

**University of British Columbia  
Department of Sociology  
Summer Term 1, 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 210-801	Online	Asynchronous	3

**Calendar Description**

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

**Prerequisites and Corequisites**

There are no prerequisites or corequisites for this course.

**Course Structure**

This course will take place exclusively online using Canvas. While I do rely on traditional lecturing as a means of transmitting information, I also believe interaction with and application of information is equally important. Therefore, in addition to listening to me lecture, you will also be expected to complete activities as well as participate in Discussions with your classmates to enhance your learning of course material.

**INSTRUCTOR AND TEACHING ASSISTANT INFORMATION**

Instructor	Contact Details	Office Hours
Dr. Kathy Greaves Pronouns: She, her, hers	<b>Email:</b> Please email Dr. Greaves using the Canvas "Inbox" feature. (See "Contact Details" below for detailed information regarding email)	Office Hours via Collaborate Ultra MWF: 1pm – 2pm Also by appointment (particularly for those in a very different time zone)
<b>Teaching Assistants</b>	<b>Contact Details</b>	<b>Office Hours</b>
Ariana Barani Pronouns: She, her, hers	<b>Email:</b> Please email Ariana using the Canvas "Inbox" feature.	Office Hours via Collaborate Ultra By appointment only
Umay Kader Pronouns: She, her, hers	<b>Email:</b> Please email Umay using the Canvas "Inbox" feature.	TAs will be marking the Research Article Reviews, the Weekly Activities, and the Discussion Posts. <b>Please direct questions regarding these assignments to them.</b>
Ella Kim Pronouns: She, her, hers	<b>Email:</b> Please email Ella at <a href="mailto:Ella.kim-marriott@alumni.ubc.ca">Ella.kim-marriott@alumni.ubc.ca</a>	

## Contact Details

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### Q & A Forum for General Questions at the “Discussions” Tab

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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 the release of marks, 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. Weekend responses are more sporadic.

### When Communicating Directly with Dr. Greaves or her TAs

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- **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 ([Kathy.greaves@ubc.ca](mailto:Kathy.greaves@ubc.ca)) put the class in which you are registered [i.e. FMST 210-801] 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. Weekend responses are more sporadic.
- **TA Response Policy:** Ariana, Umay, and Ella will do their best to respond to course-related questions within 24-48 hours, Monday through Friday. They are students too, so have other responsibilities.
- **Please check the *Announcements* tab, the *Syllabus on the Home page*, and the *Q & A Forum for General Questions* at the *Discussions* tab on Canvas before you email me** with a general course logistics question. If you don't see your answer in any of those places, then please post your question in the ***Q & A Forum for General Questions***. If your question is of a personal nature, please contact me (Dr. Greaves) directly via Canvas email.

## COURSE DESCRIPTION

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### Course Overview

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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 young adulthood.

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## Learning Outcomes

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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.

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## Learning Activities

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All learning activities in this course will be completed online using the Canvas Learning Management System. Each week you will complete one activity, two discussions, and one quiz based upon reading in your textbook. You will also write two papers. Finally, there will be a final exam covering lecture material only.

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## Learning Materials

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Kuther, T.L. (2019). *Lifespan development in context: A topical approach*. New York: Sage Publications.

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## ASSESSMENTS OF LEARNING

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Weekly Activities	50 points or 12.5% of final mark
Weekly Quizzes	50 points or 12.5% of final mark
Discussions	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](#).

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## Weekly Activities

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There will be 6 Activities worth up to 10 points each. The lowest mark will be dropped. Activities will be 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. Please let me know if any link I provide is not working. Each activity will include a rubric upon which marking will be based.

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## Weekly Quizzes

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There will be 6 Quizzes worth 10 points each. The lowest mark will be dropped. These quizzes will be based upon the reading in your text. Guidelines for completing the Quizzes can be found in the *Course Assessments* Module. The deadline for each quiz is each Sunday at 11:59 p.m.

You will be allowed ***two attempts*** total and ***the final attempt will be the mark that is counted***. The purpose of two attempts is to allow students a second chance if something goes wrong, for example, you lose your internet connectivity. ***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 mark, that second attempt mark is going to be your final mark - even if your second mark is lower than the mark for your first attempt.

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## Discussions

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There will be 12 Discussions worth 5 points each and the lowest two marks will be dropped. Each week you will be participating in two different discussions – one related to each of the two Lesson topics per week. Detailed guidelines for completing Discussions can be found in the *Course Assessments* Module.

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## Research Article Review

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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 for completing the assignment, PDFs of the articles you can choose from, and the guide for reading scholarly articles are posted in the *Assignments* Module.

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## Self-reflection: How did I get here?

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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 in the *Assignments* Module by the end of Week 1.

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## Final Exam

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The final exam will be multiple-choice/true-false/matching. It will be based upon material presented in lecture 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 time of the final exam will be determined by the registrar. It will be administered using Proctorio, an online, remote proctoring service embedded in Canvas. Proctorio is similar to Respondus Lockdown Browser (often used in Canvas Quizzes). Proctorio has the added benefit of accessing and ***recording your computer's screen, webcam and microphone*** to ensure academic honesty during an online, yet remote, closed book and closed-notes exam. We will do a test run of a practice quiz using Proctorio at least a week prior to the final exam. This practice quiz is designed to familiarize you with the process and ensure you have a computer that can function in that environment.

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## Lectures

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All lectures for the term will be recorded using Camtasia. Each lecture will be themed according to the topic(s) for each Lesson as laid out in the Course Schedule found in the *Syllabus* Module. I will also post a PDF of each PowerPoint deck used in the lecture in case you would like to take notes directly on the slides.

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## Late Work Policy

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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.

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## Weekly Announcements

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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 and any changes to the schedule, though not likely.

I know most of you have Canvas set up to notify you via your personal email account about announcements posted on Canvas. You may be aware that this past term there were numerous problems with that system, leaving students with no notification of posted announcement. Therefore, I highly recommend you frequently check the announcement tab just in case you are not receiving notifications.

## COURSE SCHEDULE OF TOPICS

Week	Lesson	Topic	Reading	Assignments Due (Details in the Course Schedule on the Canvas Home Page)
1	1.1	Course Introduction Overview of Lifespan Development in Social and Family Context Human Development Theories	Chapter 1	Discussion 1.1
	1.2	Human Development Research Biological and Environmental Foundations	Chapters 1 & 2	Activity #1; Quiz #1; and Discussion 1.2
2	2.1	Physical Development Brain, Perception, and Motor Development	Chapters 3 & 4	Discussion 2.1
	2.2	Health Developmental and Sociocultural Approaches to Cognitive Change	Chapters 5 & 6	Activity #2; Quiz #2; and Discussion 2.2
3	3.1	Information Processing Approach to Cognitive Change Intelligence	Chapters 7 & 8	Discussion 3.1 <b>Research Article Review Due</b>
	3.2	Language Development Emotional Development	Chapters 9 & 10	Activity #3; Quiz #3; and Discussion 3.2

SCHEDULE OF TOPICS (CONT.)

Week	Lesson	Topic	Reading	Assignment(s) Due
4	4.1	Self and Identity Moral Development	Chapters 11 & 12	Discussion 4.1
	4.2	Gender Sexuality	Chapter 13	Activity #4; Quiz #4; and Discussion 4.2
5	5.1	Family Formation and Diversity	Chapter 14	Discussion 5.1
	5.2	Parent-child Relationships Peer and Sibling Relationships	Chapter 14	Activity #5; Quiz #5; and Discussion 5.2
6	6.1	Day Care and Education Experiences Work/Career Experiences	Chapter 15	Discussion 6.1 <b>Self-Reflection Paper Due</b>
	6.2	Endings	Chapter 16	Activity #6; Quiz #6; and Discussion 6.2
Finals Week		<b>Final Exam</b>	Weeks 1-6 Lecture Material	<b>Date/time to be determined by the Student Services Centre</b>

## UNIVERSITY POLICIES

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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](#).

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## EXPECTATIONS FOR STUDENT CONDUCT

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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](#).

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## EARLY ALERT

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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](http://earlyalert.ubc.ca).

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## COPYRIGHT

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