

**University of British Columbia
Department of Sociology
Winter Term 2, 2019/2020**

(This syllabus is tentative. If changes are made, students will be notified via Canvas.)

COURSE INFORMATION

Course Title	Course Code Number	Course Location	Course Meeting Time	Credit Value
Family Context of Human Development	FMST 210-208	GEOG 101	Wednesdays 2:00 pm – 4:50 pm	3

PREREQUISITES AND COREQUISITES

There are no prerequisites or corequisites for this course.

CALENDAR DESCRIPTION

The influence of family dynamics and social conditions on human development.

COURSE DESCRIPTION

This course examines aspects of lifespan human development that are influenced by family interactions and sociological events and experiences. We begin with an overview of theoretical concepts of human development. With that foundation and understanding of human development, we then examine the many familial and sociological contexts that can affect human development from birth to death. Overall, we take a *life course* perspective of human development across the *life span*.

LEARNING OUTCOMES

Upon completion of FMST 210, successful students will be able to:

- 1) Distinguish various theories of human development.
- 2) Apply theoretical frameworks to the development of the individual within familial and societal contexts.
- 3) Evaluate and critique current human development research focused on familial influences.
- 4) Identify expected changes and unexpected crises that individuals experience at various stages of development.
- 5) Explain how societal and familial experiences and contexts interact to contribute to development over time. These experiences and contexts include age, race, ethnicity, sex, gender, sexual orientation, social class, family structure and dynamics, parent-child relationships, childcare, workplace, peers, and neighborhoods.
- 6) Apply course material to their individual development and family experiences.

LEARNING MATERIALS

TEXTBOOK

Kuther, T.L., (2019). *Lifespan Development in Context: A Topical Approach*. 1st Edition. New York: Sage Publications.

CONTACTS

Instructor	Contact Details	Office	Office Hours
Dr. Kathy Greaves Pronouns: She, her, hers	Office Phone: 604.822.8160 Email: Please email me using the Canvas "Inbox" feature. (See "Communication Guidelines" below for detailed information regarding email)	ANSO 3126 Enter building through large wooden doors facing rose garden. First left down hall. All the way to the end and up the stairs. My office is first one on your right	M/T/R, 2:30pm – 4:00pm; W 10:00am – 11:30am; and by appointment

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I am new to UBC – this is only my second term, so please be gentle with me. I am a Lecturer in the Minor in Family Studies within the Department of Sociology. Prior to arriving, I spent 18 years as an Instructor at Oregon State University. I received my BS from the University of Hawaii in Family Resources, and my Master's and PhD from Oregon State University in Human Development and Family Sciences. My teaching interests are life course human development, relationship and family development, and sexuality.

COMMUNICATION GUIDELINES

GENERAL FORUM AT THE "DISCUSSIONS" TAB

Post to this forum if you have a general question about the course and you feel other students may benefit from knowing the answer. Think of it as a substitute for emailing your professor asking for clarification on assignment instructions, timing of grade postings, etc. I check the Discussions General Forum as often as I check my email, so you can expect a response within 24-48 hours Monday through Friday.

WHEN COMMUNICATING DIRECTLY WITH ME (DR. GREAVES)

- **I highly recommend that you email me within the Canvas system.** When emailing within Canvas, you don't have to tell me who you are or what class you are in – Canvas tells me that 😊
- If you do email me outside of Canvas, put the class in which you are registered [i.e. FMST 210-208] in the subject line of the email and include your name and student ID # at the beginning of the email.
- **Instructor Response Policy:** I will check email frequently and will do my best to respond to course-related questions within 24-48 hours, Monday through Friday.
- **Please check the Announcements tab, the course syllabus, and the General Forum at the Discussion tab before you email me** with a general course "housekeeping" question (i.e. "How do I submit the Research Article Review?" or "Where can I find the Week 3 Online Quiz?"). If you don't see your answer in any of those places, then please post your question in the General Forum at the "Discussion" tab. If your question is of a personal nature, please contact me (Dr. Greaves) directly via Canvas email.

- **Technical Assistance** - If you experience technical difficulties specifically related to Canvas, try looking [here](#). If you need general technical assistance, contact the Learning Technology Support Hub at 827.4775 or [here](#). Please do not expect me to be able to help with technical problems. I guarantee you, this is not what I know and contacting me will only delay getting the help you need. Folks at the Learning Technology Support Hub are NOT available 24/7, so don't wait until the last minute to try and submit something.

SCHEDULE OF TOPICS

Week	Date	Topic	Reading	Assignment(s) Due
1	1/08	Course Introduction; Overview of Lifespan Development in Social and Family Context Human Development Theories	Chapter 1	Week 1 Online Activity due before class Week 1 Online Quiz Due Friday @ 11:59pm
2	1/15	Human Development Research Biological and Environmental Foundations	Chapters 1 & 2	Week 2 Online Activity due before class Week 2 Online Quiz Due Friday @ 11:59pm
3	1/22	Physical Development and Aging Brain, Perception, and Motor Development	Chapters 3 & 4	Week 3 Online Activity due before class Week 3 Online Quiz Due Friday @ 11:59pm
4	1/29	Health Developmental and Sociocultural Approaches to Cognitive Change	Chapters 5 & 6	Week 4 Online Activity due before class Week 4 Online Quiz Due Friday @ 11:59pm
5	2/05	Information Processing Approach to Cognitive Change Intelligence	Chapters 7 & 8	Week 5 Online Activity due before class Week 5 Online Quiz Due Friday @ 11:59pm
6	2/12	Language Development Emotional Development	Chapters 9 & 10	Week 6 Online Activity due before class Week 6 Online Quiz Due Friday @ 11:59pm Research Article Review Due (Friday at 11:59pm on Canvas)
XXXXX	2/17 – 2/21	Family Day Holiday and Mid-term Break		

SCHEDULE OF TOPICS (CONT.)

Week	Date	Topic	Reading	Assignment(s) Due
7	2/26	No Class This Week! 😊!😊!😊!😊!😊		
8	3/04	Self, Identity, and Personality Moral Development	Chapters 11 & 12	Week 8 Online Activity due before class Week 8 Online Quiz Due Friday @ 11:59pm
9	3/11	Gender Sexuality	Chapter 13	Week 9 Online Activity due before class Week 9 Online Quiz Due Friday @ 11:59pm
10	3/17	Parent-Child Relationships Family Formation and Diversity	Chapter 14	Week 10 Online Activity due before class Week 10 Online Quiz Due Friday @ 11:59pm
11	3/25	Family Formation and Diversity (Cont) Peer and Sibling Relationships	Chapter 14	Week 11 Online Activity due before class Week 11 Online Quiz Due Friday @ 11:59pm
12	4/01	Day Care and Education Experiences Work/Career Experiences	Chapter 15	Week 12 Online Activity due before class Week 12 Online Quiz Due Friday @ 11:59pm
13	4/08	Endings	Chapter 16	Week 13 Online Activity due before class Week 13 Online Quiz Due Friday @ 11:59pm Self-Reflection Paper Due (Friday at 11:59pm on Canvas)
		Final Exam date/time is released by Student Services in mid-February		

COURSE STRUCTURE

While I do rely on traditional lecturing as a means of transmitting information, I also believe interaction in the classroom and the application of information is equally important. Therefore, in addition to listening to me lecture, you will also be expected to complete online as well as in-class activities to enhance your learning of course material.

CANVAS

This course will utilize the Canvas Learning Management System. At the “Modules” tab there will be modules for each week, from Week 1 through Week 13. Under each module heading, you will find instructions for online activities, quizzes, and links for uploading assignments.

WEEKLY ANNOUNCEMENTS

Announcements are posted on Canvas every Monday morning by 8:00 a.m., if not sooner. I *highly* recommend you get in the habit of checking them every Monday to see what the upcoming week has in store for you. These announcements will include information about course content, upcoming assignments that are due, and any changes to the schedule. Please note—though I generally include details about assignment due dates in these weekly announcements, , it is ultimately your responsibility to pay attention to your “TO DO” list on Canvas, check the Course Schedule at the bottom of the “Home” tab, or check your Canvas “Calendar” to track assignment due dates, and to submit your work on time. **All due dates will also be listed in each Weekly Overview.**

LECTURE OUTLINES

My lectures are presented using PowerPoint overheads in outline form. Outlines are posted on Canvas at the “Lecture Outlines” tab no later than the Sunday before the week in which they will apply. I **highly recommend** that you have these outlines ahead of time and use them to take notes as I **will not** be posting my lecture notes on Canvas. Keep in mind these are *outlines*, not *notes*. Don’t rely on them in place of attending lecture.

ASSESSMENTS OF LEARNING

Weekly Online Activities	50 points or 12.5% of final mark
Weekly Online Quizzes	50 points or 12.5% of final mark
Weekly Classroom Participation	50 points or 12.5% of final mark
Research Article Review	50 points or 12.5% of final mark
Self-Reflection Paper	100 points or 25% of final mark
Final Exam (Cumulative)	100 points or 25% of final mark
Total Points Possible:	400 points

Final marks will be assigned as outlined [here at the Student Services Site](#).

WEEKLY ONLINE ACTIVITIES

There will be 12 online activities related to course material. Each week you will be instructed on Canvas (within the Weekly Modules) to search the internet for some specific information. Depending on the activity, I may provide a link to something specific or you may be instructed to find material of your choice. You may be perusing a website, reading a specific news article, listening to a podcast, or watching a video. After reading/listening/watching, you will be posting some type of response on Canvas. You can earn up to 5 points for each weekly post and the lowest 2 marks will be dropped. Please let me know if any link I provide is not working. Each activity will include a rubric upon which marking will be based.

WEEKLY ONLINE QUIZZES

There will be 12 online quizzes worth up to 5 points each. The lowest two scores will be dropped. These quizzes will be based upon the reading in your text. Detailed instructions for completing the quizzes are posted on Canvas and links to each quiz will be in each Weekly Module. The deadline for each quiz is each Friday at 11:59 p.m.

You will be allowed two attempts total and the final attempt will be the score that is counted. The purpose of two attempts is to allow students a second chance if something goes wrong, for example, you accidentally close your browser before finishing the quiz. The purpose of two attempts is not to allow you to improve your score. My expectation is that you've done the reading and are prepared for the quiz. Therefore, if you choose to take a quiz a second time hoping for a higher score, that second attempt score is going to be your final score - even if your second score is lower than the score for your first attempt.

CLASSROOM PARTICIPATION

Twelve times over the course of the term, we will be doing some activity in class that requires your participation. It may be that I asked you (on Canvas in the Weekly Modules) to find something on the internet and bring it to class and we do something with that. It may be that I bring something for you to complete in class. It may be that I ask you to interact with a small group of classmates to discuss something you did, viewed, or listened to online or in class. Whatever it is, you'll be turning something in and can earn up to 5 points for each. The lowest 2 marks will be dropped. **You must be in class to earn participation points.**

RESEARCH ARTICLE REVIEW

You will read a peer-reviewed, scholarly research journal article related to familial influences on human development and answer questions related to the article. I will provide several articles from which you can choose. To prepare you for this assignment, I will also provide you with a very detailed guide for successfully reading and analyzing a scholarly article. Detailed instructions on completing the assignment, PDFs of the articles you can choose from, and the guide for reading scholarly articles will be posted on Canvas by the end of Week 1.

SELF-REFLECTION: HOW DID I GET HERE?

For this assignment, you will describe familial and sociocultural influences on your own biological, cognitive, and socioemotional development thus far. Detailed instructions for completing the assignment will be posted on Canvas by the end of Week 2.

FINAL EXAM

This exam will be multiple-choice/true-false/matching. It will be based upon material presented in class only. Unlike your quizzes, **the final exam will be closed book, no notes**. The final exam will be worth 100 points, it will be comprehensive, and it will have approximately 60 questions worth 1-2 points each. The exam will take place during the designated final exam period which runs from 4/14/20 to 4/29/20. Specific final exam times are typically released in mid-February. It is a UBC expectation that students make no travel plans until they have confirmation of their specific final exam dates/times.

LATE WORK POLICY AND MISSED LECTURES

Late work will be accepted for 72 hours after the due date with a 5% penalty per 24-hour period. **The only work that qualifies for the Late Work Policy is the Research Article Review and the Self Reflection.** The only exception to the Late Work Policy is in the case of an academic concession. Students must contact me via email as soon as you are aware you may need an [in-term concession](#). I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

If you miss lecture, I will **NOT** go over the material again with you personally. I highly recommend that you get to one of your classmates from whom you can get notes should you miss a lecture.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

EXPECTATIONS FOR STUDENT CONDUCT

I take the issue of academic misconduct very seriously. I encourage you to share ideas with your classmates, but the assignments you complete should ultimately be yours alone. The Student Conduct and Discipline portion of the Academic Calendar establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of the University of British Columbia. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For details, please refer to [this section of the Academic Calendar](#).

Academic or Scholarly Dishonesty is prohibited and considered a serious violation. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described [here](#).

EARLY ALERT

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 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 earlyalert.ubc.ca.

COPYRIGHT

All materials of this course (including lecture slides and all assessments of learning) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Instructor permission is required to record any class.