



## **PYCH 3360: Psychology of Parenting**

**Class Time:** T/TH 2pm-3:20pm

**Class Location:** COB 103

**Instructor:** Korina Odom, Ph.D.

Email: [korinaodom@uttyler.edu](mailto:korinaodom@uttyler.edu)

Office: HPR 207

**Office Hours:** T/TH 3:40pm-4:40pm in person or by appointment via Zoom if necessary.

**Course Description:** This course examines the psychology of parenting and its influence on child development. Students will explore theoretical perspectives and research methods used to study parenting, along with the ongoing debate over how much parents shape child outcomes. The course then follows parenting across developmental stages; From the transition to parenthood through infancy, childhood, and adolescence. The course then explores contemporary issues in psychology of parenting, such as non-traditional families, cultural influences, child maltreatment, and social policy. Students will critically engage with empirical research and consider how individual, familial, and cultural contexts shape parenting practices and outcomes.

**Required Texts:** Holden, G. W., & Harrist, A. W. (2024). Parenting: A Dynamic Perspective (4<sup>th</sup> ed). Sage. ISBN: 9781071908808

*Students are not required to purchase this textbook from the UT Tyler book and can purchase this textbook from other websites if applicable.*

### **Learning Outcomes and Expectations**

#### **General Learning Outcomes for Upper-Level Courses:**

1. Students will be able to explain and understand the key terms, concepts, and theories within the subfield of psychology of parenting.
2. Students will be able to critically assess designs, methodology, and validity of psychological studies regarding parenting.
3. Students will be able to understand basic principles of parenting and be able to apply them to everyday life.
4. Students will learn how to integrate findings from multiple studies or perspectives to form evidence-based conclusions.
5. Students will develop communication (e.g., writing and oral), analytical, and research skills needed for advanced coursework such as independent research projects.

**Learning outcomes for this course:**

1. Compare theoretical perspectives and evaluate research methods used to study parenting and its influence on child development,
2. Analyze how parenting roles, strategies, and challenges change across developmental stages, from the transition to parenthood through adolescence.
3. Evaluate parenting within diverse family structures and cultural contexts and assess its connection to child maltreatment and social policy.
4. Construct evidence-based arguments about parenting and development, communicated clearly using APA style and disciplinary terminology.

Note: The learning outcomes described above will be assessed through a combination of in-class activities, homework assignments, writing assignments, and exams.

**Assignments and Exams**

**In-class activities (10%):** There will be a series of in-class activities throughout the course of the semester that will count towards a participation grade. In-class activities will be unannounced. These activities will be turned in by the end of class time, and credit will be awarded based on participation. These activities will include “ticket out the door” exercises and applications of psychology throughout everyday life.

**Article Analyses (15%):** There will be 3 article analyses due throughout the semester. For each article, you will locate an empirical research article (via google scholar or UT Tylers databases) related to that week's textbook reading, then write a short paper summarizing and critically analyzing the study. A grading rubric will be used for these assignments and will be submitted via Turnitin. You cannot make any corrections or add any additions to your assignment once submitted. Late assignments will be accepted with a penalty of 10% for every day that the homework is late. Assignments will not be accepted more than 5 days after the due date.

**Student Project (30%):** There will be 1 student project that students will work on throughout the semester. This project will be worth 30% of your final grade. The instructions to the student project will be posted after the second chapter of the semester has been taught, that way students can gain a foundational understanding of psychology of parenting prior to starting the project. This project will require students to apply concepts and theories learned throughout the course by interviewing one parent/caregiver of their choice and write a written analysis based on what they learned from the experience. For students who cannot identify willing participants and or do not have access to individuals who have experience in a parent/caregiver role, an alternative writing assignment will be available to get credit for their project. The alternative writing assignment will be discussed in class and will be posted and due at the same time as the original project. Late submissions will NOT be accepted due to project being posted in advance.

**Exams (45%):** There will be 3 non-cumulative exams over the semester. Each of the exams will be worth 45% of your, and exam format will consist of multiple choice, true / false questions, and possibly short response questions (*students will be notified prior to the exam to make plans*

to study accordingly). Exams will be completed in the classroom on designated exam days. See syllabus for exam dates. Make-up exams will be given under *compelling* circumstances (i.e., medical emergency, familial emergency, death of a loved one, etc.). If you need to make up for an exam, it is important to let me know as soon as possible that you will not be able to take the exam on the scheduled day. Make up exams will be taken at the same time as your final exam during the scheduled exam period. For instance, if you need to make up for Exam 1, you will take an alternate version of Exam 1 and Exam 3 in the same sitting.

**Research Requirement:** The Department of Psychology and Counseling requires that all students enrolled in 1000-, 2000-, and 300-level psychology courses complete a research requirement.

**Research Requirement:** The Department of Psychology and Counseling requires that all students enrolled in 1000-, 2000-, and 300-level psychology courses complete a research requirement. **Therefore, students must earn 5 SONA credits to receive 10 extra credit points. Extra credit points will be applied to your lowest exam grade. Students must complete all 5 credits in order to receive the 10 extra credit points.**

- To fulfill this requirement or access extra credit opportunities, all students should register in Sona within the first week of class. The registration will take only a few minutes and will include a brief survey to collect demographic data. This data will serve as a screening tool to determine potential survey eligibility.
- Once you register in the system, there are two ways to fulfill the research requirement:
  - (1) **You may complete research credits by participating in psychology studies.** One credit is earned for every 30 minutes of research participation. Most studies are worth one credit. The number of credits required varies from one course to the next, and your instructor will tell you how many credits are required to complete the research requirement in his or her specific course. Generally speaking, the 1000-, 2000-, AND 300-level course research requirement is 6 credits each. There is a **maximum of 12 credits total if you are enrolled in more than one course that includes the research requirement.**
  - (2) In lieu of the research participation, **you may instead complete a 5-page research report on a topic supplied by your instructor.** The instructor will also supply more detail regarding the proper format of the research report.
- **Timeline to Complete Research Requirement:** If you choose to complete the research participation, at least 2 of the credits must be submitted on or before midterms. The specific due date for these credits will be determined by your course instructor. Failure to do so will result in a **5% reduction** to your final course grade. The remaining 2 credits needed to fulfill the requirement must be submitted on or before the last day of the regular semester (i.e., before the start of finals week). Failure to submit the remaining credits by this date will result in an **additional 5% reduction** to your final grade. **If you choose, instead, to complete the research report, the final report must be submitted to your instructor no later than midterms.** The specific due date for this report will be

determined by your course instructor. Failure to do so will result in a **10% reduction** to your final course grade. If you are caught plagiarizing or engaging in other forms of academic dishonesty with regard to the research report, you will face university disciplinary measures in addition to the 10% reduction to your final grade.

- There will be a folder with instructions on how to create a SONA account on CANVAS with more information.

### **Class Format and Course Policies:**

**Format:** This is an in person class and will not be accessible via Zoom. The instructor will generally introduce each topic with some background information and/or lectures on some selected aspects of each topic. However, much of what students will learn from the class will be information that students glean from readings, assignments, and class discussions.

**Attendance:** You are highly encouraged to attend every session of this class. However, class attendance is not counted towards your final grade. If you want to do well in this course, it is ***strongly*** recommended that you attend class regularly. If you must miss class, it is your responsibility to fill in gaps of anything discussed in class including additional assignments or potential changes to syllabus. Do inform me if extenuating circumstances lead to multiple absences. It is suggested to exchange emails or your preferred method of communication with a peer to get an overview of what you may have missed in class.

**Use of Generative A.I Tools:** Use of AI is not permitted. All submitted work must be produced by the students themselves. Assignments have been created in that students can use lectures covered in class and apply them to their own lived experiences. Use of generative AI tools such as ChatGPT to complete an assignment constitutes as academic misconduct. Extra measures and steps will be taken to assess for AI submitted work. If you are found to have used AI for your writing assignments without prior permission, your assignment will be submitted to the academic misconduct monitor in the Dean's Office and handled accordingly. We agree that AI is wonderful in some settings, however, we are here to help you all think critically and learn the material naturally which is stunted using AI.

### **Missed Coursework/Makeup Policy:**

**In-Class Activities:** There will be a series of in-class activities throughout the course of the semester that will count towards a participation grade. In-class activities will be unannounced and cannot be made up if you miss class without an excused absence.. If you have extenuating circumstances that result in multiple missed activities, please contact me with an acceptable documented excuse (ex. medical excuse).

**Student Project:** Late submissions will NOT be accepted due to project being posted in advance.

**Exams:** Make-up exams will be given under *compelling* circumstances (i.e., medical emergency, familial emergency, death of a loved one, etc.). If you need to make up for an exam, it is

important to let me know as soon as possible that you will not be able to take the exam on the scheduled day. Make up exams will be taken at the same time as your final exam during the scheduled exam period. For instance, if you need to make up for Exam 1, you will take an alternate version of Exam 1 and Exam 3 in the same sitting.

**Canvas Submissions:** When you submit an assignment on Canvas, you will receive a message that says it is “successfully submitted,” and you will be able to see that it is submitted in your gradebook. You are responsible for checking to ensure that Canvas submission was successfully submitted. Submissions that are not successfully submitted will receive zero credit.

### **Other Course Policies**

**Cell phones:** Out of courtesy and respect, please make sure your cell phones are turned off or set to silent operation during class. Other than addressing immediate emergencies, please refrain from texting during class. If your cell phone is in sight during an exam, you will receive a zero (0) on that exam.

**Laptop and other electronic devices:** Though it is common for students to use laptops and tablets as a means of taking notes, it is recommended to use pens and paper rather than using laptops/tablets. This suggestion stems from research that demonstrates students who take handwritten notes have higher academic achievement and are less distracted in the classroom. See references below. Considering electronics are integrated into every aspect of our lives, use of laptops/tablets is okay but only for the purpose of taking notes. Please refrain from using laptops for any other purposes (i.e., social media, shopping, messaging, watching videos) as it may not only be a distraction to you, but also to your fellow peers. Laptops and other e-devices such as smartwatches, meta glasses, air pods, etc. are not permitted for use during exams.

Flanigan, A. E., Wheeler, J., Colliot, T., Lu, J., & Kiewra, K. A. (2024). Typed versus handwritten lecture notes and college student achievement: A meta-analysis. *Educational Psychology Review*, 36(3), 78.

Van der Weel, F. R., & Van der Meer, A. L. (2024). Handwriting but not typewriting leads to widespread brain connectivity: a high-density EEG study with implications for the classroom. *Frontiers in Psychology*, 14, 1219945.

### **Course Communication**

**Communication:** E-mail will be the official mode of communication for this course. Students should feel free to e-mail me at any point with questions about course content and or about any extenuating circumstances students may be experiencing. When e-mailing, please type “PSYCH-1301” in the subject line. Instructors get many emails daily, so it is important to put this in the subject line. Although I am committed to responding to emails quickly, e-mails sent past 5:00 PM or on weekends might not be read until the next weekday. If you email me and don’t hear back within two business days, please send a follow up email. I will appreciate the gentle reminder.

**Office Hours:** Although email will serve best for quick questions, you are encouraged to come to my office during office hours to discuss any questions or concerns you have about topics pertaining to this course. You may also email me to make an appointment for a separate meeting if necessary.

**Canvas:** Canvas will serve as the website for this course. Course documents, assignments, and grades will be posted on this website. Should anything change the schedule of the course, any syllabus update will be posted on Canvas.

**Notification of change:** The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

### **Grading Policies**

| <b>Assignment</b>    | <b>Percentage of Final Grade</b> |
|----------------------|----------------------------------|
| In-Class Activities  | 10%                              |
| Article Analyses (3) | 15%                              |
| Student Project (1)  | 30%                              |
| Exam (3)             | 45%                              |
| <b>Total</b>         | <b>100%</b>                      |

|                   |                  |                  |                  |               |
|-------------------|------------------|------------------|------------------|---------------|
| <b>A+</b> 97-100% | <b>B+</b> 87-89% | <b>C+</b> 77-79% | <b>D+</b> 67-69% | <b>F</b> ≤59% |
| <b>A</b> 93-96%   | <b>B</b> 83-86%  | <b>C</b> 73-76%  | <b>D</b> 63-66%  |               |
| <b>A-</b> 90-92%  | <b>B-</b> 80-82% | <b>C-</b> 70-72% | <b>D-</b> 60-62% |               |

### **Outline of Topics and Course Schedule**

| <b>Week</b> | <b>Date</b> | <b>Topic</b>             | <b>Suggested Reading</b> | <b>Assignments</b> |
|-------------|-------------|--------------------------|--------------------------|--------------------|
| 1           | T<br>8/25   | Review Syllabus          | <b>Syllabus</b>          |                    |
|             | TH<br>8/27  | From Beliefs to Evidence | Ch. 1                    |                    |

|   |             |                                                     |       |                                                          |
|---|-------------|-----------------------------------------------------|-------|----------------------------------------------------------|
| 2 | T<br>9/01   | Theoretical Perspectives on Parenting               | Ch.2  |                                                          |
|   | TH<br>9/03  | Theoretical Perspectives on Parenting: Continued    |       | <b>Student Project Posted</b>                            |
| 3 | T<br>9/08   | Approaches to Parenting                             | Ch. 3 |                                                          |
|   | TH<br>9/10  | Approaches to Parenting: Continued                  |       |                                                          |
| 4 | T<br>9/15   | The Controversy Over Parental Influence             | Ch. 4 |                                                          |
|   | TH<br>9/17  | The Controversy Over Parental Influence: Continued  |       |                                                          |
| 5 | T<br>9/22   | Determinants of Parenting                           | Ch. 5 |                                                          |
|   | TH<br>9/24  | Determinants of Parenting: Continued<br>Exam Review |       | <b>Article Analysis #1 Due by 11:59pm Saturday 9/25.</b> |
| 6 | T<br>9/29   | <b>Exam 1 (Ch. 1-5).</b>                            |       | <b>In-class Exam</b>                                     |
|   | TH<br>10/1  | Becoming a Parent                                   | Ch. 6 |                                                          |
| 7 | T<br>10/06  | Parenting: Infancy Through the Preschool Years      | Ch. 7 |                                                          |
|   | TH<br>10/08 | Parenting: The Middle-Childhood Years               | Ch. 8 |                                                          |
| 8 | T<br>10/13  | Parenting: The Middle-Childhood Years Continued     |       |                                                          |
|   | TH          | Parenting: Adolescence                              | Ch. 9 |                                                          |

|    |             |                                                            |        |                                                         |
|----|-------------|------------------------------------------------------------|--------|---------------------------------------------------------|
|    | 10/15       |                                                            |        |                                                         |
| 9  | T<br>10/20  | Parenting: Adolescence Continued                           |        |                                                         |
|    | TH<br>10/22 | <b>Special Lecture:</b> Parent Emotion Socialization       | N/A    |                                                         |
| 10 | T<br>10/26  | <b>Project Workshop Day</b>                                |        | <b>Bring Drafts of Student Projects.</b>                |
|    | TH<br>10/28 | <b>Project Workshop Day Continued</b><br>Exam Review       |        | <b>Article Analysis #2 Due by 11:59pm Sunday 11/01.</b> |
| 11 | T<br>11/03  | <b>Exam 2 (Ch. 6-9)</b>                                    |        | <b>In-class exam</b>                                    |
|    | TH<br>11/05 | Parenting in Nontraditional Families                       | Ch. 10 |                                                         |
| 12 | T<br>11/10  | Parenting in Special Populations: Continued                | Ch. 10 |                                                         |
|    | TH<br>11/12 | Cultural Influences on Parenting                           | Ch. 11 |                                                         |
| 13 | T<br>11/17  | Cultural Influences on Parenting: Continued                |        |                                                         |
|    | TH<br>11/19 | Child Maltreatment – When Parenting Goes Awry              | Ch. 12 |                                                         |
| 14 | T<br>11/24  | <b>Thanksgiving Break!</b><br><i>Be safe and have fun!</i> |        |                                                         |
|    | TH<br>11/26 |                                                            |        | <b>Article Analysis #3 Due by 11:59pm Sunday 11/29.</b> |
| 15 | T           | Social Policy Issues                                       | Ch. 13 |                                                         |

|    |             |                                                  |  |                                                        |
|----|-------------|--------------------------------------------------|--|--------------------------------------------------------|
|    | 12/01       |                                                  |  |                                                        |
|    | TH<br>12/03 | Social Policy Issues: Continued<br>Exam 3 Review |  | <b>Student Project Due by<br/>11:59pm Sunday 12/6.</b> |
| 16 | T<br>12/08  | <b>Finals Week:<br/>Exam 3</b>                   |  | <b>In-class exam. Date &amp;<br/>Time TBA</b>          |
|    | TH<br>12/10 |                                                  |  |                                                        |