



ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Winter 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 210-103	Online	Asynchronous	3

Calendar Description

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

Prerequisites and Corequisites

There is 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	Email: Please email Dr. Greaves using the Canvas “Inbox” feature. (See “Communication Details” below for detailed information regarding communication policies.)	Office Hours via Collaborate Ultra Monday/Wednesday: 11am – 12 noon PT Also by appointment (particularly for those in a very different time zone)
Teaching Assistants	Contact Details	Office Hours
Areej Fatima Pronouns: She, her, hers	Email: Please email Areej at areej_f@hotmail.ca	Office Hours via Collaborate Ultra by appointment only
Maya Haimsohn Pronouns: She, her, hers	Email: Please email Maya at maya.haimsohn@gmail.com	TAs will be marking the Weekly Activities, the Discussion Posts, the Research Article Reviews, and the Self-reflections. Please direct questions regarding these assignments to them. To determine who marked your assignments, do the following: 1. Go to your grades 2. Click on the name of the assignment. For example, “Week 1 Discussion: Introduce Yourself!” 3. In the top right corner, click on 'Show Rubric' 4. Then you should see a name next to 'Show assessment by'
Lloyd Jin Pronouns: He, him, his	Email: Please email Lloyd at lloyd.jin@ubc.ca	
Brett Matsushita Pronouns: He, him, his	Email: Please email Brett at brettmatsushita@alumni.ubc.ca	
Anisha Sangha Pronouns: She, her, hers	Email: Please email Anisha at anisha.sangha@alumni.ubc.ca	
Melinda Trinh Pronouns: She, her, hers	Email: Please email Melinda at mktrinh@student.ubc.ca	
Colter Uscola Pronouns: He, him, his	Email: Please email Colter at cuscola@student.ubc.ca	

Communication Details

Q & A Forum for General Questions 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 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

- **You need to email me (Dr. Greaves) 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 😊

- **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:** My TAs will do their best to respond to course-related questions within 24-48 hours, Monday through Friday. They are students too, so they 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 Dr. Greaves directly via Canvas email.

COURSE DESCRIPTION

Course Overview

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.

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 Activities

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.

Learning Materials

Kuther, T.L. (2019). *Lifespan development in context: A topical approach*. Thousand Oaks, CA: Sage Publications.

ASSESSMENTS OF LEARNING

Assignment	Due Date	Points/Percentage of Final Mark
Weekly Activities	Every Sunday	100 points or 20% of final mark
Weekly Quizzes	Every Sunday	100 points or 20% of final mark
Weekly Discussions	Two days each week	50 points or 10% of final mark
Research Article Review	Sunday, October 4 th (Week 4)	50 points or 10% of final mark
Self-reflection Paper	Sunday, November 29 th (Week 12)	100 points or 20% of final mark
Final Exam (Cumulative)	To be Determined	100 points or 20% of final mark
Total Points Possible:		500 points

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

Weekly Activities

There will be 12 Activities worth 10 points each and the lowest two marks 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 perusing/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. Detailed guidelines for completing the Weekly Activities can be found in the *Course Assessments* Module. The deadline for each Weekly Activity is each Sunday ***before*** 11:59 p.m.

Weekly Quizzes

There will be 12 Quizzes worth 10 points each and the lowest two marks will be dropped. These quizzes will be based upon the reading in your text. 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. Detailed guidelines for completing the Quizzes can be found in the *Course Assessments* Module. The deadline for each quiz is each Sunday ***before*** 11:59 p.m.

Weekly Discussions

There will be 12 Discussions worth 5 points each and the lowest two marks will be dropped. Online Discussions are an attempt at recreating in-class, in-person interactions with your classmates. These are low-stakes assignments designed to get you interacting with classmates about human development-related topics. Detailed guidelines for completing Discussions can be found in the *Course Assessments* Module. The deadline for each Discussion is each Thursday ***before*** 11:59 p.m.

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 for completing the assignment, a detailed marking rubric, PDFs of the articles you can choose from, and a guide for reading scholarly articles will be posted in the *Assignments* Module 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 as well as a detailed marking rubric will be posted in the *Assignments* Module by the end of Week 1.

Final Exam

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 Scheduling Services and posted on the Student Services Centre website in mid-October. **The final exam 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 weeks 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.

Lectures

All lectures for the term are recorded using Camtasia. Each lecture will be themed according to the topic(s) for each week as laid out in the *Course Schedule* found on the course home page and at the *Course Introduction (Start Here!)* 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.

Policies Regarding Late Work and Make-up exams

Late Work: 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.

Make-up Exams: If you are going to miss the final exam, you must notify me ahead of time via email. Students who take a make-up exam will be given an alternate exam. Student who do not notify me ahead of time will be given an alternate exam AND incur a 20% penalty.

Weekly Announcements

Because this course is completely asynchronous (which does not give us the opportunity for face-to-face time) I will be posting a video announcement on Canvas each week. The video will be the first item listed in each Weekly Module and, to ensure you remember to watch it, it will also be included as the first item in each Weekly Overview. These video announcements will include information about the upcoming week as well as any changes to the schedule, though changes are not likely. It is my expectation that you will watch these every Monday to see what the upcoming week has in store for you. As such, I will assume you are aware of the information contained in each video.

I will also post periodic announcements (at the Announcements tab) as assignment marks are released or if there is something I need to communicate to you mid-week.

I know many of you have Canvas set up to notify you via your personal email account about announcements posted on Canvas. You should be aware that in the past couple of terms 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 email notifications.

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](#). You will be required to affirm an Integrity Pledge when you complete the Protorio Practice Quiz.

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 lectures, 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.

Remote Teaching Challenges for International Students

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

COURSE SCHEDULE OF TOPICS

Week	Topic	Reading	Assignments Due (Details in the Course Schedule on the Canvas Home Page)
1	Course Introduction Introduction to Lifespan Development in Social and Family Contexts	Chapter 1	'Introduce Yourself' Discussion
2	Human Development Theories Human Development Research	Chapter 1	Week 2 Discussion Week 2 Activity Week 2 Quiz
3	Biological and Environmental Foundations Physical Development	Chapters 2 & 3	Week 3 Discussion Week 3 Activity Week 3 Quiz
4	Brain, Perception, and Motor Development Health	Chapters 4 & 5	Week 4 Discussion Week 4 Activity Week 4 Quiz Research Article Review Due
5	Developmental and Sociocultural Approaches to Cognitive Change Information Processing Approach to Cognitive Change	Chapters 6 & 7	Week 5 Discussion Week 5 Activity Week 5 Quiz
6	Intelligence Language Development	Chapters 8 & 9	Week 6 Discussion Week 6 Activity Week 6 Quiz

SCHEDULE OF TOPICS (CONT.)

Week	Topic	Reading	Assignments Due (Details in the Course Schedule on the Canvas Home Page)
7	Emotional Development	Chapter 10	Week 7 Discussion Week 7 Activity Week 7 Quiz
8	Self and Identity Moral Development	Chapters 11 & 12	Week 8 Discussion Week 8 Activity Week 8 Quiz
9	Gender Sexuality	Chapter 13	Week 9 Discussion Week 9 Activity Week 9 Quiz
10	Family Formation and Diversity	Chapter 14	Week 10 Discussion Week 10 Activity Week 10 Quiz
11	Parent-child Relationships Peer and Sibling Relationships	Chapter 14	Week 11 Discussion Week 11 Activity Week 11 Quiz
12	Preschool and Formal Education Experiences Work and Career Experiences	Chapter 15	Week 12 Discussion Week 12 Activity Week 12 Quiz Self-Reflection Paper Due
13	Endings	Chapter 16	Week 13 Discussion Week 13 Activity Week 13 Quiz
Final Exam Period	Final Exam	Based on Lecture material all term	Date/time to be determined by the Student Services Centre by mid-October