

PSYS 423 - Psychology of Adult Life and Aging – Summer 2019

This course is entirely online to make it convenient to complete over the May term. You do NOT need to make arrangements to complete quizzes at a testing center. All assignments are submitted via Blackboard.

Course Details:

Instructor: Dr. Andy Mienaltowski (Dr. M'ski)
E-mail: andrew.mienaltowski@wku.edu

Phone: (270) 681-0270

Required Textbook: (choose one – either edition is sufficient)

Cavanaugh, J. C., & Blanchard-Fields, F. (2010). *Adult development and aging* (6th ed). Belmont, CA: Thomson Wadsworth.

Cavanaugh, J. C., & Blanchard-Fields, F. (2014). *Adult development and aging* (7th ed). Belmont, CA: Thomson Wadsworth.

(You may use the eBook for the course if you prefer. Page numbers for the readings are provided for both editions of the textbook and supplemental text info is provided on Blackboard. See Readings Map for more details.)

Required Software:

Because this is an online course, you are required to download the **Respondus Lockdown Browser** to take quizzes. This browser is free, compatible with PCs and with Macs, and is easy to use. You are welcome to use your readings and notes that you take while reading and studying in order to complete the quizzes. You are not allowed, however, to search the web. The lockdown browser allows you to access quizzes on your computer but it prevents you from using other websites. You can complete all quizzes in the comfort of your own home. This software is not optimized for iPad or other tablets.

You can download the lock down browser here:

PC- <https://www.respondus.com/lockdown/download.php?ostype=1&id=476234332>

Mac - <https://www.respondus.com/lockdown/download.php?ostype=2&id=476234332>

WKU offers a tutorial video on how to install the browser:

https://itweb.wku.edu/training_attech/index.php?fuseaction=view.yt&id=636

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 your readings, (b) two 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 structured interview of a senior citizen. The deadlines for the assignments in this course are spaced throughout the 3-week 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, so a consistent internet connection is needed. **Successful students are motivated to learn about the aging process.** This course will challenge you to use your skills like a social scientist would to draw conclusions about the work of other scientists. You will be asked to consider journal articles and book chapters of the foremost experts in gerontology. I will be communicating with you throughout the term, and look forward to the interaction and providing you with feedback on your assignments and course project.

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.

Connections Systems Learning Outcomes	Course Overview and Learning Outcomes
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 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:</p>
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.	<p>(b) Identify the individual components of cognitive, emotional, social, and biopsychological systems, and describe how each is assessed by psychological scientists.</p> <p>(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.</p>
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 everyday functioning outside of the laboratory.

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.

Web-Based Course

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

This syllabus is a roadmap for the course. It outlines the schedule that we will use and includes a list of specific deadlines for your assignments, a description of the **required** course reading, and grading guidelines. It is crucial to read this syllabus and to ask me questions that you might have. 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 have difficulty meeting the course's objectives and submitting assignments. As noted on the first page of the syllabus, you must also download the lockdown browser to complete quizzes.

**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 11PM on the first day of class, Monday, May 13, 2019. You will be able to upload it to Blackboard.** By completing this agreement on time, you will earn 20 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 are prepared to answer questions over the content. I will post questions for your reading assignments for each unit (also known as unit assignments). **I will not collect these unit assignments.** They are optional and meant to help narrow your focus as you read. I am happy to help you answer questions that you have as you use these unit assignments to take notes on the course reading. **Your quiz questions and essay prompts will be based on the answers to these unit assignments.** Again 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. That said, I am happy to assist you when the content is complicated and you need further explanation.

**Components of the Course:**

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. All students will also complete a structured interview with an older person. Because this course is a web-course, students may assume that it will be easier than a face-to-

Web-Based Course

face class. In truth, some students will find this course to be easier, and some will find it to be challenging. If you do not normally read the assigned readings in your courses, then this is not the course for you. **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.** 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 really want to focus your reading on those main points outlined in the note-taking unit assignments. *(Image on right: scbankruptcyattorney.com)*

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 every day each week to read, to complete quizzes, and to write essays. No assignments are due over the weekend, so you can use that time to take a break or to catch up. **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 11:00PM (Bowling Green/Central Time) on the days that they are assigned. You are always welcome to upload your writing assignments or to complete quizzes ahead of schedule. *(Image left: cafepress.com)*

A. Unit Quizzes (300 points):

During the term, there are 12 unit quizzes available and you will complete seven quizzes. Your lowest score will be dropped. 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) 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. Of the 12 quizzes, four are mandatory. That means that you will choose three of the remaining eight to complete. These eight are grouped to restrict your choice a little in order to ensure a broad coverage of course topics. Although you can drop your lowest quiz score, you should take at least 7 quizzes, including the 4 mandatory ones, as they are critical to the general education component of the course.

Which quizzes do I have to complete?

All students **must** complete quizzes for these four units (mandatory):

*Unit 1 (*Introduction and Research Methods*)

*Unit 5 (*Memory and Cognition*)

*Unit 2 (*Biology of Aging*)

*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*)

Due dates for these quizzes are provided on the course calendar. Quizzes are always due on the date found in the course calendar at 11:00PM. 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.

All students are required to download the Respondus Lockdown Browser (see links on first page of syllabus for free download to PC or Mac) in order to complete quizzes in this class. The benefit of this is that there is no pesky testing center involved in completing the class. Once installed, you would open the program, log in to Blackboard like normal, and navigate to the quiz page for the course to take a quiz. The lockdown browser has been used successfully by thousands of students to complete WKU online courses.

B. Essays (100 points):

Twelve essay writing prompts will be posted to Blackboard. These writing prompts provide you with directions on what to write about in your essays. Each student will write two essays. For your first essay, you will select one from **prompts 1-5**. For your second essay, you will select one from **prompts 7-12**. Each essay is worth 50 points. When drafting your essays, please follow these rules:

✱ **Rule 1: Your essay should 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 the sources that you used for your essay. Your references should be in APA Style, both in the body of the text and on the reference page.

✱ **Rule 2: Your essay should 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

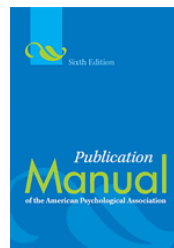
✱ **Rule 3: For each assignment, type out your responses in a word processing program.** Once you have completed your assignment, save it as a .doc or a .docx file. Please post your assignment to Blackboard using the SafeAssign link found in the essay folder. **Assignments will only be accepted if they use the .doc or .docx extensions.** 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 Joseph Smith were a student, then his prompt #1 essay file would be "SMITHprompt1.docx" and his 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.

✱ **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:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html and

Web-Based Course

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

Reference section:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html (note that there are many links available to assist given specific reference type included)

2. File that allows you to see how citation styles compare across discipline with specific examples of how to use APA style: https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_chart.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: apastyle.org and 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.

✱ **Rule 9: When writing your essays, the use of quotations should be minimized. Quote no more than two sentences in your essays. 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.

Please keep in mind that late essays will not be scored. A score of zero will be assigned for any essays that are late or if no essay is submitted at all for a given deadline. Please do not hesitate to contact me if you have questions about a given essay assignment. Of the 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 (no more than 2 sentences quoted)
- _____ (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

C. Course Project (50 points)

The Structured Interview (50 points) – Due: Thursday, May 31 at 11PM Central Time

As we grow older, many aspects of our lives will change, psychological systems will evolve. We will take on new responsibilities as we pursue careers and have children, and we will shed obligations that were once important as others (i.e., children) become less dependent upon us for resources. Until we live through these years, it can be incredibly difficult to anticipate the impact that these changes have on our identities. You will interview a senior citizen to get a sense for how noticeable physical, social, emotional, and cognitive changes are, as we grow older.



Web-Based Course

Please find one senior citizen (i.e., someone over the age of 60) to interview. You will summarize their responses to the below questions. **It is important that your interviewee remain completely anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.** For your interview, please use the questions (A-H) listed below. **In addition, please come up with three additional questions to ask your interviewee (I, J, and K).** You should specify how you developed these three additional questions so that it is clear to the reader why you asked them of your interviewee.

Questions to ask interviewee:

A. Do you have the same personal interests and hobbies now that you did when you were in your 20s? If not, what has changed and why do you think that your interests have evolved? How have they changed over time?

B. How would you describe your parents' approach to raising you as a child? Do you see any similarities between their styles and the style that you used to raise your own children or grandchildren? Has any aspect of parenting changed over time? Are these changes due to changes in the times or due to a conscious decision on your part? (If the interviewee does not have any children, ask him/her what they feel has changed in terms of how others raise their children.)

C. Take a moment and think about your best friend. What is it that makes this person so special to you? How might you handle a disagreement with this person? What types of strategies might you avoid using if you and your best friend had a disagreement? Have you noticed any differences between how you react to conflict today and how you used to react to conflicts as a young person?

D. What has been the most noticeable change in your physical health over the past 20 years? Has this change created any limitations on your daily activities? If yes, what have you done to compensate for these changes so that you can continue to be successful?

E. Some researchers feel that the mind slows down as we grow older. Apart from the occasional lapse of memory that everyone experiences (younger and mature alike), have you noticed any changes in the ways that you think about problems or puzzles? In the ways that you plan activities? In what keeps you motivated to stay focused on a particular task? Finally, have you ever felt that someone was treating you different than others just because of your age? If yes, please describe the experience and how that person's behavior made you feel.

F. Spirituality is a large part of some people's lives. Over the past 20 to 30 years, have you experienced a deepening of your faith? If yes, how would you describe this process? If no, why do think this is not the case?

G. Does any member of your family help you to carry out activities that you used to do on your own? If yes, would you characterize this shared experience as being positive, negative, or a little of both, and why? If no, imagine that one day you did need help; how do you think this would impact your family and friends?

H. In terms of your relationships with your friends and family, what do you think is more important: (1) having a large number of people that you can count on and interact with, or (2) focusing time and energy only on those with whom you have close relationships? How have your priorities changed within your relationships? Are the interactions that you have with your friends and family different today than they were 20 years ago?

I, J, K. Please create three new questions to ask your interviewee. These questions should deal with issues that interest you the most. When you describe your interviewee's responses to these three questions, please be sure to indicate what motivated you to ask **each** of these three questions.

Please take notes on your interviewee's responses. From them, compose a summary that is **3-4 pages, double-spaced** and uses the following formatting: 12 point, Times New Roman font, and 1-inch margins. Please also add a cover page (which does not count toward the 3-4 pages). **Again, it is important that your interviewee remain anonymous. Please do not indicate your interviewee's name nor how he or she is related to you in your paper.** Do not type the questions themselves into your paper. I obviously know what they are given that they are found above in the syllabus. Rather, you are expected to organize your paper using appropriate paragraph structure to discuss what your interviewee said. You may quote your interviewee, but, given space limits, you might find it easier to paraphrase.

Below is the rubric that will be used to score your interview.

PSYS 423 –Structured Interview Rubric (out of 50 points)**Introduction**

___ 3 pts: Student introduces reader to interviewee, and interviewee remains anonymous

Mandatory Questions A through H

Web-Based Course

- ___ 3 pts: (a) Evolution of personal interests and hobbies
- ___ 3 pts: (b) Parenting style of self versus parents
- ___ 3 pts: (c) Strategies for solving disagreements with friends
- ___ 3 pts: (d) Changes in physical health
- ___ 3 pts: (e) Cognitive changes
- ___ 3 pts: (f) Changes in spirituality
- ___ 3 pts: (g) Support from others
- ___ 3 pts: (h) Large # of relationships or a few

Student-Generated Questions I, J, and K

- ___ 2 pts: (i) Q1: Student asks interviewee about _____
- ___ 2 pts: (i) Reason student asks this question: _____
- ___ 2 pts: (j) Q2: Student asks interviewee about _____
- ___ 2 pts: (j) Reason student asks this question: _____
- ___ 2 pts: (k) Q3: Student asks interviewee about _____
- ___ 2 pts: (k) Reason student asks this question: _____

Writing Style:

- ___ 3 pts: Writing includes no grammar or spelling mistakes
- ___ 3 pts: Writing includes paragraph structure and is not a mere list of responses
- ___ 5 pts: Follows all formatting guidelines: (1) 3-4 pages, (2) double-spaced, (3) Times New Roman font, (4) size 12, (5) 1-inch margins, (6) cover page

___ : Total points (out of 50)

**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.

Course Project	50 points
Essays (2 @ 50)	100 points
Unit Quizzes (6 @ 50)	300 points
Total	450 points

Grading Scheme: (no rounding)

405-450 pts =	A	(4.0)
360-404 pts =	B	(3.0)
315-359 pts =	C	(2.0)
270-314 pts =	D	(1.0)
< 270 points =	F	(0.0)

Your overall grade in the course will be based on the number of points that you earn. It is up to you to obtain the grade that you want. As indicated above, there will be no rounding of points.

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, 16th edition (2001).

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. 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, and the student will be required to demonstrate that they did not plagiarize by orally defending their responses on the assignment (i.e., meet with the professor and discuss the assignment to prove that they have a thorough understanding of the answers that were provided). Similarly, cheating will result in an automatic score of ZERO points on the assignment. The student will be required to prove that they did not cheat on the assignment by orally defending their responses on the assignment to the professor. Plagiarism is relatively rare in this course as students who complete it are typically genuinely motivated to learn about the aging process.

Summer 2019

<u>Course Calendar</u>				
Week		Due Date	Unit #	Assignment Due on Blackboard by 11PM
Week 1	Mon	5/13	X	Syllabus agreement
	Tues	5/14	1	Introduction and Methods unit quiz
	Wed	5/15	X	(nothing due today)
	Thurs	5/16	2	Biology unit quiz
	Fri	5/17	X	(nothing due today)
	Sat	5/18	3 or 4	Longevity or Adjustment unit quiz
	Sun	5/19	X	(nothing due today)
Week 2	Mon	5/20	X	Essay #1
	Tues	5/21	X	(nothing due today)
	Wed	5/22	5	Memory and Cognition unit quiz
	Thurs	5/23	X	(nothing due today)
	Fri	5/24	6, 7, 8, or 9	Social Cognition, Social Goals, Intelligence, or Personality unit quiz
	Sat	5/25	X	(nothing due today)
	Sun	5/26	10	Mental Health unit quiz
Week 3	Mon	5/27	X	(nothing due today)
	Tues	5/28	11 or 12	Relationship/Retirement or Dying unit quiz
	Wed	5/29	X	(nothing due today)
	Thurs	5/30	X	Essay #2
	Fri	5/31	X	Interview Report

Note: You are welcome to work ahead and submit quizzes and essays ahead of the deadlines. You will receive feedback on these items as you submit them.

Readings Map for PSYS 423			
Unit #	Readings from Cavanaugh and Blanchard-Fields, 6th edition	Journal Article/Peer-Reviewed Book Chapter Reading	Readings from Cavanaugh and Blanchard-Fields, 7th edition
1	1(1-31)	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.	1(1-31)
2	3(65-100)	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(57-91)
3	4(107-143)	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(92-122)
4	5(149-178)	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(127-153)
5	6(185-225)	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(157-180)
6	8(280-293,296-303)	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.	8(216-232,235-240)
7	8(293-296)	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(232-235)
8	7(233-274)	Schaie, 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.	7(185-212)
9	9(315-357)	Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i> , 17, 31-35.	9(245-270)
10	10(357-396)	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.	10(274-306)
11	11(402-414,434-442) / 12(447-471)	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.	11(310-318,332-338)/12(342-359)
12	13(493-525)	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.	13(493-526)