Adulthood and Aging

Course Information
PSY 3311 (Section 001) – Adulthood and Aging, Fall 2013
Monday & Wednesday 3:00pm – 4:20pm, LS 424

Course Description
The purpose of this course is to provide a general introduction to the study of developmental changes and psychological processes associated with aging. We will examine topics such as changes in the nervous system, cognitive processes, transitions in later life, mental and physical health, social relations, and death and dying. Although the main purpose of this course is to provide a theoretical basis for understanding aging, it is expected that students will be exposed to aging from an experiential perspective.

Professor Contact Information
Dr. Shannon Layman
Email: shlayman@uta.edu
Office: LS 307
Office Hours: Fridays 10am - noon, or by appointment
Phone Number: 817-272-9634
Other Information: Email is the fastest and most reliable way to get a hold of me. Please put “Adulthood and Aging” in the subject line, and email from your UTA email address.

Teaching Assistant Contact Information
Eric Russell
Email: eric.russell@mavs.uta.edu
Office: LS 504

Course Pre-requisites, Co-requisites, and/or other restrictions
PSYC 1315 – Introduction to Psychology

Student Learning Objectives/Outcomes
After completing this course, students should be able to:

1. Explain the continuity of human development
2. Identify the psychological and social changes that occur during adulthood
3. Describe the normal and abnormal physical and psychological changes that accompany the aging process
4. Understand biological, psychological, social, and environmental factors that affect older adults’ well-being
5. Describe the social and work roles in adulthood and the development of relationships

Required Textbooks and Materials

2. Additional assigned readings provided throughout the semester **via Blackboard: to be announced**

3. Blackboard will be an important resource throughout the semester. Your grades will be posted through Blackboard and supplemental readings will be provided. Make sure you have access to Blackboard.

4. No electronic devices are permitted during class (**this includes laptops and cell phones**).

**Recommended Articles**


O’Rourke, M. (2010). Good grief. The New Yorker (February 1), 66-72, from: [http://www.newyorker.com/arts/critics/atlarge/2010/02/01/100201crat_atlarge_orourke?currentPage=all#ixzz0jEkINnma](http://www.newyorker.com/arts/critics/atlarge/2010/02/01/100201crat_atlarge_orourke?currentPage=all#ixzz0jEkINnma)


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**Grading Policy**

Final course grade will be based on the following criteria.

- Class Participation: 20%
- Quizzes (6): 30% combined
- Interview Reports: 50% combined

Grades will be assigned on the basis of the final distribution of the sums of all students’ total points. Criteria for each letter grade will be determined on the basis of this distribution, but sums in the range of 90-100% will always earn A range grades, sums in the range of 80-89% will always earn at least B range grades, sums in the range of 70-79% will always earn at least C range grades.

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**Course & Instructor Policy**

**Class Participation:**

Classroom attendance is required and necessary for success in this course. Lecture material and classroom activities will supplement material covered in the reading. Your Class Participation grade will be based on participation in class discussions, in-class activities, as well as coming to class.

Attendance will be taken 10 times during the semester on randomly determined class days. Students who are present on these days will get 2 points towards their final grade. Only university-approved documentation will be accepted to excuse absences. Participation/attendance will be worth 20% of the class grade.

Students who miss a class meeting(s) for any reason or miss portions of classes due to tardiness or early departure will **still be held accountable for all of the material that is covered** during those sessions, including materials presented in lecture that are not in the book. If you miss a class, find a classmate (or two) with whom you can share resources. **Please do not email or phone the professor to ask what materials you missed in class.** Material covered in class is your responsibility.

**Quizzes:**

There will be six (6) quizzes throughout the semester. These will be conducted at the start of class and will encompass content relevant to two chapters from the book. Quiz questions will primarily be derived from the content in the book; however quizzes may also incorporate information pertaining to videos watched in class and alternative required readings. Quizzes will consist of 10-20 multiple and true/false questions. Dates and assigned readings are listed in the **tentative** schedule below. If changes to the reading schedule occur, these will be announced during class sessions and on Blackboard. Quizzes will be worth 30% of the class grade.

You must be present for all quizzes. Make-up quizzes will be given only if: (1) you were seriously ill with verifying documentation, (2) you were unavoidably detained the day and time of the quiz, or (3) you made arrangements prior to the quiz for an urgent family matter (e.g., a funeral). In any of these cases, **you must notify the professor in advance of the time of the quiz (even if that simply means leaving a voicemail).** Appropriate documentation will be required prior to taking the quiz. Missing a quiz for any other reason will result in a “0” for that quiz. For an approved absence with proper documentation, you will have one week to make up the quiz. It is your responsibility to get in contact with the Professor about arranging the make-up.
Keep in mind that make-up exams are intended to be more comprehensive to compensate for additional study time. Make-up quizzes will not necessarily be multiple-choice format.

If you are concerned about an quiz grade, please contact the Professor **within one week** of the grades posting to schedule a time to discuss the issue.

**Interview Reports:**
Students will conduct an interview with an older adult (65 and over), record the interview and/or take copious notes, and write two reports that focus on concepts found in the text. The first report will focus on a concept from chapters 3-7, and the second report will focus on a concept from chapters 8-12. Students will use theories presented in the course to support their findings.

The purpose of these reports is threefold: 1. to allow you to demonstrate your ability to think critically and develop an argument about a given topic; 2. to assist you in developing your academic writing skills; and 3. to gain a more thorough understanding of the experiential perspective of aging. Thus, marks will be assigned based on these major aspects: (1) your ability to develop a clear argument and use evidence to support it; (2) how you present the paper; and (3) your notes from your interview with an elderly individual. The report marking criteria sheet detailing precisely what is expected and how these reports will be evaluated will be available on the Blackboard website. This criteria sheet should be attached to the assignment.

Although you are expected to comply with the 5-page limit, a little over (no more than ½ a page) is acceptable. The page limit is not trivial; it should motivate you to be concise and clear in presenting the content. Each report will be worth 25% of the class grade. Interviewing technique guidelines will be available on Blackboard.

**Extra Credit:**
No individualized extra credit will be given out.

**Assignments and Academic Calendar**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Content</th>
<th>Readings and Assignments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>26-Aug</td>
<td>Course Overview</td>
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<td></td>
<td>28-Aug</td>
<td>Introduction to Aging</td>
<td>Video: Aging in America</td>
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<td>2</td>
<td>4-Sep</td>
<td>Introduction to Aging</td>
<td>Ch. 1; Gawande (2007)</td>
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<td>3</td>
<td>9-Sep</td>
<td>Introduction to Aging</td>
<td>Ouwehand; Depp</td>
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<td>11-Sep</td>
<td>Theory and Methods</td>
<td>Ch. 2</td>
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<td>4</td>
<td>16-Sep</td>
<td>Biological Aging &amp; Health</td>
<td>Ch.3, Quiz (1 &amp; 2)</td>
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<td></td>
<td>18-Sep</td>
<td>Biological Aging &amp; Health</td>
<td>Lusky</td>
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<td>5</td>
<td>23-Sep</td>
<td>Biological Aging &amp; Health</td>
<td>Blazer; Levy</td>
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<td></td>
<td>25-Sep</td>
<td>Biological Aging &amp; Health</td>
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<td>6</td>
<td>30-Sep</td>
<td>Sensation, Perception, &amp; Attention</td>
<td>Ch. 4</td>
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<td>2-Oct</td>
<td>Sensation, Perception, &amp; Attention</td>
<td>Salthouse</td>
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<td>7</td>
<td>7-Oct</td>
<td>Sensation, Perception, &amp; Attention</td>
<td>Video: Brain Fitness</td>
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<td>9-Oct</td>
<td>Memory</td>
<td>Ch.5, Quiz (3 &amp; 4)</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Quiz</td>
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<td>8</td>
<td>14-Oct</td>
<td>Memory</td>
<td>Ch. 5</td>
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<td>16-Oct</td>
<td>Memory</td>
<td>Video: Brain Fitness</td>
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<td>9</td>
<td>21-Oct</td>
<td>Intellectual Functioning</td>
<td>Ch. 6</td>
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<td>23-Oct</td>
<td>Intellectual Functioning</td>
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<td>11</td>
<td>28-Oct</td>
<td>Cognition &amp; Problem Solving</td>
<td>Ch. 7, Quiz (5 &amp; 6)</td>
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<td>30-Oct</td>
<td>Cognition &amp; Problem Solving</td>
<td>Interview Report due in class</td>
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<td><strong>October 30 - Last Day to Drop Classes</strong></td>
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<td>12</td>
<td>4-Nov</td>
<td>Personality &amp; Coping</td>
<td>Ch. 8, Abrams</td>
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<td>6-Nov</td>
<td>Personality &amp; Coping</td>
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<td>13</td>
<td>11-Nov</td>
<td>Social Interactions</td>
<td>Ch. 9, Quiz (7 &amp; 8)</td>
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<td>13-Nov</td>
<td>Social Interactions</td>
<td>Löckenhoff</td>
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<td>14</td>
<td>18-Nov</td>
<td>Work &amp; Retirement</td>
<td>Ch. 10</td>
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<td>20-Nov</td>
<td>Work &amp; Retirement</td>
<td>Shultz</td>
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<td>15</td>
<td>25-Nov</td>
<td>Mental Health</td>
<td>Ch. 11, Quiz (9 &amp; 10)</td>
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<td>27-Nov</td>
<td>Mental Health</td>
<td>Funnell</td>
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<td>16</td>
<td>2-Dec</td>
<td>Death &amp; Dying</td>
<td>Ch. 12</td>
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<td>4-Dec</td>
<td>Death &amp; Dying</td>
<td>Gawande (2010); O'Rourke; Quiz (11 &amp; 12); Interview Report Due in class</td>
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<td><strong>November 28 - November 29 – Thanksgiving Holiday</strong></td>
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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard*
work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which, if you exit the classroom make a right then make another right. At that point you will come to the main stairwell, which you can follow to the 1st floor and exit through the doors in front of you at the bottom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.