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**ACKNOWLEDGEMENT**

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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.

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**COURSE INFORMATION**

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Course Title	Course Code Number	Credit Value
Family Context of Human Development	FMST 210 101	3 credits

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**PREREQUISITES AND COREQUISITS**

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None

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**CONTACTS**

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Course Instructor(s)	Contact Details	Office Hours
Dr. Anna Dawczyk Pronouns: She, her, hers	Email: <a href="mailto:adawczyk@mail.ubc.ca">adawczyk@mail.ubc.ca</a> Emails sent Monday – Friday will be responded to within 48 hours and sporadically on weekends.	Online via Zoom by appointment only

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**OTHER INSTRUCTIONAL STAFF**

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Students with Last Names: A - H	Students with Last Names: I – P	Students with Last Names: Q - Z
TA: Harjot Kular Email: <a href="mailto:harjotku@mail.ubc.ca">harjotku@mail.ubc.ca</a> Office hours: online via Zoom	TA: Emma Nesbitt Email: <a href="mailto:nesbi1@mail.ubc.ca">nesbi1@mail.ubc.ca</a> Office hours: online via Zoom	TA: Yijia Zhang Email: <a href="mailto:yijia.zhang@ubc.ca">yijia.zhang@ubc.ca</a> Office hours: online via Zoom

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**COURSE STRUCTURE**

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**Year/Term:** Winter 2021, Term 1

**Course Schedule:** Mondays, Wednesdays, and Fridays from 9:00 - 10:00 am

**Location:** Forest Sciences Centre room 1005

## COURSE OVERVIEW

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

**Course Description.** In this course you will examine human development across the lifespan with a particular focus on the family context. Throughout this course you will explore various human development theories, trajectories of development across different stages of the lifespan, and types of development (e.g., biological, cognitive, socioemotional, etc.). Although normative development will be emphasized, challenges occurring in development will also be discussed.

### Blended Course Format

Due to COVID-19, this course will follow a blended structure with a combination of in-person lectures and online lectures.

- ***In-person lectures*** will occur on Mondays during our scheduled lecture time
- ***Online lectures*** will occur on Wednesdays and Fridays via Zoom during scheduled lecture time

In-person and online lectures will be live broadcasted and recorded.

## LEARNING OUTCOMES

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By the end of this course, you should be able to:

1. Differentiate between various human development theories;
2. Describe common developmental trajectories across the lifespan;
3. Discuss the challenges that may be experienced in different developmental periods;
4. Explain how different periods of development are influenced by context both within and outside of the family;
5. Locate, apply, and critically evaluate research on human development in the family context; and
6. Integrate collaborative learning and co-operative skills into group work.

## LEARNING ACTIVITIES

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Learning activities will be completed in person, and online using Zoom, iClicker, and Canvas. Course assessments include quizzes, in-class activities, a two-part group paper, and a final exam.

## LEARNING MATERIALS

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### Teaching Technology

**Canvas.** The UBC Canvas learning management system will be used throughout this course for communication, assignment submission, grading, etc. A guide for using Canvas and Canvas-related technical support can be found [here](#).

**Zoom.** Zoom will be used for online lectures and student meetings.

**iPeer.** iPeer will be used for self and team member evaluation. iPeer can be accessed [here](#). The support email for iPeer is also located on this page.

**iClicker.** iClicker will be used for in-class polls using your own computer or mobile device. To set up your iClicker account and learn how to use this technology, click [here](#).

**Technical Support**

Please do not email the instructor or TAs for technical support issues as we cannot solve them. Instead, contact UBC IT [here](#).

**Required Text**

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

**SCHEDULE OF TOPICS**

Date	Topic/Readings	Due Dates	
<b>Week 1</b> <i>Mon Sept 6<sup>th</sup> – Sun Sept 12<sup>th</sup></i>	<p><b>NO CLASS MON SEPT 6<sup>th</sup></b></p> <p>Chapter 1: Understanding human development</p>		<b>Dun Sun Sept 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Intro discussion</li> </ul>
<b>Week 2</b> <i>Mon Sept 13<sup>th</sup> – Sun Sept 19<sup>th</sup></i>	<p>Chapter 2: Biological and environmental foundations and prenatal development</p>	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>• Activity #1</li> </ul>	<b>Due Sun Sept 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• Group selection</li> </ul>
<b>Week 3</b> <i>Mon Sept 20<sup>th</sup> – Sun Sept 26<sup>th</sup></i>	<p>Chapter 3: Physical development and aging</p>	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>• Activity #2</li> </ul>	<b>Due Sun Sept 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz #2</li> </ul>
<b>Week 4</b> <i>Mon Sept 27<sup>th</sup> – Sun Oct 3<sup>rd</sup></i>	<p>Chapter 4: Brain, perception, and motor development</p> <p>Chapter 5: Health</p>	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>• Activity #3</li> </ul>	<b>Due Sun Oct 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Quiz #3</li> </ul>
<b>Week 5</b> <i>Mon Oct 4<sup>th</sup> – Sun Oct 10<sup>th</sup></i>	<p>Chapter 6: Cognitive change (cognitive development and sociocultural approaches)</p> <p>Chapter 7: Cognitive change (information processing approach)</p>	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>• Activity #4</li> </ul>	<b>Due Sun Oct 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Quiz #4</li> <li>• Annotated Bibliography</li> </ul>

<b>Week 6:</b> <i>Mon Oct 11<sup>th</sup> – Sun Oct 17<sup>th</sup></i>	<b>NO CLASS MON OCT 11<sup>th</sup></b> Chapter 8: Intelligence	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #5</li> </ul>	<b>Due Sun Oct 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #5</li> </ul>
<b>Week 7</b> <i>Mon Oct 18<sup>th</sup> – Sun Oct 24<sup>th</sup></i>	Chapter 9: Language development	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #6</li> </ul>	<b>Due Sun Oct 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #6</li> </ul>
<b>Week 8</b> <i>Mon Oct 25<sup>th</sup> – Sun Oct 31<sup>st</sup></i>	Chapter 10: Emotional development	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #7</li> </ul>	<b>Due Sun Oct 31<sup>st</sup></b> <ul style="list-style-type: none"> <li>Quiz #7</li> </ul>
<b>Week 9</b> <i>Mon Nov 1<sup>st</sup> – Sun Nov 7<sup>th</sup></i>	Chapter 11: Self, identity, and personality Chapter 12: Moral development	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #8</li> </ul>	<b>Due Sun Nov 7<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #8</li> </ul>
<b>Week 10</b> <i>Mon Nov 8<sup>th</sup> – Sun Nov 14<sup>th</sup></i>	Chapter 13: Gender and sexuality <b>NO CLASS WED NOV 10<sup>th</sup> or FRI NOV 12<sup>th</sup></b>	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #9</li> </ul>	<b>Due Sun Nov 14<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #9</li> </ul>
<b>Week 11</b> <i>Mon Nov 15<sup>th</sup> – Sun Nov 21<sup>st</sup></i>	Chapter 14: Social relationships (family and peers)	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #10</li> </ul>	<b>Due Sun Nov 21<sup>st</sup></b> <ul style="list-style-type: none"> <li>Quiz #10</li> </ul>
<b>Week 12</b> <i>Mon Nov 22<sup>nd</sup> – Sun Nov 28<sup>th</sup></i>	Chapter 15: School, achievement, and work	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #11</li> </ul>	<b>Due Sun Nov 28<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #11</li> </ul>
<b>Week 13</b> <i>Mon Nov 29<sup>th</sup> – Sun Dec 5<sup>th</sup></i>	Chapter 16: Death and dying	<b>Due In-Class*</b> <ul style="list-style-type: none"> <li>Activity #12</li> </ul>	<b>Due Sun Dec 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>Quiz #12</li> <li>Group Paper</li> </ul>
<b>Week 14</b> <i>Mon Dec 6<sup>th</sup> – Tues Dec 7<sup>th</sup></i>	Exam Review		
<b>Final Exam Period</b>	Final Exam	Date and time TBA	

**\*NOTE:** In-class activities will be completed either Monday, Wednesday, or Friday of the corresponding week during lecture time. The day of the week will not be announced in advance.

**ASSESSMENTS OF LEARNING**

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**Quizzes (10 x 2.5% = 25%)**

There are weekly online quizzes from weeks 2 - 13. The purpose of these quizzes is to evaluate your understanding of the course content. Each quiz will consist of 10 multiple-choice and short-answer questions, and you will be given 10 minutes to complete it once you start. You are free to use your textbook, notes, and any other course materials. Each quiz is worth 2.5% and is to be completed by 11:59 pm on the Sunday of the corresponding week. Your top 10 of 12 quiz grades will count toward your overall grade and therefore no other accommodations will be made.

**In-Class Activities (10 x 2.5% = 25%)**

There are weekly in-class activities throughout the semester from weeks 2 - 13. The purpose of these in-class activities is to engage with that week's topic. The in-class activities will be a mix of individual and small group work depending on the week. You will be randomly assigned to small groups for the weeks when small group in-class activities are being completed. Each in-class activity is worth 2.5% and is due in Canvas by the end of lecture time. Your top 10 of 12 in-class activity grades will count toward your overall grade and therefore no other accommodations will be made.

**Group Project (5% + 25% = 30%)**

This group project will be done in self-selected groups of three (3) and will be completed in stages. For this assignment you will select a specific concern experienced within the family context. Your group will explain what the concern is and provide potential solutions to the concern. The potential solution(s) must be supported by at least six relevant journal articles. Refer to the assignment description for details.

- **Group formation due:** Sunday Sept 19<sup>th</sup>
- **Annotated bibliography due:** Sunday Oct 10<sup>th</sup>
- **Final paper due:** Sunday Dec 5<sup>th</sup>
- **iPeer evaluations due:** Monday Dec 6<sup>th</sup>

All parts of this project (except team member assessments) are to be submitted online through Canvas. Confidential team member assessments are to be submitted [here](#) by logging in with your CWL and locating FMST 210 101 2021W1. Your group members will not see the assessments you gave them and therefore be honest. Poor performance as a team member will result in a reduced project grade.

**Final Exam (20%)**

The cumulative final exam will consist of approximately 60 multiple-choice and short-answer questions. Unlike the quizzes, the final exam is a closed book assessment, and you are not permitted to use notes. The exam will take place in person during the designated final exam period which runs from December 11<sup>th</sup> to December 22<sup>nd</sup>, 2021. The exact day/time of the final exam will be determined by Scheduling Services and posted on the Student Services Centre website in mid-October. ***It is a UBC expectation that students make no travel plans until they have confirmation of their specific final exam dates/times.***

**Retention of Assignments.** Ensure you retain copies of all submitted assignments.

**Submission of Assignments.** Assignments are submitted in Canvas by 11:59pm on the due date. Assignments submitted by e-mail will not be accepted. Your file must open to be considered submitted.

**Grades.** Grades will be based on the [Grading Procedures](#) outlined in the Undergraduate Calendar.

**Re-Grading of Marked Work.** After you receive a grade on Canvas ensure that you review the feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you believe an assignment has not been accurately graded, you are required to take your graded assignment and highlight the areas where you feel you should have earned grades. You will also be required to provide a detailed written explanation about why your grade should be different. Note that you will be required to accept the re-grade, whether it be higher or lower.

**Inability to Meet a Course Requirement and Academic Concession.** If you are unable to meet a course requirement due to illness or compassionate reasons, contact me as soon as possible prior to the due date/deadline. You must include a [Student Self-Declaration form](#). If you require a second concession, you must make your request to your Faculty Advising Office and therefore Arts students can contact [Arts Advising](#).

## 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 their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

**Centre for Accessibility.** The Centre for accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. Information can be found [here](#).

**Academic Misconduct.** Academic misconduct (e.g., plagiarism) is a serious offence at UBC. Disciplinary guidelines set forth by UBC will be followed if academic misconduct occurs. For information on offences, penalties, and procedures relating to academic misconduct consult the [Undergraduate Calendar](#).

**OTHER COURSE POLICIES**

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**Academic Support.** For tutoring, recourses, and other academic supports, visit [UBC Academic Learning Resources](#) and [Faculty of Arts Academic Support](#).

**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](#). This program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way to provide you with the earliest possible connection to resources (e.g., academic advising, financial advising, counseling, or other resources and support to help you get back on track). The information is treated confidentially and is sent because your academic success and wellbeing are important.

**COVID-19 SAFETY AND ACCOMODATIONS POLICIES**

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**Masks**

You are required to wear a non-medical mask during our class unless you have a formal medical accommodation. This requirement is for your own protection and the safety and comfort of everyone else in the class. For our in-person lectures, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID- 19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. For more information, refer to [UBC Respectful Environment Statement](#).

I will spend minimal time ‘policing’ the wearing of masks. If you come to, and are in, class without a mask, I will simply tell you to leave, get a mask, and come back. Unless you have a medical exemption, failure to wear a mask falls under prohibited conduct in the [Student Code of Conduct](#).

**Lecture Recordings**

All in-person and online lectures will be live broadcasted and recorded. These recordings cannot be shared outside of our course as they are my Intellectual Property.

**If You are an International Students Whose Arrival to Campus is Delayed You Must:**

- Email me as soon as possible to let me know; and
- You are responsible to keep up with lectures and coursework.

**If You Are Sick**

It is important that you stay home. Complete a self-assessment for COVID-19 symptoms [here](#). In this course, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed. Keep in mind that your two lowest quiz grades, and your two lowest in-class activity grades will be dropped.

**If You Are Feeling Sick at the Time of the Final Exam**

Do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam at a later date.

**If I, Dr. Dawczyk, Am Sick**

If I am unwell, I will cancel class. I will communicate the cancelation of class as soon as possible via an announcement on Canvas. In order to receive this announcement as soon as it is posted, be sure your [Canvas Notification Preferences](#) are turned on. In lieu of an in-person lecture, I will post a recorded lecture as soon as possible.

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**LEARNING ANALYTICS**

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Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas, Zoom, iClicker, and iPeer. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress;
- Track your progress in order to provide you with personalized feedback;
- Review statistics on course content being accessed to support improvements in the course ;
- Track participation in discussion forums; and
- Assess your participation in the course.

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**You are not permitted to record or distribute course materials without prior approval.**

*Version: September 10, 2021*