

**University of British Columbia
DEPARTMENT OF SOCIOLOGY**

**FMST 210-801: Family Context of Human Development
COURSE OUTLINE - SUMMER TERM 1 2019**

Instructor: Robyn Pitman, PhD (robyn.pitman@ubc.ca)
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Office: Anthropology and Sociology building: ANSO 1320
Office hours Tues and Thurs: 12:30pm to 1:30pm in the Learning Lounge, Level 3 of the Irving K. Barber Learning Centre
Virtual office hours: Wed: 12:30pm to 1:30pm on Canvas using BB Collaborate
Teaching Assistant(s): Elydah Joyce (elydah@mail.ubc.ca)
Office and office hours: ANSO 108, by appointment only
Class Time: Tuesday and Thursday: 9:00am to 12:00pm
Location: Life Sciences Centre, Room 1003 (LSC-1003)

CALENDAR DESCRIPTION

The influence of family dynamics and social conditions on human development. There are no pre-requisites for this course.

OVERVIEW

The focus of the course is to provide students with a greater understanding of how social experiences, both within and outside the family, are associated with human development. This course will focus on development in a North American context during early / middle childhood to mid-late adolescence (i.e., 2-18 years). Areas of development include biological, psychological, social, and cultural issues as well as relevant theoretical perspectives. Challenges and issues that will be addressed include but are not limited to family structure, environment, socio-cultural issues, school, and peer relationships. Students will be provided analytical and applied based learning experiences throughout the course.

LEARNING OUTCOMES (LOs)

At the completion of the course, successful students will be able to:

1. Evaluate and apply various theories of development
2. Identify and describe how different stages / periods of development are influenced by various social experiences, interactions, and systems
3. Interpret and apply current research findings about human development
4. Evaluate the appropriateness of strategies, advice, and support for children, adolescents, and their families
5. Identify and discuss the challenges that children and adolescents experience during various stages and periods of development

COURSE STRUCTURE

This course consists two-three hour lectures per week. Although this course will include a mixture of interactive forms of learning engagement, the focus of the course will be on active learning strategies. The most effective learning takes place through an active and constructive process as opposed to a passive process. Students are therefore expected to do more than simply memorize material presented by the instructor. Instead, the students and instructor will be constructing the course together. Students are invited to bring to class current examples from the media, personal experience, or other courses pertaining to current approaches and contemporary issues in personal relationships.

COURSE READINGS

Kail, R. V., & Barnfield, A. (2019). *Children and their development, Custom Edition for UBC*

**Two copies of the full textbook are available at the Kroner library for 2-hour reserves. **

The following articles are available through the Library Online Course Reserves through Canvas

Olson, K. R., & Fast, A. A. (2018). Gender development in transgender preschool children. *Child Development, 89*, 620-637. DOI: 10.1111/cdev.12758

Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting education in “educational” in apps: Lessons from the science of learning. *Association for Psychological Science*. Retrieved from <https://www.psychologicalscience.org/publications/educational-apps.html>

Halperin, S. A. (2004). Current immunization practices and their effects on young children’s (birth to five years) social and emotional development. Retrieved from <http://www.child-encyclopedia.com/immunization/according-experts/current-immunization-practices-and-their-effects-young-childrens>

COURSE WEBSITE

All components of this course will be housed on Canvas (<http://about.canvas.ubc.ca/>) including this course outline, assignments, and other course materials. Your assignments will be submitted on Canvas. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

COURSE EVALUATION

Assignment	LOs Addressed	Due Date	Percentage
Development Advice Critique #1	3,4	Thurs May 23, 2019	15
Development Advice Critique #2	3,4	Thurs June 13, 2019	25
Midterm Test	1-5	Tues May 28, 2019	20
Online Quizzes (Best 8 out of 9)	1-5	See course schedule	15
Final Exam	1-5	TBA: Week of June 24-28	25
Total:			100%

OUTLINE OF ASSIGNMENTS

Development Advice Critique: This is an individually written assignment. When working with families or family members, they will ask for advice or suggestions to address various issues, challenges, or problems as well as to seek reassurance. However, not all advice or answers are helpful. Students will write two papers in response to articles / videos providing advice about various developmental issues. Students will indicate whether they agree or disagree with the advice provided while integrating one peer-reviewed research article to support their position. Full assignment instructions are on Canvas under the *Modules* tab.

Online Quizzes. Quizzes are based on the lecture content and consist of 5 multiple choice questions. Quizzes are completed on Canvas. There are 9 online quizzes and the lowest score is dropped for the best 8 out of 9 quiz marks. Schedule of dates for online quizzes can be found on page 5 of the course outline on the course schedule.

LATE ASSIGNMENTS

Late assignments will be accepted for 5 days after the assigned due date with a penalty of 10% EXCEPT under documented grounds for academic concession. Written assignments submitted outside of the assigned late submission deadline without documented grounds will receive a grade of zero.

CORRESPONDENCE

Email me at robyn.pitman@ubc.ca. I will check emails on week days until 8pm Monday to Thursday and until 5pm on Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday. I would appreciate you using an appropriate greeting followed by the instructor's correct name. For example: Hi Robyn or Professor Pitman.

GRADES

After you receive a grade on Canvas, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to discuss any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

TURNITIN SOFTWARE

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on university campuses. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't

check their work carefully enough before handing it in. In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration, or copying.

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of British Columbia. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>

ACCESS AND DIVERSITY

The University accommodates students with learning challenges who have registered with the Access and Diversity Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me *at least one week* in advance of the scheduled assignment or exam. For more information, please visit

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

ACADEMIC CONCESSION AND EARLY ALERT

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. For further information on regulations and procedures for Academic Concession, please refer to the Undergraduate Calendar at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>

***COURSE SCHEDULE**

Week	Topics & Assigned Readings	Assigned Readings Due Dates
1	<p>May 7: Introduction to the Course and Theories of Development</p> <p>May 9: Health Reading: Halperin (2004)</p>	<p>Quiz 1: Available from Tues May 7 12:00 pm to Thurs May 9 12:00pm</p> <p>Quiz 2: Available from Thurs May 9 12:00 pm to Sat May 11 12:00pm</p>
2	<p>May 14: Theories of Cognitive Development Reading: Ch. 1 of Course pack</p> <p>May 16: Language Reading: Ch. 2 of Course pack</p>	<p>Quiz 3: Available from Tues May 14 12:00 pm to Thurs May 16 12:00pm</p> <p>Quiz 4: Available from Thurs May 16 12:00 pm to Sat May 18 12:00pm</p>
3	<p>May 21: Emotional Development Reading: Ch. 3 of Course pack</p> <p>May 23: Self and Social Understanding Reading: Ch. 4 of Course pack</p>	<p>Quiz 5: Available from Tues May 21 12:00 pm to Thurs May 23 12:00pm</p> <p>1st paper due on Thursday May 23rd by 11:59pm. <i>Late papers accepted until Tues May 28 by 11:59 pm.</i></p>
4	<p>May 28: Midterm Test Media and Technology Reading: Hirsh-Pasek et al. (2015)</p> <p>May 30: Moral Understanding and Behaviour Reading: Ch. 5 of Course pack</p>	<p>Quiz 6: Available from Thurs May 30 12:00 pm to Sat June 1 12:00pm</p>
June 3 – June 7	MIDTERM BREAK: NO CLASSES SCHEDULED	
5	<p>June 11: Gender Development Reading: Fast and Olson (2018)</p> <p>June 13: Family Dynamics Reading: Ch. 6 of Course pack</p>	<p>Quiz 7: Available from Tues June 11 12:00 pm to Thurs June 13 12:00pm</p> <p>Quiz 8: Available from Thurs June 13 12:00 pm to Sat June 15 12:00pm</p> <p>2nd paper due on Thursday June 13th by 11:59pm. <i>Late papers accepted until Tues June 18 by 11:59 pm.</i></p>
6	<p>June 18: Play, Peers, and Friends Reading: Ch. 6 of Course pack</p> <p>June 20: Community and Final Exam Review Class</p>	<p>Quiz 9: Available from Tues June 18 12:00 pm to Thurs June 20 12:00pm</p>

***Note.** This is a tentative schedule. Any changes will be announced in class and posted on Canvas.