

PSYS 423 - Psychology of Adult Life and Aging – Winter 2023/2024**Course Details:**

Instructor: Dr. Andy Mienaltowski (Dr. M'ski)

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E-mail: andrew.mienaltowski@wku.edu**Required Textbook:**

TBA

Likely to be Cavanaugh, J. C., & Blanchard-Fields, F. (2019). *Adult development and aging* (8th ed). Belmont, CA: Cengage. Or the ninth edition. Most likely via eBook. The latter is a new edition. **This course requires access to a strong internet connection to watch class videos via YouTube.**

Course Description:

Prerequisites: 21 hours of Foundations & Explorations Courses, or junior status, or permission of instructor.

Course Description: Psychological processes in adulthood and aging. Emphasis on contemporary theories, methodological issues, and interactions of psychological, biological, social, and environmental factors in adulthood and aging.

General Info about the Course: For this course, you will be assessed through (a) unit quizzes that cover the course's topic areas and will be based on video lectures and your readings, (b) short written essays that ask you to apply theory and research findings from your readings to important topics in aging and psychology, and (c) a brief paper on an empirical study of the psychology of aging. The deadlines for the assignments in this course are spaced throughout the term to facilitate steady progress rather than attempting to quickly complete assignments by some date at the end of the term. All activities are submitted through Blackboard and lectures are delivered via video links, so a consistent internet connection is needed. **Successful students are motivated to learn about the aging process.** I will be communicating with you throughout the term, and I look forward to the interaction and providing you with feedback on your assignments.

Given the timing of the term, leniency is built in for due dates to accommodate the holidays and obligations that students might have to family and employment at that time.

Colonnade Program: Fulfills 3 out of 9 hours of course credit from the Connections category of the WKU Colonnade (General Education) Program, specifically in the *Connections-Systems* area. The following are the learning outcomes for the Connections-Systems category of the Colonnade Program as well as the learning objectives that will be introduced in this course to meet these outcomes.

<i>Connections Systems Learning Outcomes</i>	<i>Course Overview and Learning Outcomes</i>
Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Below are the three learning outcomes for Systems courses within the Connection Category of the Colonnade Program:	<p>PSYS 423, Psychology of Adult Life and Aging, is a developmental psychology course that covers human aging. Aging is a process that involves growth in some psychological abilities, maintenance of others, and still decline in others. This course will cover adult development, primarily focusing on how psychological systems evolve throughout the latter half of life. Although society perpetuates stereotypes about how our psychological systems change as we grow older, this course will explore the science that underlies these changes to our psychological systems. Moreover, we will consider how one's individual talents, abilities, and struggles contribute to the processes by which aging impacts our psychological systems. Finally, we will explore the social dynamics of growing older in today's world to better understand the impact that aging psychological systems can have on public policy and the programming of psychological research.</p> <p>The main goals for this course are: (1) to help you become familiar with current psychological theories of aging and how they account for changes in psychological systems, (2) to facilitate your critical analysis of the inter-relations amongst cognitive, emotional, social, and biopsychological systems and their constituent components as</p>

	they evolve throughout adulthood, and (3) to encourage you to consider how your own psychological systems as well as those of your loved ones, patients, and clients might dynamically evolve as the years pass. The learning outcomes for the course include:
1. Analyze how systems evolve.	(a) Discuss the research methods used by developmental psychologists to measure and characterize the impact that human aging has on the evolution of psychological systems, including their constituent components.
2. Compare the study of individual components to the analysis of entire systems.	(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists. (c) Identify the major changes in the above psychological systems that take place throughout adulthood and into old age and that have been substantiated with empirical evidence by psychological scientists.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	(d) Describe the conditions under which improvements and/or impairments in cognitive, social, emotional, and biopsychological systems noted in the laboratory by psychological scientists might translate into substantial changes in in everyday functioning outside of the laboratory.

Purpose of the Syllabus: (Image:seniorsworldchronicle.com)

This syllabus is the roadmap for the course, and it outlines the schedule that we will use to cover the major topics. It includes a list of specific deadlines for your assignments, a description of the **required** course reading, and grading guidelines. It is crucial that you read this syllabus, and that you ask me any questions that you might have about it. If you need more information, please let me know. I am happy to clarify my expectations. You are responsible for navigating the course website on Blackboard to find the required readings, unit quizzes, and essay prompts. You are also responsible for checking your e-mail



on a regular basis and to monitor the course website for announcements. If you do not have access to a computer with an internet connection, you should drop this course. **Without a consistent internet connection, you will be unable to meet the course's objectives and submit assignments.** As noted on the first page of the syllabus, you must also download the lockdown browser to complete quizzes.

Disclaimer: The instructor reserves the right to postpone due dates but will not move them earlier. You are welcome to submit your work ahead of deadlines on Blackboard. The materials required for this course will not change and can be purchased online or from the WKU Store. Additional readings can be found on Blackboard.

Where to start: How to begin this course? (Image left: seniorjournal.com; right: triblocal.com)

Before you begin any assigned reading for this course or complete the first quiz, please read through this syllabus and complete the PSYS 423 syllabus agreement form posted on Blackboard. **Your syllabus agreement is due by 10AM central time on the second day of class, Tuesday, December 13, 2022. You will be able to upload it to Blackboard.** By completing this agreement on time, you will earn 10 points of extra credit. **All students must complete the agreement in order to earn a grade in the course.** Should you complete the assignments in the course but not the syllabus agreement, you will earn an incomplete in the course. The quizzes and essays that you

complete for PSYS 423 require that you read on your own and that you are prepared to answer questions over the content. I will post questions for your reading assignments for each unit (also known as unit assignments). **The unit assignments are study guides to help you prepare for the quizzes. These are not mandatory for you to complete but they will be very helpful for preparing for the quizzes.** Your quiz questions and essay prompts will be based on the answers to these unit assignments. These unit assignments are meant to help direct your reading and to facilitate your note taking. There may be a strong temptation to write down word-for-word (i.e., to copy/plagiarize) responses from the reading materials when writing your essays. According to the syllabus agreement form, you agree not to engage in cheating and/or plagiarism in this course. If you plagiarize or cheat in this class, aside from the penalties specified herein, I might also notify the Judicial Affairs at WKU. This office meets with students who have violated the Academic Honor code specified in the Student Handbook and determines if any additional sanctions should be applied to students who engage in academic misconduct.

**Components of the Course:** (Image on right: scbankruptcyattorney.com)

Overall, your grade in this course will be dependent upon your performance on unit quizzes and essays that cover the course's topic areas and will be based on your readings. I am more interested in the depth of your experience in the course than simply superficially covering topics. Students



generally have provided positive feedback to me about this aspect of the course. The course readings are found on the final page of this syllabus and are plotted out by unit to coincide with the course calendar. **You should drop this course if you are not willing to complete the assigned reading. Note that the readings were selected to be specifically relevant to the unit quizzes and essays. You will not have the regular face-to-face interactions with your peers and your instructor that you would otherwise have in a traditional classroom setting. To complete the assignments in this course, you MUST monitor your**



own progress and self-regulate. You will be expected to organize and manage your time well so that you can meet the deadlines that are set for you in the course calendar at the end of the syllabus. It is strongly recommended that you set aside time on multiple occasions each week to read, to complete quizzes, and/or to write essays. **It is vital that you make a schedule to ensure that you are devoting enough time to the course** to complete the assigned readings, unit questions in the unit assignments, quizzes, and essays. If you start to fall behind, you may quickly feel overwhelmed by the workload. **Deadlines for unit quizzes and for your written responses to the essays will always be at 10:00AM (Bowling Green/Central Time) on the days that they are assigned.** In the past, I have used a late night deadline (e.g., 11PM or midnight), but I have received requests from students to move this time to the morning because the deadline sometimes was not late enough in the evening. The **10:00AM deadline** allows each student to work as late or as early into the evenings as might be preferred. You are always welcome to upload your writing assignments or to complete quizzes ahead of schedule. **Please refer to the late work policy toward the end of the syllabus if concerned about submitting late work.** (Image left: cafeexpress.com)

A. Unit Quizzes (350 points):

During the term, there are 12 unit quizzes available, and you will complete **7 quizzes**. Each unit quiz can be found on Blackboard, will be timed (30 minutes), and will consist of multiple-choice and/or short-answer questions. Each

unit quiz is worth 50 points. You will have three attempts for each quiz that you complete, and your highest scoring attempt will be counted. Before you work on a unit quiz, you are expected to have completed (a) all of the assigned readings for the unit, and (b) at least read through the unit assignment posted to Blackboard that serves as a guide to benefit your comprehension of the assigned reading. Although you can use your book, notes, and unit assignments while completing them, it should be understood that I expect you to understand the reading assignments before completing them. If you fail to do the reading and then attempt a quiz, you will likely do poorly on the quiz.

Which quizzes do I have to complete?

All students **must** complete quizzes for these four units:

- * Unit 1 (*Introduction and Research Methods*)
- * Unit 2 (*Biology of Aging*)
- * Unit 5 (*Memory and Cognition*)
- * Unit 10 (*Aging and Mental Health*)

From the remaining units, please select:

- One quiz from Unit 3 (*Longevity*) **or** Unit 4 (*Psychological Adjustment*)
- One quiz from Unit 6 (*Social Cognition in Adulthood*), Unit 7 (*Social Goals across the Life Span*), Unit 8 (*Changes in Intelligence with Age*), **or** Unit 9 (*Theories of Personality*)
- One quiz from Unit 11 (*Relationships and Employment*) **or** Unit 12 (*Death and Bereavement*)

Again, in total, you will complete 7 quizzes. Due dates for these quizzes are provided on the course calendar. Quizzes are always due on the **date found in the course calendar at 10:00AM**. It is your responsibility to ensure that your computer is in working order, that your internet connection is strong, and that you have no other distractions that will interfere with your performance. I WILL NOT RESET a quiz because any or all of the aforementioned factors were not attended to in advance of your quiz attempt. Having three attempts for each quiz builds in enough leniency into the quiz system for you to cope with the occasional loss of internet connectivity. It is your responsibility to ensure that you are meeting the requirements for the course. You are expected to take the quizzes on your own. Any evidence of cheating on quizzes will automatically result in a zero on the quiz. Persistent cheating will lead to a F in the course and a hearing with the university's Judicial Affairs office.

Note that the unit assignments were developed to help you focus your reading and attention on the most important sections of the assigned reading. Quiz questions will be taken from the content covered by the unit assignments and in the assigned reading in general. I highly suggest that, at minimum, you read over the unit assignments before taking unit quizzes should you choose not to use the unit assignments to take notes.

B. General Essay (50 points):

12 essay prompts are posted to Blackboard grouped into 3 blocks. These writing prompts provide you with directions on what to write about. **Each student will write one essay from these prompts, and that essay is worth 50 points.**

The due date for the essay depends on the prompt you select to write on.

- If you choose to write an essay from the first block of prompts (Prompts 1-5), that essay will be due on Friday, 12/30/2022 at 10AM.
- If you choose to write an essay from the second block of prompts (Prompts 6-9), that essay will be due on Friday, 1/6/2023 at 10AM.
- If you choose to write an essay from the third block of prompts (Prompts 10-12), that essay will be due on Friday, 1/13/2023 at 10AM.

Once a given block deadline has passed, you can no longer select from the essay prompts in that group. When drafting your essays, please follow these rules:

✱ **Rule 1: Your essay must have a cover page, a reference page, and should have 2-3 pages of double-spaced content.** On the cover page, please type your name and indicate which prompt you are responding to. Then include 2-3 pages of writing to address the prompt. Finally, please include a reference page that cites your sources.

✱ **Rule 2: Your essay must reflect your own thoughts on the prompt and should apply the knowledge that you have gained from the unit to address the problem posed in the prompt.** I am not looking for a mere re-statement of fact. I am asking you to apply what you have learned. This means that there may be some subjectivity

to your response because what you write is based on your interpretation of what you are reading. Also, your response might depend on how motivated you are to seek additional sources to inform your thoughts and rationale

✳ **Rule 3: For each assignment, type out your responses in a word processing program.** Once you have completed your assignment, save it as a **.doc** or a **.docx** file. Please post your assignment to Blackboard using the SafeAssign link found in the essay folder. **Assignments will only be accepted if they use the .doc, .docx, or .pdf extensions.** Do not submit files using the .pages extension from a Mac. Pages files are not compatible with Blackboard and should be converted to document files. When saving/submitting assignments, please use the following system for naming your files:

- If you are submitting an essay for prompt #1, call it... YOUR LAST NAMEprompt1.docx
- For instance, if Jane Smith were a student, then her prompt #1 essay file would be “SMITHprompt1.docx” and her essay on prompt #6 would be saved as “SMITHprompt6.docx”

✳ **Rule 4: Each time that you upload a file to Blackboard, please save a copy of it for yourself.** This may be useful if the file fails to upload, as you will have a copy to upload again or to send to me via e-mail.

✳ **Rule 5: Your responses should use correct grammar, and they should be appropriately clear and reflect the points/arguments that you are making.** You must use complete sentences and formal paragraph structure. Be sure that your responses address every issue that is raised in each question. Please refrain from copying your responses verbatim entirely from the readings. This is plagiarism.

✳ **Rule 6: In your responses, you are expected to cite your sources so that I can tell where you are finding the answers to the questions.** You will be using other people’s knowledge to answer the questions. Follow APA citation rules. When citing others in your writing, you must use parenthetical citations within the body of your text. How to cite authors is discussed in the APA Publication Manual that is recommended for this course. If you **fail to cite** your sources using APA formatting rules, you will **receive a zero on the essay** and you will not have an opportunity to make up the assignment.

Please refer to the following websites for information on use of APA formatting for citations:

1. In-text citations as well as info on reference section:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

2. File that allows you to see a sample paper in APA style. (Note you may choose you use either the APA 7 Student Paper format or the APA 7 Professional Paper format. Most students find the student formatting to be faster and more efficient):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

✳ **Rule 7: At the end of EVERY essay, you will compile a list of sources that you have cited in that assignment. Your cited references section must be in APA format.** Please see above links for citation help. Do not use footnotes. (Images: rt.com)

✳ **Rule 8: Always examine the SafeAssign originality report for your papers when you upload them to Blackboard so that you can determine if you inadvertently plagiarized in your essay.** Plagiarism is a serious problem at universities. We have taken steps to help you avoid plagiarism. When you upload your essay, I can see the Blackboard SafeAssign Originality Report on your work. This tool will compare your writing to (a) every source in the library and on the internet, and (b) the writing of all students, past and current, in order to make sure that you are not inadvertently or purposefully plagiarizing. I can always tell when a student is plagiarizing because the report will tell me exactly where your writing comes from if you copy/cheat. I expect you to think while you write and to write **in your own words**. Plagiarism will also lead to a zero on the essay.

The best strategies to use your own words and to avoid plagiarism are: (a) read the passage that you want to talk about, (b) think about what it is saying, and (c) type out what you think the main idea is without using the authors' words. It is okay if your interpretation differs a little from the authors' interpretation. It's your essay.

✳ **Rule 9: When writing your essays, the use of quotations should be minimized. If you use a quotation, you must cite the appropriate source using APA formatting rules AND you must explain in your writing EXACTLY WHY YOU CHOSE TO USE THE EXACT WORDS AND PHRASING OF ANOTHER AUTHOR.** While you read for class, you will notice that few authors ever include quotations in their writing. The reason behind this is that use of quotations takes up space that the author needs for their own writing. Consequently, when authors use quotations within the discipline of psychology, they explain exactly why they are drawing attention to the exact words used by another authors. It is far more expedient to **paraphrase** support for your



arguments than to use quotations. I am expecting you to write **in your own words**. The writing assignments are not so long as to afford you the space that you would need to include multiple quotations.

Essay Scoring:

Essays are worth 50 points; 34 are awarded for content and 16 are awarded for format and style (see rubric below that will be used to evaluate writing format and style).

Writing Format and Style: (out of 16 points)

- _____ (2 points) (a) Includes cover page and a reference page
- _____ (2 points) (b) 2-3 pages of content
- _____ (4 points) (c) In-text citations follow APA guidelines
- _____ (4 points) (d) Reference section follows APA guidelines
- _____ (2 points) (e) Essay organized into paragraphs with appropriate paragraph structure
- _____ (2 points) (f) Essay has been proofread for spelling and grammar errors

Note: Use of quotations will lead to a substantial deduction from the above points that can be earned for writing format and style.

C. Essay over empirical article (50 points):

A sample of 6 different journal articles will be provided to you. This essay will require you to read and take notes over **one article and write a short reaction paper. You must write this essay in your own words.** This activity will be due on Thursday, January 12 by 10AM.

While taking notes, please type them out and do not copy and paste text from the article. Take notes over the article in your own words. You should attempt to answer each of these questions while taking notes:

1. What are the authors interested in manipulating? How do they measure the effectiveness of their manipulation?
2. How are the methods used consistent with what has been done in prior research? How are the authors placing their work in the context of this prior work?
3. What are the authors' hypotheses? Are they comparing competing explanations for past findings?
4. What research design is being used to ask research questions? Experimental method? Observational? Is this design appropriate? What are the strengths and weaknesses of the design?
5. What does the task actually look like for participants? How do the experimental conditions impact the participants' understanding of the task and how they respond?
6. Who were the participants in this experiment? Were the authors hoping that these findings generalized widely to all adults? Was any reason given for the make-up of the sample?
7. What did the authors find and were these findings expected?
8. What explanations are offered by the authors for their findings? Are there alternative explanations?
9. What might the authors do next to strengthen their case?
10. What are the limitations of the work that are recognized in the article? Can you think of additional questions that you would ask the authors so that you can better understand their study? Are their arguments convincing and parsimonious?

This essay will be three paragraphs long.

1. In the first paragraph, describe what specific age-related changes the authors of the article were examining. In other words, discuss the main research question or questions the authors hoped to examine. Describe who took part in the study. Then discuss what research method they used to examine this effect (e.g., did they use a survey, did they conduct an experiment manipulating variables, etc.). Discuss the authors predictions or expectations for the behavior or thoughts of the participants in the study
2. In the second paragraph, after reviewing the notes you have taken on the method section of the empirical article, describe what people who took part in the study were asked to do as participants. Discuss the questionnaires and tasks that are most relevant to the authors' research questions. Describe how the participants' responses could be used to address the authors' research questions for the study.
3. Finally, in the last paragraph, please discuss what the authors found in their study. Only discuss the main findings that are relevant to the authors' research questions. Be sure to indicate if the authors found what they expected to find. Then describe what the study's outcome means in terms of the abilities, personality, or health of older adults. Offer an interpretation of what these findings mean for the changes that take place within humans as they age.

You will submit your notes along with your essay on Blackboard. Please include a cover page for your essay, then include your essay, and finally, include the notes that you took while reading the article at the end, starting on a new page.

Rubric for Essay over empirical article

Contents of Essay:

Paragraph 1 (16 points; 4 pts each)

- Describe age-related change/effects authors investigating
- Clearly describe main research question of study
- Characterize who took part in study and method used
- Discuss authors predictions

Paragraph 2 (8 points; 4 pts each)

- Describe the questionnaires and/or tasks that participants completed in the study
- Discuss how the participants' responses to or behaviors in the study could be used to answer the authors' research questions

Paragraph 3 (12 points; 4 pts each)

- Summarize in own words the main findings of the study
- Indicate if the findings were consistent with the authors expectations and how you know this
- Offers interpretation on what the findings mean for how humans change with age

Notes over article

Notes (14 points)

- Introduction (Past research and hypotheses; out of 5 pts)
- Research Methods (Participants and Materials; out of 3 pts)
- Results (Summary of Main Findings; out of 3 pts)
- Discussion (What do findings mean for the research questions/theory under investigation; out of 3 pts)

Writing Style (deductions if errors)

- All points deducted if student plagiarizes
- Up to -3 pts if writing includes grammar and spelling mistakes
- Up to -5 pts if writing does not reflect careful thought and clear arguments
- Up to -2 pts if cover page is missing



Students with Disabilities: (Image: wku.edu)

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, 1074 DSU (Downing Student Union). Their phone number is (270) 745-5004. TDD: (270) 745-3030. Please do not request accommodations directly from the instructor without a letter of accommodation from the SARC. If you know for certain that you have a disability that can

impact the time that you need to complete time-limited online quizzes, please get in touch with SARC to complete an accommodation request as soon as possible. Extended time can be offered.

Please note that additional university policies can be found here: <https://www.wku.edu/syllabusinfo/>

And include Title IX Discrimination and Harassment policies as well as information about some critical services provided by the university. All students are encouraged to review the information found at the above link.

Course Grading Breakdown:

Based on your assignments, you can earn up to 450 points.

General Essay (1 @ 50)	50 points
Essay over empirical article (1 @ 50)	50 points
<u>Unit Quizzes (7 @ 50)</u>	<u>350 points</u>
Total	450 points

Grading Scheme: (no rounding)

403-450 pts =	A	(4.0)
358-402 pts =	B	(3.0)
313-357 pts =	C	(2.0)
268-312 pts =	D	(1.0)
< 268 points =	F	(0.0)

Your overall grade in the course will be based on the points earned. It is up to you to obtain the grade that you want. As indicated above, there will be no rounding of points. Note that you will earn 10 extra credit points by completing the plagiarism agreement and submitting it on Blackboard by 10AM on the second day of class.

Submitting late work: ** LATE WORK POLICY ******

If you are unable to complete an assignment by the deadline, late work will be accepted without penalty up to one week from the original deadline EXCEPT for deadlines in the last week of class. In the last week of class, late work will not be accepted. Under normal circumstances, late work is not accepted for this course. However, this winter term spans time of the calendar year where students routinely spend time with family and friends. Our interactions with others are incredibly valuable and certainly a worthy investment of our time.

Academic Integrity:

All students are assumed to have read the Academic Offenses section of the Student Handbook. Academic offenses are taken extremely seriously and are referred to the Office of Student Life for further action. Specific violations include academic dishonesty, cheating, and plagiarism.

What is plagiarism? – “To represent ideas or interpretations from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.” – Source WKU Faculty Handbook, 27th edition (2022).

Search engines (e.g., Google) and other software (i.e., Blackboard SafeAssign) may be used in this course to monitor student writing for plagiarism. If you have any concerns about whether or not your writing seems like plagiarism, please contact me. Please do not plagiarize from your textbook or journal articles. It is very easy to examine your writing for this. If there is any suspicion of plagiarism, a grade of ZERO points is automatically awarded to the student for the assignment. Similarly, cheating will result in an automatic score of ZERO points on the assignment. If academic integrity is violated more than once in the course by a student, a grade of F will be awarded.

Self-Plagiarism. Please note that you are to generate unique content for this course’s writing assignment. You are not to use papers that you have submitted for other classes. The writing assignment for this course have specific instructions, so, although your past work may inform what you know about a topic, your past work will not address the specific questions posed in this course. **Use of work from another class to meet this class’s objectives is called self-plagiarism and is not allowed in this course.**

You’re not in this on your own. Reach out. Plagiarism is relatively rare in this course as students who complete it are genuinely motivated to learn about the aging process. In all honesty, it just is not worth cheating or plagiarizing in college. Time management is at the heart of most cases of plagiarism that Dr. Mienaltowski has observed. If you are running into problems meeting deadlines, please avoid the temptation to cheat or plagiarize. Please reach out to me immediately about your concerns. Your success is important, and, although there is a limited time frame in which to work, the student and instructor can explore options together.

Information on academic misconduct and the process used to evaluate student violations of academic integrity (and form faculty use to report) can be found here: <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>

Important information:

The university wants you to be aware that important information relevant to all of your courses can be found at this link: <https://www.wku.edu/syllabusinfo/index.php>

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes,

270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Covid-19

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Course Calendar for Winter 2022-2023

All deadlines are at 10AM Central Time in Bowling Green, Kentucky for the day listed

* Please note that the unit number does not correspond to textbook chapter number. Readings for each unit can be found on the reading map on the next page of the syllabus.

Week 1: Monday, December 12 through Sunday, December 18

- Tuesday, December 13 – Syllabus agreement
- Thursday, December 15 – Quiz over **Unit 1** (Introduction and Methods)

Week 2: Monday, December 19 through Sunday, December 25

- Tuesday, December 20 – Quiz over **Unit 2** (Biology)
- Friday, December 23 – Quiz over **Unit 3** (Longevity) or **Unit 4** (Adjustment)

Week 3: Monday, December 26 through Sunday, January 1

- Tuesday, December 27 – Quiz over **Unit 5** (Memory and Cognition)
- Friday, December 30 – **General Essay** (if writing on a prompt from Prompts 1-5)

Week 4: Monday, January 2 through Sunday, January 8

- Tuesday, January 3 – Quiz over **Unit 6** (Social Cognition), **Unit 7** (Social Goals), **Unit 8** (Intelligence), or **Unit 9** (Personality)
- Thursday, January 5 – Quiz over **Unit 10** (Mental Health)
- Friday, January 6 - **General Essay** (if writing on a prompt from Prompts 6-9)

Week 5: Monday, January 9 through Saturday, January 14

- ***Note that activities from this week must be submitted on time or early. No late work this week.***
- Tuesday, January 10 – Quiz over **Unit 11** (Relationship/Retirement) or **Unit 12** (Dying)
- Thursday, January 12 – **Essay over empirical article**
- Friday, January 13 – **General Essay** (if writing on a prompt from Prompts 6-9)

Readings Map for PSYS 423

Unit #	Readings from Cavanaugh and Blanchard-Fields, 6th edition	Readings from Cavanaugh and Blanchard-Fields, 7th edition	Readings from Cavanaugh and Blanchard-Fields, 8th edition	Journal Article/Peer-Reviewed Book Chapter Reading
1	1(1-31)	1(1-31)	1(2-28)	Hertzog, C., & Dixon, R. A. (1996). Methodological issues in research on cognition and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 3, pp. 66-116). NY: McGraw-Hill.
2	3(65-100)	3(57-91)	3(56-89)	Scheiber, F. (2005). Vision and Aging. In J. E. Birren & K. W. Schaie (Eds.), <i>Handbook of Psychology and Aging</i> (5th ed.; Ch. 7, pp. 129-154). San Diego: Academic.
3	4(107-143)	4(92-122)	4(90-125)	Kunzmann, U., Little, T. D., & Smith J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin Aging Study. <i>Psychology and Aging</i> , 15, 511-526.
4	5(149-178)	5(127-153)	5(126-156)	Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist</i> , 52, 366-380.
5	6(185-225)	6(157-180)	6(157-184)	a. Park, D. C. (1999). The basic mechanisms accounting for age-related decline in cognitive function. In D. C. Park & N. Schwarz (Eds.), <i>Cognitive Aging: A Primer</i> (Ch. 1, pp. 3-19). Philadelphia: Psychology Press. b. Smith, A. D., & Earles, J. L. K. (1996). Memory changes in normal aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 6, pp. 192-220). NY: McGraw-Hill.
6	8(280-293,296-303)	8(216-232,235-240)	8(215-231,236-242)	a. Blanchard-Fields, F. (1999). Social schematicity and causal attributions. In T. M. Hess & F. Blanchard-Fields (Eds.) <i>Social Cognition and Aging</i> (Ch. 10, pp. 219-235). San Diego: Academic Press. b. Blanchard-Fields, F., & Horhota, M. (2005). Age differences in the correspondence bias: When a plausible explanation matters. <i>Journal of Gerontology: Psychological Sciences</i> , 60B, P259-267.
7	8(293-296)	8(232-235)	8(231-236)	a. Mather, M., & Carstensen, L. L. (2005). Aging and motivated cognition: The positivity effect in attention and memory. <i>Trends in Cognitive Sciences</i> , 9, 496-502. b. Blanchard-Fields, F. (2007). Everyday problem solving and emotion. <i>Current Directions in Psychological Science</i> , 16, 26-31.
8	7(233-274)	7(185-212)	7(185-214)	Schae, K. W., & Willis, S. L. (1996). Psychometric intelligence and aging. In F. Blanchard-Fields & T. M. Hess (Eds.), <i>Perspectives on Cognitive Change in Adulthood and Aging</i> (Ch. 9, pp. 293-322). NY: McGraw-Hill.
9	9(315-357)	9(245-270)	9(243-269)	Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i> , 17, 31-35.
10	10(357-396)	10(274-306)	10(270-306)	a. Schulz, R., Martire, L. M., Beach, S. R., & Scheier, M. F. (2000). Depression and mortality in the elderly. <i>Current Directions in Psychological Science</i> , 9, 204-208. b. Gandy, S. (2005). The role of beta-amyloid accumulation in common forms of Alzheimer's Disease. <i>Journal of Clinical Investigation</i> , 115, 1121-1129.
11	11(402-414,434-442) / 12(447-471)	11(310-318,332-338)/12(342-359)	11(307-338)/12(339-370)	a. Lee, C. C., Czaja, S. J., & Sharit, J. (2009). Training older workers for technology-based employment. <i>Educational Gerontology</i> , 35, 15-31. b. Fingerman, K. L., & Baker, B. N. (2006). Socioemotional aspects of aging. In J. Wilmoth & K. Ferraro (Eds.), <i>Perspectives in Gerontology</i> (3rd ed.; pp. 183-202). New York: Springer.
12	13(493-525)	13(375-404)	13(371-400)	Wenger, N. S., & Carmel, S. (2004). Physicians' religiosity and end-of-life care attitudes and behavior. <i>The Mount Sinai Journal of Medicine</i> , 71, 335-343.