

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

Lecture Times/Location: **001:** 11:00-12:15 (Tues/Thurs) in IRC, Room 3 (2194 Health Sciences Mall)
004: 12:30-1:45 (Tues/Thurs) in IRC, Room 4 (2194 Health Sciences Mall)

Instructor Name/Email: Maria Weatherby Maria.Weatherby@ubc.ca

Office Hours: Email me to set up a time

Prerequisites: None

Course Description

This course examines aspects of human development that influence and are influenced by family interactions. 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 disciplines such as psychology, genetics, epigenetics, neurology and evolutionary theories. 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 behavior and gender identity in childhood and adolescence), (iii) **discipline methods**, and (iv) patterns and sources of **aggression and bullying** in childhood and adolescence.

Course Evaluation

Date	Exam/Assignment Type	Targeted Material	Weight
1) <i>September 24</i>	Exam #1 (60 minutes)	Lecture Templates: Chapter 1	10%
2) <i>October 15</i>	Exam #2 (60 minutes)	Lecture Templates: Chapter 2 Chapter 3/4 Readings: Epigenetics (2 readings) IQs: Ch. 1, 2, 3, & 4	35%
3) <i>On Sept 29, you will be assigned to either:</i> Reading 1 (Oct. 29) Reading 2 (Nov. 10) Reading 3 (Nov. 19) Reading 4 (Nov. 26)	In-Class Activity/Assignment	You will be assigned questions for one of the four readings. You will share your answers with three peers. Expectations will be clarified on September 29.	5%
4) <i>November 12</i>	Exam #3 (60 minutes)	Lecture Templates: Chapter 5 Chapter 6 (1 of 2) Readings: 1 & 2	15%
5) <i>To Be Announced</i> (December 8-22)	Final Exam (90 minutes)	Lecture Templates: Chapter 6 (2 of 2) Chapter 7 (1 of 1) Chapter 8 (1 of 1) Readings: 3 & 4 IQs: Ch. 5, 6, 7, & 8	35%

Required Text: *Boyd, Lifespan Development, Custom Edition for UBC.*

- I require that you purchase a copy of the custom textbook I have created (\$59.95 at the UBC bookstore).
- The custom textbook is available for purchase at the UBC Bookstore and the Discount Bookstore on campus.
- This custom textbook will be used next year so buy-back options should be available.
- The custom textbook consists of 8 chapters from the textbook entitled *Lifespan Development* (5th Canadian Edition) by Boyd, Johnson and Bee (2015).



Lecture Format:

Using the faculty group email system, I will email everyone a **lecture template** the day before the lecture (6pm at the latest). Please ensure that your email address on the SSC is correct. To prepare for each lecture, it is your responsibility to do the following two things:

1. Read the lecture template before the lecture. This should take approximately 5-10 minutes.
2. Bring the lecture template to class so that you can fill in the gaps in an organized way. For example, in the lectures, I will provide additional notes, elaborations, examples/applications, and answers to questions. None of this is provided in the textbook. I would recommend that you print the lecture templates and fill them in by hand.

Note: It is your responsibility to attend all lectures. It is not acceptable to contact me to obtain missed lecture notes.

Independent Questions:

To help you prepare for the second exam and the final exam, I have created **Independent Questions (IQs)** for each chapter of the textbook. You will receive the IQs via the faculty group email system. Rather than reading the entire chapter and preparing your own notes, you should prepare answers to the IQs and then study your answers. 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 study. You are not expected to hand-in your answers to the IQs.

In-Class Activity/Assignment:

You will be assigned to **ONE** of the four research studies. You will find out which research study you are assigned to on September 29th. You must prepare TYPED answers to the questions associated with your assigned research study. You must make and bring four copies of your typed answers to class to share with a small group (~3 peers). I will create the small groups at the beginning of class on the four due dates. Research studies and questions will be emailed approximately 10 days in advance. Evaluation criteria will be presented on September 29th.

Proposed Lecture Schedule

Date(s):	Lecture Topics:	Reminders:
September 8	No Class (Imagine Day)	
September 10, 15, 17, & 22	Research Methods Internal and External Validity	
September 24	Exam #1 (10%)	No lecture after Exam #1.
September 29, Oct. 1 & 6	Learning Theories Cognitive Theories	
October 8	Epigenetics (2 short readings) Adaptive Reflexes Neurology	
October 13	Review: Independent Questions	Bring Ch. 1-4 IQs to class.
October 15	Exam #2 (35%)	No lecture after Exam #2.
October 20, 22, & 27	Attachment	
October 29	Reading #1	
November 3 & 5	Gender Development	
November 10	Reading #2	
November 12	Exam #3 (15%)	No lecture after Exam #3.
November 17	Discipline	
November 19	Reading #3	
November 24	Aggression and Bullying	
November 26	Reading #4	
December 1	Moral Development	
December 3	Review: Independent Questions	Bring Ch. 5-8 IQs to class.

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. Regardless of the reason for your absence (including late registration), you are responsible for obtaining missed lecture notes.

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

If you are caught cheating on an exam, you will receive zero on the exam. It is your responsibility to be knowledgeable of UBC’s definition of cheating. Please review the following website <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

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 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”. Finally, it is not possible to makeup more than one exam in this course.

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 (2016).

Grading Guidelines

<i>Letter Grade</i>	<i>Percent</i>	<i>Letter Grade</i>	<i>Percent</i>	<i>Letter Grade</i>	<i>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. 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/>