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Fall 9-1-2018

### PSYX 233.50: Fundamentals of the Psychology of Aging

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*University of Montana, Missoula*

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# Syllabus - Psychology 233 Section 50 (Online) - Fall 2018

## The Fundamentals of the Psychology of Aging

### Instructor Information

Instructor: Nora Uhrich

Email: nora.uhrich@umontana.edu

Office: Skaggs 053

Office hours: By appointment

### Required Textbook

Cavanaugh, J. C., & Blanchard-Fields, F. (2015). *Adult Development and Aging* (7<sup>th</sup> ed.). New York, NY: Cengage Learning.

Additional readings will be available under the corresponding week on our course Moodle site.

### Course Objectives

1. Provide an overview of topics relevant to adult development and aging from a biological, psychological, and social perspective.
2. Gain insight into specific topics including developmental theoretical orientations, developmental research design, physical and sensory changes, relationships, personality, memory, dementia, wisdom, death and dying, and other topics.
3. Learn how to expand on the subject at hand with fellow students in an online environment.

### Course Requirements

Online lecture materials, quizzes, discussion forums, and lab assignments will be used. Lectures, quizzes, discussions, and labs 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 download technical support contact information so it is available to you offline and please do not wait until the last minute to complete your work each week!

### Quizzes

- There will be a total of 15 quizzes throughout the semester.
- Quiz format: 10 questions, including multiple choice, true/false, matching, and short answer.
  - Each quiz is worth 30 points.
- Each quiz will **open on Saturday at 7am and close on Friday at 11:55pm** during the week in which the chapter is assigned.
- You will have 45 minutes to complete each open-book quiz.
- You are given only 1 attempt for each quiz, and 45 minutes is not enough time to look-up answers to all of the questions.
- It is highly recommended that you study prior to each quiz.

- It is your responsibility to choose a time and place in which you will be able to complete the quiz in one setting.
- Late quizzes will not be accepted, regardless of technical difficulties.
- Make-up quizzes will not be offered without prior notice and appropriate documentation.
- You are expected to take quizzes alone, without the assistance of others.
- Save your quizzes frequently! It is recommended you make notes of your answers in a separate file in the event your answers are lost.

### Lab Assignments

- You will have a total of 5 written lab assignments due throughout the semester.
- Each lab is worth 60 points.
- Students will select the five assignments from a list of several options posted in Moodle.
- The labs will incorporate material you have learned so far in the course and you will apply it through critical analysis and understanding of psychology of aging.
- More details about each lab will be given in Moodle.
- Please read the instructions carefully.
- Assignments should be **uploaded by 11:55pm on the Sunday of the week they are due.**
- Late assignments will be docked 9 points for each day they are late, including weekends.
- Assignments should be 2 pages (minimum) to 4 pages (maximum), written in APA format:
  - Double spaced, 1-inch margins, 12pt Times New Roman font, APA citation/reference format
  - See APA Formatting Sheet on Moodle for detailed formatting requirements for labs.
- Papers will be graded according to adherence to required standards, quality of content, grammar, APA format, and overall readability.

### Discussion Forums

- Doing well on the Discussion Forum assignments requires consistent and detailed participation.
- Every week, you will be expected to post **one original** discussion topic about the readings for that week. You are expected to answer the posted discussion question on Moodle, as well as raise at least one new question.
  - This original discussion post/question will be **due Monday at 11:55pm of each week** (but you are free to post earlier than this).
  - As a general guideline, your topic should be roughly **2-3 paragraphs**. You will not be graded based on this length, but it is unlikely that you can earn full credit with less than that.
- In addition to your original discussion posting, you will also be expected to post **three replies** to other people's topics.
  - Your replies should be about **1-2 paragraphs** in order to incorporate evidence that you have read the topic, and then relay interpretations and insights of that topic.
- Each discussion forum will **open on Saturday at 7am and close on Friday at 11:55pm**. You must post your original topic and replies during this allotted time in order to earn credit. To earn full discussion forum points you will need to post to the discussion forum a **minimum of 3 separate days per week.**

Discussion forum grades are based on:

1. Attendance
2. Quality of posts

**Attendance:** You must post to the discussion forum a minimum of 3 separate days per week!! This means that you cannot earn full credit for your discussion forums if you wait until Friday to post a discussion topic and three replies. You will earn 10 points for each day you post, for a total of 30 points on your discussion forums (topics and replies).

<u>ATTENDANCE GRADING (30 points possible)</u>		
Students must post/respond a <u>minimum of three separate days per week</u> . You can post on more than three days, and post more than three times, but at a minimum, you must post on three separate days.	# Days Posted	Points Earned
	3 days	30 points
	2 days	20 points
	1 day	10 points
	0 days	0 points

Students must make an original post to the discussion question (DQ) in the weekly discussion forum.	Each day late	2 pts lost
Each weekly DQ original post will be due by Monday.		

Students must post/respond to a <u>minimum of three of their peers</u> . You can post to more than three, but at a minimum, you must reply to three of your peers. This promotes student engagement with each other, rather than just responding to the DQ posted by the instructor.	3 peers	0 pts lost
	2 peers	3 pts lost
	1 peer	6 pts lost
	0 peers	9 pts lost

**Quality:** You will also be graded on the quality of your posts. Points will be deducted from your attendance grade for the following reasons:

- Demonstrating lack of knowledge for the week's material
- Posts that ramble on without a clear point
- Referencing unfounded information as if it were fact
- Posts that are so short that they provide little to no enhancement to the discussion
- Typos and grammatical errors

Each of these reasons for point deduction can be committed to a different degree. For example, a post that clearly shows that you haven't read any of the material for the week, then rambles on about an off-topic idea that doesn't relate to the course material will lose many points (about 20 points lost). On the other hand, a post that demonstrates that you have read the material and are providing thoughtful responses, but includes numerous typos will lose very few points (1-4 points, depending on how many typos).

A post that will earn full credit will include the following:

- Demonstrate complete mastery of the material
- Incorporate multiple viewpoints
- Show analysis and reflection on others' posts

- Provide evidence that you read the material or others' posts, offering interesting and thoughtful interpretations
- Knowledge of the facts is evident and you can apply them to real life scenarios
- Demonstrate that you understand the conceptual ideas

Length requirements: As a general guideline, your topic should be roughly 2-3 paragraphs. You will not be graded based on this length, but it is unlikely that you can earn full credit with less than that. Your replies should be about 1-2 paragraphs in order to incorporate evidence that you have read the topic, and then relay interpretations and insights of that topic.

**You must demonstrate you've read the material in order to do well on your discussion posts.**

<u>QUALITY GRADING</u>		
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.	Superior	0 pts lost
	Above Average	4 pts lost
	Average	8 pts lost
	Below Average	12 pts lost
	Unacceptable	16 pts lost

Superior: Your contributions demonstrate a complete mastery of the materials assigned. 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 two paragraphs.

Above Average: 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: 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: 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.

**Unacceptable:** 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.

Your instructor reserves the right to not give you credit for unsatisfactory posts. An example of an unsatisfactory post would be "I agree" or "That's interesting". Your topics should ask open ended and thought-provoking questions that allow other students to respond. Your replies should be detailed enough for someone to read and gain further insight into your thoughts and reasoning.

### Course Grading

Your final grade will be based on **1,170 possible points**, distributed as follows:

- Responses to weekly discussions: 14 forums total at 30 points each + Week 1 at 15 points = 435 discussion points
- Fifteen Weekly Quizzes: 14 quizzes total at 30 points each + Week 1 at 15 points = 435 quiz points
- Five written lab assignments: 60 points each = 300 Lab Assignment Points
- Total: 1,170

Grades will be assigned using the adjacent performance criteria for all exams and final course grade. I will NOT be using the "+/-" grading system. All grades of "Incomplete" will adhere strictly to university [Academic Policies and Procedures](#).

### Grade scale

Grade	Total points
A	1047 – 1170 (89.5 – 100%)
B	930 – 1046 (79.5 – 89.4%)
C	813 – 929 (69.5 – 79.4%)
D	696 – 812 (59.5 – 69.4%)
F	Below 696 (Below 59.4%)

### Course Guidelines and Policies

#### General Behavior

As a university student, certain behavior is expected of you. Most importantly, it is your responsibility to meet the requirements of this course. 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.

## **Electronic Devices**

Please contact UM Online if you experience technical difficulties. Though I would love to be able to help, I am not qualified to do so. Critical note: I do not allow technical issues for not having the proper software as reasons for late or incomplete work. To ensure your protection, please keep technical support contact information available offline and please do not wait until the last minute to complete your work each week. To access technical support (and save their contact information offline) please click on the “Tech Support” link on your class Moodle page.

Also, keep in mind your technical alternative if you have computer difficulties. If you live near the University, campus computers are an option. Otherwise, consider 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.

## **Academic Misconduct and Plagiarism**

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 [Student Conduct Code](#).

The Student Conduct Code discusses plagiarism. However, it is a serious offense worth re-mentioning. This course requires students to **adhere to APA format** when citing, paraphrasing, or referencing sources. If you have plagiarized, either intentionally or accidentally, you will receive a zero on the entire assignment. If you plagiarize a second time, you will fail the course.

## **Dropping/Adding/Changing Grade Option**

Please refer to the Registrar's [Drop/Add Policy](#) and the [Official Dates & Deadlines Calendar](#) all questions related to dropping or adding or changing grade option for a course.

## **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## **Announcements**

Students are responsible for all announcements made in class. These may include changes in policy, due dates, or assignment requirements. Announcements are posted in the announcements section of the course or are directly emailed to the students. Students are responsible for checking their official UM e-mail account (or forwarding their UM account to an email address that is regularly used).

## Course Schedule

Schedule subject to change. Additional required materials will be posted online each week.

Date	Topic	Readings	Discussion	Quiz	Assignment
<b>Week 1</b> 8/27 – 8/31	<i>Intro to Online Learning &amp; Netiquette</i> “Psychology & Aging” article, APA	<a href="http://www.apa.org/pi/aging/resources/guides/psychology-and-aging.aspx">http://www.apa.org/pi/aging/resources/guides/psychology-and-aging.aspx</a>	Week 1 Discussion	Week 1 Quiz	
<b>Week 2</b> 9/3 – 9/7	Adult Development & Aging Theory	Ch. 1	Week 2 Discussion	Week 2 Quiz	
<b>Week 3</b> 9/10 – 9/14	Neuroscience	Ch. 2	Week 3 Discussion	Week 3 Quiz	Lab Assignment #1 due Sun 9/16 @ 11:55pm
<b>Week 4</b> 9/17 – 9/21	Physical Changes	Ch. 3	Week 4 Discussion	Week 4 Quiz	
<b>Week 5</b> 9/24 – 9/28	Longevity, Health, & Functioning	Ch. 4	Week 5 Discussion	Week 5 Quiz	
<b>Week 6</b> 10/1 – 10/5	Person-Environment Interactions	Ch. 5	Week 6 Discussion	Week 6 Quiz	Lab Assignment #2 due Sun 10/7 @ 11:55pm
<b>Week 7</b> 10/8 – 10/12	Attention & Memory	Ch. 6	Week 7 Discussion	Week 7 Quiz	
<b>Week 8</b> 10/15 – 10/19	Intelligence	Ch. 7	Week 8 Discussion	Week 8 Quiz	
<b>Week 9</b> 10/22 – 10/26	Social Cognition	Ch. 8	Week 9 Discussion	Week 9 Quiz	Lab Assignment #3 due Sun 10/28 @ 11:55pm
<b>Week 10</b> 10/29 – 11/2	Personality	Ch. 9	Week 10 Discussion	Week 10 Quiz	
<b>Week 11</b> 11/5 – 11/9	Assessment, Mental Health, & Mental Disorders	Ch. 10	Week 11 Discussion	Week 11 Quiz	Lab Assignment #4 due Sun 11/11 @ 11:55pm
<b>Week 12</b> 11/12 – 11/16	Relationships	Ch. 11	Week 12 Discussion	Week 12 Quiz	
<b>Week 13</b> 11/19 – 11/23	Work, Leisure, & Retirement	Ch. 12	Week 13 Discussion	Week 13 Quiz	
<b>Week 14</b> 11/26 – 11/30	Dying & Bereavement	Ch. 13	Week 14 Discussion	Week 14 Quiz	Lab Assignment #5 due Sun 12/2 @ 11:55pm
<b>Week 15</b> 12/3 – 12/7	Successful Aging	Ch. 14	Week 15 Discussion	Week 15 Quiz	