The University of Tennessee at Martin/UT Online
Course Syllabus: EDST 440/640
Spring, 2010

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I. Course Title and Number
Selected Problems in Education (EDST) 440/640: Parenting across Cultures

II. Semester Credit Hours
3 Semester credit hours

III. Catalog Description
This course explores various issues affecting parenting across cultural groups. The interrelationship between culture and parenting is a major focus. Concerns about and issues regarding parenting have re-emerged with great strength as society redefines its definition of “family” and certainly as families become more diverse. Styles of parenting vary across type, culture, ethnicity, and socioeconomic status. Moreover, the socialization agents that parents employ vary as a function of their cultural membership. The connectedness between children’s learning and development, parental style, and cultural determinants cannot and should not be overlooked by the educational system.

IV. Objectives/Learning Activities
The student will:
1. identify particular issues pertaining to diversity in the state of Tennessee and the U.S., and the relationship between education and diversity affecting students and their parents;
2. cite and discuss the research that supports the importance of collaboration of family, school, and community;
3. discuss the historical perspectives of family involvement in education, including the contributions of early childhood theorists;
4. identify techniques for parental involvement in the child’s education;
5. list ways to communicate effectively with parents;
6. cite education laws that advocate for and pertain to the rights of parents and children;
7. emphasize the importance of collaborating with parents to improve student achievement;
8. develop mentoring strategies to foster development of parenting skills for student learning;
9. develop an understanding of the different forms of diversity in society as they relate to family structure;
10. discuss the moral and legal responsibilities of parents.

V. Course content/Topics
A. Course content
Broad topics covered in this course include but are not limited to exploration of the various strategies that parents from culturally, socioeconomically, and linguistically diverse backgrounds use to support the education of their children
B. **Assignments/activities**
Each student is responsible for material contained in the texts and assigned readings, and information shared by the instructor, and peers in group discussions.

1. **Assignments for Week 1: January 19**
   a. A1-1: Homepage (5 pts.)
   b. A1-2: Meet and Greet (5 pts.)
   c. A1-3: Online Discussion (5 pts.)
   d. A1-4: Parent Involvement (5 pts.)
   **Total points for Week 1 = 20**

2. **Assignment for Week 2: January 25**
   a. A2-1: OLD - Reflections (10 pts.)
   b. A2-2: OLD - Poverty (5 pts.)
   c. A2-3: Comparing Ideas About Parent Involvement (5 pts.)
   **Total points for Week 2 = 20**

3. **Assignment for Week 3: February 1**
   a. A3-1: Participate in OLD (20 pts.)
   **Total points for Week 3 = 20**

4. **Assignment for Week 4: February 8**
   a. A4-1: Participate in OLD (5 pts.)
   **Total points for Week 4 = 5**

5. **Assignment for Week 5: February 15**
   a. A5-1: Participate in OLD (5 pts.)
   **Total points for Week 5 = 5**

6. **Assignment for Week 6: February 22**
   a. A6-1: Participate in OLD (5 pts.)
   **Total points for Week 5 = 5**

7. **Assignment for Week 7: March 1**
   a. A7-1: Midterm exam (25 pts.)
   **Total points for Week 7 = 25**

8. **Assignments for Week 8: March 8**
   a. A8-1: Participate in OLD (5 pts.)
   b. A8-2: Parent online resources (15 pts.)
   **Total points for Week 8 = 20**

   **SPRING BREAK: MARCH 15 - 21**

9. **Assignment for Week 9: March 22**
   a. A9-1: Participate in OLD (5 pts.)
   **Total points for Week 9 = 5**

10. **Assignment for Week 10: March 29**
    a. A10-1: Participate in OLD (5 pts.)
    **Total points for Week 10 = 5**

11. **Assignment for Week 11: April 5**
    a. A11-1: Participate in OLD (5 pts.)
    b. A11-2: Parent letter (15 pts.)
    **Total points for Week 11 = 20**
12. Assignment for Week 12: April 12  
a. A12-1: Participate in OLD (10 pts.)  
Total points for Week 12 = 10  

13. Assignment for Week 13: April 19  
a. A31-1: Participate in OLD (5 pts.)  
b. A13-2: Multicultural brochure (25 pts.)  
c. Research projects from graduate students due this week (50 pts.)  
Total points for Week 13 = 30; 80 pts. For grad students  

14. Assignment for Week 14: April 26  
a. A14-1: Participate in OLD (10 pts.)  
Total points for Week 15 = 10  

15. Assignment for Week 15: May 3 (last day of class)  
a. A15-1: Reflective overview (15 pts.)  
Total points for Week 15 = 15  

16. A final exam will be given during the week of finals (worth 25 points). The date and time will be announced. Students taking this class for graduate credit (EDST 640) will be required to complete additional assignments beyond what is stated above. Guidelines are provided in COURSE DOCUMENTS.  

C. Calendar and due dates for assignments and requirements  
**Week 1 – January 19:** Introduction, Course Overview, and Blackboard Orientation  
Read: article, An emerging trend: Culturally responsive parenting education  
Due: A1-1, 1-2, 1-3, and 1-4  

**Week 2 – January 25:** Parental involvement in education (Part I)  
Read: Chapter 7, pp. 127–149 and C12, pp. 271 – 285, text; articles (3), Why do parents become involved in their children’s education?, Race differences in parental influences on child achievement: Multiple pathways to success; and, Multicultural literacy begins at home: Supporting parental involvement in multicultural education  
Due: A2-1, 2-2, and 2-3  

**Week 3 – February 1:** Parental involvement in education (Part II)  
Read: C1 and C2 and lectures posted in COURSE MATERIALS  
Due: A3-1  

**Week 4 – February 8:** Exploring the meanings of diversity and diversity among families  
Read: C3, C4, C13, text; articles (2), Embracing excellence and diversity; Correlates of parenting styles in predominantly working- and middle-class African-American mothers; and, Culture is…paper  
Due: A4-1  

**Week 5 – February 15:** Educational concerns among parents of different ethnicities (Part I)  
Read: 3 articles, Working with Asian parents and families; Parental involvement in education: Attitudes and activities of Spanish-speakers as affected by training; Parents’ aspirations and investment: The role of social class in the educational experiences of 1.5- and second-generation Chinese Americans  
Due: A5-1  

**Week 6 – February 22:** Educational concerns among parents of different ethnicities (Part II)  
Read: article, Parents’ conceptions of kindergarten readiness: Relationships with race, ethnicity, and development  
Due: A6-1
Week 7 – March 1: A7-1 (midterm)

Week 8 – March 8: Education laws, parents, and children
Read: Chapter 10, text
Due:  A8-1; A8-2

SPRING BREAK: MARCH 15 - 21

Week 9 – March 22: Children with disabilities
Read: Chapter 8, text; article, Multicultural aspects of parent involvement in transition planning
Due:  A9-1

Week 10 – March 29: Parents’ moral and legal responsibilities
Read: Chapter 11, text
Due:  A10-1

Week 11 – April 5: Effective communication with all parents
Read: Chapter 6, text
Due:  A11-1; A11-2

Week 12 – April 12: Using mentoring strategies to improve student learning
Read:  article, Mentoring at-risk Latino children and their parents: Analysis of the parent-child relationship and family strength
Due:  A12-1

Week 13 – April 19: Collaboration: Family, school, community
Read: Chapters 9 and 15, text; articles, What motivates participation and dropout among low-income urban families of color in a prevention intervention? Realities and challenges facing multicultural education
Due:  A13-1, A13-2; Research projects from graduate students due this week.

Week 14 – April 26: Identification of additional parental strategies to improve student learning
Read:  article, Working with parents: Cultural and linguistic considerations
Due:  A14-1

November 30: Collaboration: Family, school, community
Read: Chapters 9 and 15, text; articles, What motivates participation and dropout among low-income urban families of color in a prevention intervention? Realities and challenges facing multicultural education
Due:  A13-1, A13-2; Research papers from graduate students due this week.

Week 15 – May 3 (last day of class)
Due:  Reflective overview

D. Class policies
Information, materials, and activities presented in this course are designed to enhance your knowledge of and appreciation for diversity and the influence of diversity on the ways in which parents support their children’s education. This class “meets” Monday – Thursday. Students are expected to “attend” each class session and to actively participate in class activities and discussions. No assignments will be accepted after their due dates. Under normal circumstances, content for this course will be posted by 3:00 p.m. (CST) on Monday of each week unless Monday is a University holiday. If a University holiday falls on a Monday and/or Tuesday, course content for the week will be posted on the next day of classes after the break or holiday. All times that are quoted within the context of this course will be central time (CT). Any change in due dates for assignments will be noted in the weekly posting of class content. Failure to complete assignments within the specific time frame will result in a grade of zero for the assignment. Every
attempt will be made to reply to email messages within a 24-hour period. Exams are closed-book exams; this means that the use of notes, lectures, and other resources posted on the web is strictly prohibited. This course is undergirded by the honor system. False documentation, plagiarism, cheating, or any act(s) of dishonesty will result in the failure of this course.

E. Grading procedures
Students will be evaluated on the total of points earned for the assignments described herein. The final grade will be based on the following percent of points earned:

A: 95-100
B: 85-94
C: 75-84
D: 65-74
F: Below 65

VI. Textbook


Selected articles/readings online lectures as posted and assigned.

Disability Statement
“Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from P.A.C.E or Student Success Center within the first two weeks of the semester.”

N.B. The instructor of record reserves the right to modify or change this syllabus and its assignments as deemed necessary.