Discuss the statement of page 73: “Because all things are created twice, if you don’t take charge of the first creation, someone or something else will.</p> <p>In what ways are we taking charge of our first creation?</p> <p>2.) Identify some of the benefits that flow from developing a vision.</p> <p>3.) Review the material on pages 120- 135. What are the forces in society that tend to destroy the family?</p>
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		4.) Talk about one on one bonding times. Share (2) one on one time you have had with any of your family members.
Week 3 8/5/14	Mini Project Read pages 169-246 Think Win – Win Seek first to Understand	Project #1 Due Select an issue that can become a struggle between a parent and child/teen. Determine what would be a win- win solution. What parenting skills would you apply? <u>Some examples:</u> Giving up the bottle Fighting with siblings Going out in cars with friends Doing homework Getting a toy at the store Taking naps Curfews Dating Sleepovers Staying up late Smoking cigarettes Drinking alcohol Prepare it on a PowerPoint slide presentation or create a flipbook chart and be prepared to present it to the class.
Week 4 8/12/14	Discussion Questions and Typed Review:	1A.) Write a short description and review of Habits 6 &7

	<p>Read pages 247-313</p> <p>Synergize</p> <p>Sharpen the Saw</p> <p>From Survival to stability to Success</p>	<p>1.) Discuss the four autobiographical responses on page 225. Give an example of how you would give an understanding response.</p> <p>2.) Review the guidelines on Pages 228-231 and the story on pages 224- 226. Discuss how the information can help you practice Habit 5 in your family.</p> <p>3.) Discuss the meaning of “synergy”. What examples of synergy do you see in the world around you?</p> <p>4.) Review the material on page 276-278. What is entropy? In what ways may entropy become evident in a relationship?</p>
<p>Week 5 8/19/14</p>	<p>Final Project- Parenting Challenges</p> <p>You can create your final project with PowerPoint slides or a flip chart presentation.</p>	<p>Final Project – DUE</p> <p><u>Parenting Challenges</u></p> <p>Birth – 2yrs.</p> <p>2 to 4 yrs.</p> <p>6 to 12 yrs.</p> <p>12 to 16 yrs.</p> <p>18 to 21 yrs.</p> <p>You will be assigned a stage of development. Your project will discuss the growth, development and challenges parent’s face in that specific stage of development. You will present your project to the class and support your findings with your evidence-based research. Include a short You Tube video related to your topic.</p>

Grading Criteria: *2 Points will be deducted from each day the assignment is handed in late.

Tuesdays Due Dates	Assignment	Points
Week 1 7/22/14	Discussion Questions and Review	10
Week 2 7/29/14	Discussion Questions and Review	10
Week 3 8/5/14	Mini Project	20
Week 4 8/12/14	Discussion Questions and Review	10
Week 5 8/19/14	Final Project – Presentation	30
Class Participation/Presentation and Attendance	Students are expected to present all projects, reviews and discussion questions in class. Engage in class activities and class discussion. Show up on time and attend every session.	20
	Total Points	100 = A

Letter Grading Scale:

% Of Points Earned	Letter Grade	% Of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course

of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.

- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243