

**Course Title:** FMST 210: The Family Context of Human Development

**Lecture Times/Location:** **001:** 11:00-12:15 (Tues/Thurs) in Woodward IRC, Room 3 (2194 Health Sciences Mall)  
**004:** 12:30-12:45 (Tues/Thurs) in Woodward IRC, Room 4 (2194 Health Sciences Mall)

**Instructor Name/Email:** Maria Weatherby [Maria.Weatherby@ubc.ca](mailto:Maria.Weatherby@ubc.ca)

**Office Hours:** Email me to set up a time (ideally 10:30 to 11:00 or 12:45 to 1:15 on Tuesdays/Thursdays)

**Course Description**

This course examines aspects of human development that influence and are influenced by family interactions and values. We will begin with an overview of research methods and research design strategies intended to minimize threats to validity. Then, we will review and compare theoretical concepts from academic disciplines such as psychology, genetics, epigenetics, neurology and evolutionary theories such as ethology. Finally, we will review, evaluate, and synthesize theories and research related to the following four topics (i) attachment (i.e., what promotes the development of secure infant attachments to caregivers), (ii) gender development (i.e., general patterns and individual differences in sex-typed behaviour, sex-role-knowledge, and gender identity in childhood and adolescence), (iii) discipline methods and styles, and (iv) patterns and sources of aggression and bullying in childhood and adolescence.

**Prerequisites:** None

**Required Text:** Bee, H., Boyd, D., & Johnson, P. (2012). *Lifespan Development (4<sup>th</sup> Canadian Ed.)*. Toronto: Pearson Education.

- I require that you purchase a copy of the 4<sup>th</sup> Canadian Edition (New, Used, or E-Text).
- Regarding the electronic version of the required textbook (e-text), (i) the contents of the e-text are exactly the same as the print version, (ii) the e-text is much cheaper (~\$50), and (iii) you will be able to copy/paste relevant material from the e-text into the Word documents that contain the independent questions (IQs). If you prefer to study from print sources, you could print the Word documents or answered IQs. If you are interested in purchasing an electronic version of the textbook go directly to [www.coursesmart.com](http://www.coursesmart.com) as this is slightly cheaper than using the link the bookstore provides. Enter the following ISBN (0-205-05575-3) to ensure that you purchase the correct textbook edition.

**Course Evaluation**

Date	Exam/Assignment Type	Targeted Material	Weight
<b>Midterm Exams</b>			
September 24	Short Answer	Lecture Templates: Chapter 1	10%
October 10	Multiple-Choice	Lecture Templates: Chapters 2, 3, & 4 IQs: Ch. 1, 2, 3, & 4	25%
<b>Inquiry Project</b>			
November 21 November 28	Individual Assignment (15%) Group Project (15%)	Inquiry question is an extension of lecture material presented after the midterm exams	30%
<b>Final Exam</b>			
TBA (Dec 4-18)	Multiple-Choice	Lecture Templates: All (Ch. 6, 8, 10) IQs: Ch. 6, 8, 10, & 12	35%

### **Lecture Format:**

I will email everyone a **Lecture Template** at least one day before the lecture (6pm at the latest). It is your responsibility to do the following:

1. Read the lecture template BEFORE the lecture. (This should take approximately 10-15 minutes)
2. Bring the lecture template to class (print it, view it on your lap top) so you can add the lecture notes in an organized way. For example, in the lectures, I will provide additional notes (elaborations, examples, answer to questions, DVDs etc.) that you need to add to the gaps in the lecture templates to do well on exams.

Note: It is your responsibility to obtain missed lecture notes.
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### **Independent Questions:**

To help you prepare for the multiple-choice exams, I have created **Independent Questions (IQs)** for each chapter. You will receive the IQs via email. Rather than reading the entire chapter and preparing your own notes, you should prepare and study your answers to the IQs only. Textbook material that is unrelated to the IQs will NOT appear on any of the exams. Consequently, the IQs help you to identify what to review for the multiple-choice exams. You are not expected to hand-in your answers to the IQs.

### **Collaborative “Inquiry” Project**

This collaborative project has been designed to create an opportunity for you to identify and explore something that you found interesting from one of the lectures after the midterm exams (i.e., your inquiry question must be related to one of the following four topics: attachment, gender development, discipline, or aggressive/bullying).

To inquire effectively, you must begin with a question that is worth *exploring* (not a question that you already know the answer to). I will provide time after each of the four lecture topics for you to individually look through your lecture notes to identify potential questions worth exploring/answering. I will also provide time for you to get to know your peers since this is a collaborative inquiry project (3-8 people per group). Finally, I will provide class time for you to work on your project with your peers (see proposed lecture schedule). I will also be available in the classroom for support during this class time.

I will provide more information about this project after the midterm exams. Specifically, I will provide (i) individual and group criteria that I will use to grade your project, (ii) examples of effective questions appropriate for inquiry, (iii) an example of a high quality completed project, and (iv) a timeline to help you organize and coordinate the parts of the project.

**Proposed Lecture Schedule**

<b>Dates:</b>	<b>Lecture Topics:</b>	<b>If you miss the lecture, read the following textbook pages:</b>
Sept 5, 10, 12, 17 & 19	Research Methods Evaluating Internal and External Validity	Ch. 1 (pp. 16-19) N/A
Sept 24	<b>Midterm Exam:</b> Short Answer	
Sept 26, Oct 1 & 3	Learning Theories Cognitive Theories	Ch. 2 (pp. 38-42) Ch. 2 (pp. 42-50)
Oct 8	Brain Development Adaptive Reflexes  <b>Review:</b> Independent Questions	Ch. 3 (pp. 66-67) Ch. 4 (p. 95-96)  Bring Ch. 1-4 IQs to class
Oct 10	<b>Midterm Exam:</b> Multiple-Choice	
Oct 15, 17, & 22	Attachment	Ch. 6 (pp. 149-155)
Oct 24, 29 & 31	Gender Development	Ch. 8 (pp. 235-241) Ch. 12 (pp. 341-343)
Nov 5 & 7	Discipline	Ch. 8 (pp. 212-216)
Nov 12	Aggression and Bullying	Ch. 8 (pp. 223-231, 240) Ch. 10 (pp. 289-297)
Nov 14	Inquiry project “proposal” is <b>DUE</b> at the end of class	
Nov 19, 21, & 26 Nov 21	In-class time to work on your inquiry project  (“Individual Portion” of the inquiry project – i.e., a write-up of one academic article - is <b>DUE</b> at the start of class on November 21)	
Nov 28	Inquiry Project is <b>DUE</b>  Discuss final exam expectations <b>Review:</b> Independent Questions	Bring IQs to class (Ch. 6, 8, 10 & 12)

## UBC Course Policies

### Attendance

The calendar states: “Regular attendance is expected of students in all their classes. Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes”. Regardless of the reason for your absence, you are responsible for obtaining missed lecture notes. Unfortunately, some of the information I present in the lectures is not discussed in the textbook. Additionally, some of the DVDs shown in class are not available on-line. Where lecture material is addressed in the textbook, in whole or part, I have listed the page numbers in the far right column of the proposed lecture schedule (p. 3 of the course outline). To do well in the course, be prepared to attend 100% of the lectures.

### Accommodations

The University accommodates students with disabilities. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in the first week of class, if you will require an accommodation on either of these grounds. Students who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.

### Academic Dishonesty

Please review the “Academic Regulations” from the UBC calendar to learn about university policies on cheating, plagiarism, and other forms of academic dishonesty. If you are caught cheating on an exam for this course, you will be asked to leave the classroom and will receive zero on the exam.

### Missed Exams

Make-up exams are a privilege and will be given to students with a bona fide medical note. Because of concerns about fairness, it is not possible for a makeup exam to increase your overall course percent. For example, if you earn 80% on the makeup exam but your average mark on the remaining exams and project is 70%, then I will change your makeup exam mark to 70% as “it is not possible for a makeup exam to increase your overall course percent”.

If you miss an exam, you must:

- (1) Email me no later than **1 day AFTER** the missed exam (ideally before or on the day of the missed exam)
- (2) Be able to attend the makeup exam
- (3) Bring your medical note to the make-up exam.

If you miss the final exam, you will need to write a make-up exam during the scheduled period for all standing deferred (SD) exams, which is typically late July to early August. Make an appointment with an academic advisor in your department to apply for a SD, if you miss the final exam and be prepared to write it sometime during early July to late August (2014).

### Grading Guidelines

<i>Letter Grade</i>	<i>Points or</i>	<i>Letter Grade</i>	<i>Points or</i>	<i>Letter</i>	<i>Points or</i>
A+	90-100	B	72-75	C-	55-59
A	85-89	B-	68-71	D	50-54
A	80-84	C+	64-67	F	0-49
B+	76-79	C	60-63		

### 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 come and 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 as soon as possible and to be responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and it is sent because I care about your academic success and well-being. For more information, please visit <http://blog.students.ubc.ca/earlyalert/>