

1-2014

PSYX 233.50: Fundamentals of the Psychology of Aging

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Syllabus - Psychology 233 Section 50 (Online) – Spring 2014
The Fundamentals of the Psychology of Aging

Location and Time: Location: Online Class at <http://moodle.umt.edu/>
Day/Time: Online Class
Dates: Jan 27 – May 16

Instructor: Jes Kumm
Office: TBA
Office Hours: TBA
Email: jessica.kumm@umontana.edu
Tech Support/UMOnline: 406.243.4999; courseware-support@umontana.edu; or
<http://umonline.umt.edu>

Course Description:

The primary purpose of this course is to provide students with an overview of issues relevant to adult development and aging. The class is taught from a biological, psychological, and social perspective. Specific topics to be covered include developmental theoretical orientations, developmental research design, physical and sensory changes, relationships, personality, memory, dementia, wisdom, death and dying, etc. Students are expected to think critically about the issues and to actively participate in online discussions. The format of the course will rely on both online lecture materials and online discussion forums.

In order to accomplish this objective, it is expected that students will exhibit professional behavior throughout the course. This includes, for example, preparedness, and active participation and involvement in the online discussion forums.

Structure of the Course:

Online lecture materials and online discussion forums will be used. Lectures and discussions will expand upon information presented in the text; thus, it is highly recommended that you read the required chapter before participating in class discussions. Due to the high volume of information that needs to be presented, frequent engagement in the forum is essential to satisfactory performance.

CRITICAL NOTE: I do not allow technical issues as a reason for late or incomplete work. To ensure your own protection, please keep technical support contact information available offline and please do not wait until the last minute to complete your work each week!

Also, keep in mind your technical alternatives if you have computer difficulties. If the public library, an internet café, a computer at work, or a friend or family member's computer. Have a plan of action in mind so that you can complete the required work each week if an issue arises.

Teaching Methods and Instructor Availability:

The course will be taught in a combination of online lecture format and group discussion using the online forum. That said, questions and topics for discussion are strongly encouraged and enthusiastically welcomed!

During the work week, my policy is to respond to emails within 24 hours. However, I try to respond to emails immediately when I receive them and I do check my email regularly, so it is likely that I will respond well within 24 hours. On the weekends, my availability varies and I will not always be able to respond to e-mails within 24 hours. I will do my best to respond as quickly as possible.

Required Reading:

IMPORTANT: It is my intention to provide students with the most up to date and relevant information and best practices available. It is recommended that you obtain the latest edition of the required text. You will be better prepared for the discussions, better prepared for the quizzes and tests, and thus better prepared during grading and evaluation.

Required Text: Cavanaugh, J. C. & Blanchard-Fields, F. (2011). Adult development and aging (6th ed.). CA: Wadsworth/Thomson Learning.

Reserve Readings:

Additional supplemental readings will be posted throughout the class. These readings will be made available online through your Moodle account.

Evaluation:

There will be a weekly quiz, four exams and one cumulative final exam. All quizzes and exams may include multiple-choice, fill-in-the-blank, and matching items. The material for the exams will be drawn from the book, lectures, online discussion, and any of the other provided materials. Please keep in mind that you are responsible for information from all of these sources!

Task	Percentage
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Cumulative Final	10%
Weekly Quizzes	25%
Discussion Participation	25%
Totals	100%

Your final grade is based on the percentage of the total possible points that you earn. Grades are not curved in this class and as such every student has the opportunity to earn an A in this course. Alternatively, every student can fail this course if they fail to meet criteria.

NO MAKE-UP EXAMS WILL BE ALLOWED WITHOUT PRIOR NOTIFICATION AND CONCENT

Quizzes and Exams:

There will be nine quizzes, four exams and one final exam given during this course. There will be no quiz on the weeks that include an exam. Quizzes account for 25% of your grade and the exams will account for 50% of your grade. Quizzes and exams will be available during the week following the completion of the previous chapters. The exams will be timed. Quizzes will most often include 20 question items, be worth 20 points, and have a 25-minute time limit. Exams will include 40 question items, be worth 40 points, and have a 50-minute time limit. You will have to complete the quiz/exam from the first, and only, time you start it. You may choose when to take the quiz/exam within a specified week period. Quizzes and Exams must be completed and submitted during the week in which they are posted (See below).

Questions on the quizzes and exams will be drawn from the online discussion, supplemental readings, and lectures that follow the chapters in the book, but may, and often will, contain extra material. All chapters in the book will be covered as well as some additional topics. Exam questions will be derived from the text AND lectures. As such, it is important for you to read the text, attend to the weekly supplemental material and attend to discussions regularly. Furthermore, each chapter in your textbook includes an outline, concept checks, quizzes, and a summary. These can help you focus on the critical material in each chapter.

Class Participation (Discussion Board):

You will be required to make a minimum of 4 posts on two separate days during the week. Two posts will be **your response to each of the two original discussion topics** posted by me (5 points possible per discussion topic) and **must be posted by midnight on Wednesday for each week.** (You will lose 2 points for each day a posting is late, but will not receive a negative score). The remaining two posts must be in **response to another student's post** (5 points possible per peer response) and **must be posted by midnight on Friday for each week.** You have the opportunity to gain 20 points for discussion each week. Failure to post on two separate days will result in a 2 point deduction. Please note that there will be a discussion post EVERY week of the class, including the first week, except for the week of Thanksgiving holiday and the week during finals. Online attendance and participation in the class is worth will constitute 25% of your course grade. Doing well on the Discussion Board requires consistent and detailed participation each week. Content of the discussions will be derived from the book, lecture material, and all other required materials such as videos and supplemental readings. Some discussion posts may require more work than others. Grades are based on (1) the frequency and (2) quality of your posts.

Students cannot, under any circumstance, make up the discussion posts assignment. Due to the interactive nature of this assignment, students must be engaged in this process throughout the week each week in order to receive credit.

The grading for the discussion board is as follows:

Students must make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings for the week. Below are additional details of how I will grade the quality of your main posts.

Response posts to discussion are due before midnight on Wednesday of the week they are assigned and response posts to peers are due before midnight on Friday of the week they are assigned.

Superior (5 Points): To get full credit for weekly participation you must have four posts within the assigned week and show:

- (1) Your contributions demonstrate a complete mastery of the materials assigned.
- (2) You are able to apply the concepts to real- world experiences or interpret the concepts in a way that is meaningful and relevant to your own life.
- (3) You **INTERACT** with your peers, either expanding upon their concepts, **respectfully** disagreeing with their concepts, agreeing with their concepts with detailed reasons as to why, or asking questions of your peers with detailed reasons as to why- to stimulate further discussion!

Your responses might integrate multiple views and/or show strong analysis and reflection on topics and other student's posts. You provide evidence that you are reading the assigned materials and other student postings and are responding

accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them, apply them to real life scenarios and handle conceptual ideas. It is highly unlikely that you could get full credit in less than three paragraphs.

Above Average (4 Points): Your responses build on the ideas of other participants and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.

Average (3 Points): You have meaningful interaction with other participants' postings. Posts that state, "I agree" or "I disagree" and include a detailed explanation of what is disagreed or agreed upon and why, or introduce a perspective or concept that adds to the discussion. However, you may have rambling, lengthy posts with no clear point, your writing has a lack of clarity and comprehension, or there are considerable typos and grammatical errors.

Below Average (2 Points): You answer questions asked by me or other students but do not expand upon your response or you answer questions based only on your opinion, rather than on research or proper evidence. Your posts are unusually short (one paragraph or less) and you fail to demonstrate a clear working knowledge of the material covered for the week. Posts may also contain considerable typos and grammatical errors.

Unacceptable (0-1 Points): You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points. Comments such as "I agree" or other one-sentence responses will result in zero points. Copying and pasting from a website without providing your own substantial insight is also an unacceptable post- even if you have properly cited your sources. This assignment is an assessment of your understanding of the information covered in this class. Copying and pasting from websites does not demonstrate a working knowledge of the material.

Special Note: I check very carefully for plagiarism in the discussion posts. If you have plagiarized, you will get a zero for the entire assignment. If you plagiarize a second time, you will fail the course. If you engage in flaming behavior in the posts, you will get a zero for the entire assignment.

Notes

Academic Misconduct

You are expected to adhere to all university codes of conduct. Anyone caught plagiarizing or cheating will be dealt with according to the University policy. In addition, The University of Montana now requires that the follow statement be included on every course syllabus,

"All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>."

It is **critical** that you understand that this applies to all material you post online in the forums.

Netiquette:

Students must engage in proper "netiquette". Netiquette, or "network etiquette" is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette will result in earning a zero for each assignment where an incident has occurred.

System and Software Requirements:

Please refer to the UMLonline web page that lists downloads and plug-ins that they may need to complete your course: <http://umonline.umt.edu/StudentInfo/plugins.htm>

Accommodation of Students with Disabilities:

In accordance with the University of Montana's mission to provide equal educational opportunities for all students, I am happy and willing to provide necessary accommodations for students with disabilities. If you require any accommodations, please make them known me and I will work with the office of Disability Services in adapting this course.

Make Ups:

There will be no make up exams without prior notification and consent by email or phone. Missed discussions mean you will not earn the credit for that activity. Miss participation and material at your own risk.

Extra Credit:

There MAY be a few extra credit opportunities offered throughout the class. On-time correct completion of the opportunity will earn the assigned credit.

Grades of Incomplete:

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Additional Notes:

I reserve the right to make any necessary changes or accommodations to this syllabus throughout the semester. You will be notified of any changes. However, it is ultimately your responsibility for gaining any information regarding changes.

If any relevant and/or important information arises I will attempt to contact the entire class through the University of Montana email.

Please feel free to email or call me about any questions, comments, or concerns you are having about the course.

COURSE CALENDAR

Date	Readings	Exams	Quizzes	Discussion
Jan 27 – Feb 2	Introduction To Class			√
Feb 3 –9	Chapter 1		√	√
Feb 10 - 16	Chapter 2		√	√
Feb 17 - 23	Chapter 3		√	√
Feb 24 – Mar 2	Chapter 4	Chap 1-3		√
Mar 3 - 9	Chapter 5		√	√
Mar 10 - 16	Chapter 6		√	√
Mar 17 - 23	Chapter 7	Chap 4-6		√
Mar 24 - 30	Chapter 9		√	√
Mar 31 – Apr 6	Chapter 10	(spring break)	√	√
Apr 7 - 13	Chapter 11	Chap 7,9,10		√
Apr 14 - 20	Chapter 12		√	√
Apr 21 - 27	Chapter 13		√	√
Apr 28 – May 4	Chapter 14		√	√
May 5 - 11	Summary	Chap 12-13	√	√
May 12 - 16	Finals Week	Final Exam		
