

Course Title: The Family Context of Human Development (FMST 210)

Day, Time and Location of Lectures:

Section 002: MWF 10:00 to 10:50 – Woodward IRC, Room 4 (Address: 2194 Health Sciences Mall)

Section 003: MWF 11:00 to 11:50 – Woodard IRC, Room 5 (Address: 2194 Health Sciences Mall)

Section 005: MWF 1:00 to 1:50 – Woodard IRC, Room 6 (Address: 2194 Health Sciences Mall)

Instructor: Maria Weatherby

Instructor's Email Address: Maria.Weatherby@ubc.ca

Office Hours:

Possible days/times include: MWF: 12:00 - 12:45 (Woodward IRC)

T/R: 2:30 - 3:00 (Neville Scarfe/Education Building – 2125 Main Mall)

(Please email me to arrange a specific time and place.)

Course Prerequisites: None

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. Both of these aforementioned course goals will be assessed on the midterm exams. After the midterm, we will review and evaluate theory and research related to the following four topics: (i) attachment in infancy (i.e., interactional patterns that influence the security of infant attachment to caregivers), (ii) patterns in sex-typed behaviour, gender knowledge, and gender identity in childhood and adolescence, (iii) discipline goals and methods as well as physical and emotional abuse, and (iv) patterns in friendship formation and bullying in childhood and adolescence.

Required Textbook:

Bee, H., Boyd, D., & Johnson, P. (2012). *Lifespan Development (4th Canadian Ed.)*. Toronto: Pearson Education.

- I require that you purchase a copy of the 4th Canadian Edition (New, Used, or E-Text).
- I do not require that you purchase the supplement entitled *MyDevelopmentLab*
- Regarding the electronic version, (i) the contents of the e-text are exactly the same as the print version, (ii) the e-text is the cheapest option (~\$48.65), and (iii) you can copy/paste relevant material from the e-text into the *Word* documents that contain the independent questions (IQs) that you must answer for each chapter (if you prefer to study from print rather than electronic sources, you could print your responses to the IQs (i.e., the *Word* documents). If you are interested in purchasing an electronic version of the textbook go to <http://www.coursesmart.com> (Enter the following ISBN in the search field: 0-205-05575-3)

Course Evaluation

Date	Exam/Assignment Type	Targeted Material	Weight
Midterm Exams			
January 16	Short Answer	Lecture Templates: Ch. 1	10%
February 1	Multiple-Choice	Lecture Templates: Ch. 2 and Ch. 4 IQs: Ch. 1, 2, 3, & 4	25%
Inquiry Assignment			
Due on April 3	Group Inquiry Project (4-8 students per group)	Your project must focus on 1 of the 4 lecture topics discussed after the midterm exams	30%
Final Exam			
Date TBA (April 10-24)	Multiple Choice	Lecture Templates: Ch. 6, 8, 10, 12 IQs: Ch. 6, 8, 10, & 12	35%

Exam Structure

The short answer exam focuses on the four **lectures** for chapter one only. I will provide and review practice questions throughout the four lectures. You are required to **apply** lecture concepts to new/novel scenarios in the short answer exam. This will require lecture attendance. It is your responsibility to attend all lectures. If you miss a lecture, read portions of the textbook targeted in the lecture, which I have listed in the table on p. 3 of the course outline).

The multiple-choice exams will target lecture material and independent reading of the textbook. To help you navigate through the material in the textbook, I have created **Independent Questions (IQs)**. You will receive the IQs via email. Rather than reading the entire chapter and preparing your own notes, you should answer and then study your responses to the IQs. 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 responses to the IQs.

Collaborative “Inquiry” Assignment (i.e., Group Project consisting of 4-8 team members)

Nature of the Assignment: As an undergraduate student, I would read or hear things that I wish I had the time to explore further. Perhaps I wanted to know more about a particular research finding that I found personally relevant. Perhaps I found a particular research finding inconsistent with my prior knowledge or beliefs. Perhaps what I found most intriguing was only superficially covered in the course and I wanted to learn more about it. For these reasons, I have included an inquiry project in the evaluation of this course. Inquiring involves formulating a question, and then answering it. Your **question** must be related to one of the four topics that we will review after the midterm exams: (i) attachment, (ii) gender development, (iii) discipline, or (iv) friendship formation; bullying. You are expected to use published academic articles to **answer** your question (i.e., each group member will find two relevant academic articles and you will work as a group to determine how you will synthesize all the relevant information from your articles into one cohesive group answer). There are many ways you can communicate your answer to ME. Here are a few possibilities: a poster, brochure, PowerPoint presentation, website, video-record an oral presentation, advice column, a blog, or you could use cloud-based presentation software such as *Prezi* to create a mixed media presentation (i.e., video, text, and diagrams/charts).

Class Time: When the lectures for each of the four topics are done (i.e, Feb 15, March 4, 11 & 15), I will provide approximately 10 minutes of class time for you to share potential inquiry questions with your peers. Additionally, you will have 5 full classes to work on your project (i.e., March 18 to 27). I will be available in the classroom to answer questions and provide support during these five ‘work’ classes.

Information to Come: I will provide more information about this assignment after the midterm exam. Specifically, I will provide you with the individual and group evaluation criteria, and examples of effective and ineffective inquiry questions.

Lecture Format

You will receive a **lecture template** via email the 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 you approximately 5-15 minutes).
2. Bring the lecture template to class (print or electronic version).

Note: The lecture templates are incomplete; you must attend lectures to fill in the gaps.

For example, I will provide (i) additional details, notes, elaborations and examples, (ii) answers to practice and review questions listed in the template, and (iii) videos that highlight certain issues or concepts.

Proposed Lecture Schedule

Date	Lecture Topics	See these pages to help you complete the lecture template IF you miss a lecture:
Jan 2	Course Introduction	
Jan 4-14 (5 classes)	Research Methods Evaluating Internal and External Validity	Ch. 1 (pp. 16-19) See websites in the lecture templates
Jan 16	Midterm Exam: Short Answer	Lecture Templates: Ch. 1 only
Jan 18-25 (4 classes)	Learning Theories: Concepts Cognitive Theories: Concepts	Ch. 2 (pp. 38-42) Ch. 2 (pp. 42-50)
Jan 28	Adaptive Reflexes (In Infancy) Neurological Development (In Infancy)	Ch. 4 (p. 96) Ch. 4 (p. 95-96)
Jan 30	Review: Independent Questions Ch. 1-4	
Feb 1	Midterm Exam: Multiple-Choice	Lecture Templates: Ch. 2 & 4 Independent Questions: Ch. 1, 2, 3, & 4
Feb 4-8 (3 classes)	Attachment Theory and Research	Ch. 6 (pp. 149-155)
Feb 11	No Class: Family Day	
Feb 13-15 (2 classes)	Attachment Theory and Research	Ch. 6 (pp. 149-155)
Feb 18-22	No Class: Reading Break	
Feb 25-Mar 4 (4 classes)	Gender Development (In Childhood and Adolescence)	Ch. 8 (pp. 235-241) Ch. 12 (pp. 341-343)
Mar 6 - 11 (3 classes)	Parenting Styles and Behaviours Spanking, Physical and Emotional Abuse Types of Parenting Models	Ch. 8 (pp. 212-214; 216) Ch. 8 (pp. 214-216)
Mar 13-15 (2 classes)	Friendship Formation and Bullying (In Early and Middle Childhood)	Ch. 8 (pp. 223-231, 240) Ch. 10 (pp. 289-297)
Mar 18-27 (5 classes)	Class time to complete your collaborative Inquiry Assignment (Attendance will be taken.)	
Mar 29	No Class: Good Friday	
April 1	No Class: Easter Monday	
April 3	Inquiry Project is Due Discuss final exam expectations	
April 5	Review: Independent Questions Ch. 6, 8, 10, & 12	
April 10-24 (Date TBA)	Final Exam: Multiple-Choice	Lecture Templates: Ch. 6, 8, 10 & 12 Independent Questions: 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”.

Note: 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 videos shown in class are not available on the Internet. Where lecture material is addressed to some degree in the textbook, I have listed the relevant pages in the table above (p. 3). 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. If you are caught plagiarizing in your inquiry assignment, you will receive zero.

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 and an average of 70% on the remaining exams, your overall course percent will be 70%.

If you miss an exam, you must:

- (1) Email me no later than **1 day AFTER** the missed exam (ideally the night before or 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 a final exam, you will need to write a make-up exam in the following term (i.e., Summer semester).

Grading Guidelines

<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</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. 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, counseling, 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 <http://blog.students.ubc.ca/earlyalert/>