

Psychology of Aging Section 82

PSYC 114

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

Contact Information

Instructor: Dr. Désia Bacon

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- Phone: 408-924-5640

Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

Office Hours (beginning August 21st)

In-person Office Hours (DMH, 323): Tuesdays 9:00am-10:00am and by appointment

Online Office Hours (via Zoom): Thursdays 12:00pm-1:00pm and by appointment

I am looking forward to meeting each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by when in DMH to say hi and grab a quick snack!

Course Information

Class Days/Time: Online, Asynchronous

Classroom: N/A

Canvas Course: <https://sjsu.instructure.com/courses/1596317>

Course Description and Requisites

Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

Prerequisite: PSYC 001.

Letter Graded

* Classroom Protocols

Contacting me

To help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-114 online or GERO-114 online and the email topic in the subject line, e.g., "Psyc 114 online, week 5 activity"
2. Please understand that I will do my best to reply to your communications (via email or Canvas message) within 24 working hours Monday through Friday; however, I cannot guarantee a response on the weekend or on a holiday. That means that if you email me on Friday at 3 PM, you may not get a response until Monday. Please make note of deadlines and plan accordingly.

Class Citizenship

Please use your best judgement when posting and interacting. I encourage your questions, comments, and sharing, but try to monitor yourself. We want to cultivate a community where we treat others with fairness and respect, so if you wouldn't say it in the classroom in front of me and your classmates on campus, you may want to think twice before posting it on Canvas. Despite our class being in a digital environment, we are still beholden to the SJSU expectations for treating one and other with respect and dignity. Please make sure you maintain being collegial and kind, and reach out to me with any concerns. If you see distressing content in the course or receive a distressing message from someone else in the course, that is the one time you are allowed to take a screenshot of that message or content and reach out to the appropriate resource, whether that is me or the appropriate authority dependent on the messaging. Let's keep this a safe and conducive learning environment!

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording them. You may not make audio or video recordings of this class, including the lectures I post for you and the content others post. The materials in this class can be used for your private study purposes only. Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as lectures, exam questions, classroom activities, or discussion material. You may not share other students' discussion material outside of the Canvas environment.

Tips for success

1. I encourage you to participate in the Canvas community! A classroom is a community of learners, and this being an online course means that Canvas is our classroom. There are discussion boards where you are asked to interact with classmates, ask questions, and can share things from the news, YouTube, TikTok, etc. that you find relevant to the course content. Active engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer.
2. Please skim the assigned readings before watching each lecture. It may be helpful to for you to watch a lecture to gain a general framework on a topic, and then follow-up what you learned in lecture by fully reading the more detailed coverage in the text. The ideal strategy is to skim the reading before watching the lecture, watch the lecture, and then read the text carefully soon after watching the lecture.
3. Do your best to manage your time by getting started on your assignments early. Deadlines can sometimes sneak up on us (like a larger assignment vs. recurring weekly assignments), but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt. Please be mindful of my 24 hour Monday through Friday response policy, and plan accordingly.
4. Approach the course material with an open mind and bring your unique perspective. Aging is not a one-size-fits-all sort of thing, and each culture approaches aging differently. Even the languages you speak can impact your aging, and the way that we think about and talk about aging. These experiences are things you bring with you into the course, and thus into our learning community. I encourage you to bring your open mind to learning about other people's perspectives and experiences, much as I encourage you to share how your own contending with the material is impacted by your experiences and perspective.

Course AI Policy

Generative artificial intelligence (AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools. When using AI tools for specified assignments, you are to (1) properly cite the tool you used, following the pattern for computer software given in the specified style guide (APA 7) and (2) provide a screenshot of the input you provided to the AI tool as well as the specific output provided by the AI tool with your assignment submission. You are responsible for any use of the AI generated content, and any plagiarism that may arise due to the use of these AI tools. Additionally, please include a brief description of how you used the tool (approximately 3-5 sentences in length). This description is not included in the page limits of the assignment, and should be included in the Appendix of the assignment, after your Works Cited. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool

may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course will require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text. You are responsible for any work you submit in this course, and any work submitted that includes any plagiarism or non-cited AI tool use is in direct violation of this course policy and of the SJSU Academic Integrity Policy. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the SJSU Academic Integrity Policy as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation. Please act with integrity, for the sake of both your personal character and your academic record.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Explain and identify changes in the structure of our population with regards to the changing demographic of older adults in the U.S. and internationally.
2. Explain and identify the biological/physical processes that occur during the aging process.
3. Be able to identify and discuss typical research designs used in the study of aging.
4. Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantially with age.
5. Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.).

6. Report on the aging process through the perspective of an older adult through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.
7. Discuss different viewpoints on the aging process gleaned from interactions with your peers.
8. Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

This course addresses all five of the Psychology Department's Program Learning Outcomes (PLO). The relationship between each of the Program Learning Outcomes and the course are explained below.

PLO 1 – Knowledge Base of Psychology: You will develop an understanding of the roots of human culture by studying both the universals and individual differences observed in aging and the older adult experience across cultures, and will learn new ways to think about the interplay between culture and the natural world. You will learn more about how aging is not just something that happens to us, but that we can play an active role in.

PLO 2 – Research Methods in Psychology: During this course you will engage in assignments that help you to develop a better understanding of how research with older adults requires additional design considerations, how research with older adults is conducted, and how data can be interpreted to better inform our understanding of aging across cultures.

PLO 3 – Critical Thinking Skills in Psychology: A key goal of this course is to enhance your critical thinking skills by encouraging you to question how conclusions are drawn and to improve your understanding of how data can provide insight into important interpersonal and societal issues related to older adults.

PLO 4 – Application of Psychology: Psychology of Aging requires you to synthesize all the fields of psychology together, from neurons to neighborhoods, with attention to other themes from myriad disciplines (e.g., physiology, philosophy, genetics, economics, public policy, art, sociology, legal system) to understand how all aspects of our society impact the aging process and older adults.

PLO 5 – Values in Psychology: We will consider aging through multiple lenses, including such issues as social justice, poverty, and disabilities, with the goal of giving you new ways to think about both your own and our society's responsibilities towards older adults, as well as how you can impact your own aging.

Course Materials

Textbook

For this course we will be using *Psychology of Aging: A Biopsychosocial Perspective* (Yochim & Woodhead (Eds.), 2018; ISBN: 9780826137289). You may use whatever format of the course textbook you prefer. **The MLK Library has an eBook version that you have access to as an SJSU student.**

Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be part of a project, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during lecture postings. All **required** additional materials and readings will be

mentioned in lectures posted on Canvas, and accessible on the course Canvas page.

Other technology requirements / equipment / material

In this course, you will need access to the textbook and regular access to a computer with internet access and a word processor to complete assignments and assignments on the Canvas page for the course.

University Resources for Students

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

Psychology Librarian:

Christa Bailey

christa.bailey@sjsu.edu

408-808-2422

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center \(https://www.sjsu.edu/as/departments/print-technology-center/index.php\)](https://www.sjsu.edu/as/departments/print-technology-center/index.php) in the Student Union (East Wing 2nd floor Suite 2600)
- [The Spaces and Technology \(https://library.sjsu.edu/services/services\)](https://library.sjsu.edu/services/services) page at the MLK Library.
- [Student Computing Services \(https://library.sjsu.edu/student-computing-services/student-computing-services-center\)](https://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library \(https://www.sjpl.org/sjaccess\)](https://www.sjpl.org/sjaccess) for the public at large
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services \(https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/\)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and, overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

Visit the [Writing Center \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/) website to make an appointment, or to use the many resources available online.

Other Resources

I have created a Mental Health and Basic Needs Resources page in the Additional Resources module with information for local [Bay Area], state, and national resources for mental health and basic needs. The page has resources ranging from crisis hotlines to campus affinity group resources to local clinics and beyond.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In this course, you will complete weekly reading questions, journal assignments, discussion board posts with replies to classmates, short response assignments, an older adult interview paper, and complete a cumulative final exam. Additionally, extra credit opportunities may be available throughout the semester, to be completed in class or outside of class, at the instructor's discretion.

Weekly Activities

Each week students will turn in a class activity that is done individually. You will pass the activity if you follow the directions completely and follow the prompt in your responses. No bullet point lists unless the instructor specifies that in the instructions.

Weekly Reading Questions

To facilitate critical thinking about the content of our textbook and help you relate the information to popular science communication and people in your community, on most weeks you will complete and upload a set of reading questions. These will be completed online through Canvas and be due Monday mornings by 10am each week. For the reading questions, **I will give you four to five questions and you are to respond to three of the questions of your choice.** Reading questions will be graded as passing if you accurately express your understanding of a theory or concept in your own words. Reading questions are to be completed independently. **Please respond in complete sentences in paragraph form for your responses. No bullet point lists. Each response should be around 5 sentences.** This is regardless of whether you choose to submit your question responses via audio format, video format, or written format.

Journal Assignments

The journal assignments will be completed and submitted on Canvas as assigned. These journals will vary, related to that week's topic. Sometimes you will be reflecting on a question (or questions) or a concept. Each week that you have a journal submission, the journal prompt will be related to the chapter reading, lecture, the activity, and/or the additional posting(s) (i.e., additional videos) for the week. You may submit your response submission for the journal assignment by submitting an audio response (please be sure it

plays!), a video response, or by typing out your response. There are 5 of these journal assignments across the semester. You will be graded based on good-faith effort, completion of the journal, and following of the journal prompt instructions. If you complete the journal activity in its entirety as instructed, you will earn the points.

Activity Discussion Board Posts

The activity discussion board posts will be completed and submitted on Canvas occasionally. The content of these discussion board posts is variable, though the primary expectations remain the same. Answers should reflect your own work and be in your own words. You should make an initial post addressing the posted prompt that is at least 150 words in length, and a post replying to a classmate that is relevant and at least 150 words in length. There are 9 of these activities across the semester (with the first - the introduction post - not requiring a reply to a classmate).

Sometimes your weekly discussion post may be related to the class activity or the class reading. The post and reply will be graded as complete if they are at least 150 words each and if they add substantially to the discussion (need to display some depth of thought, and are respectful). When the discussion post is tied to the class activity, it is okay to use your same response in the class activity as in the discussion post - you will not be penalized for using your own response in both places!

What does a good post look like?

Discussion Prompt: After doing research on the Silver Sneakers program and finding out whether the people you interviewed were participants in the program, do you feel that the claimed program benefits are being felt by the target demographic of the program?

Good initial response:

I interviewed my Aunt Linda who is 73 and has diabetes mellitus. Her condition is secondary to aging, and she said over her life she has smoked and stopped worrying about what she ate after she became a mom. I think it's really shocking because she and my mom are similar ages but have very different lifestyles and it shows in their health conditions, and how much they feel like they can do with their grandchildren. My Aunt Linda qualifies for the Silver Sneakers program, but she didn't even know it existed. That's really concerning, especially since the program is intended to help keep older adults active, and she has type 2 diabetes which could be helped by the exercise programming offered. I want to know why my Aunt Linda wasn't told by a doctor about the program - since they have online videos, she could do exercise from home without even having to go to the gym! The Silver Sneakers program seems like a nice idea, but they seem to also be letting people who could benefit just fall through the cracks, and it's not clear why. I don't feel like they're really benefiting the target demographic.

Good reply response:

Hi Désia, I understand what you mean. I felt similarly about the Silver Sneakers program when I talked to my Grandpa, but when I talked to my Great Uncle Arun, I got a slightly different picture - he likes the program! My grandpa and great uncle do a lot together, but my uncle said that my grandpa did not want to listen to the nutritionist the doctor referred him to, and it was the nutritionist that helped my

uncle get everything set up with Silver Sneakers, even though we found through our class research that it was available for all Medicare eligible seniors. I think there is a breakdown in communication between the medical providers and our elders that is leading to poor understanding of what the program is and what the benefits could be, or even what the availability could be. We need some way for doctors, not just nutritionists, to have time to show patients about the program and explain the clear accessibility and benefits for that specific patient for it to really be beneficial.

Short Response

This course includes two short responses. The prompts are designed to allow you some freedom in your exact response piece, while also having you integrate popular science or other types of media with the information we have covered in class. Though not everyone will want to study aging as a career, it is important that everyone learns how to integrate scientific information into their critiques and is able to do critical evaluation of media and policies designed for and/or geared towards aging. We all are aging, and it's important that we are able to critically evaluate information, and the short response assignment will help you better understand information and give you an opportunity to communicate it in your own words. You may submit your response submission for the activity by submitting an audio response (please be sure it plays!), a video response, or by typing out your response. Regardless of submission format, you will need to include an APA 7 style reference page with your submission. The prompt for the Short Responses will be released in Week 3 of the course. **Short Response 1 is due Monday, October 14th by 10:00 am on Canvas. Short Response 2 is due Monday, December 9th by 10:00 am on Canvas.**

Long Response - Older Adult Interview

You will interview an older adult age 65 or older about a topic covered in our course. **Check with Dr. Bacon about appropriate topics - remember that you want this to be a good experience for both you and your interviewee.** You should ask 7-8 questions, and you should write the paper in narrative form. You will earn full points if you: choose relevant interview questions, incorporate one relevant peer-reviewed article, appropriately reference our textbook, use appropriate APA style, if your writing style is clear and grammar and other errors are minimal, and if you have written concepts in your own words without copying sentences from the original articles or our book. The Long Response **is due Monday, December 2nd by 10:00 am on Canvas.**

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

The final exam/evaluation for this course is an open book, open note cumulative final exam. The exam consists of 30 multiple choice questions (1 point each) and 15 short answer questions (2 points each). Multiple choice and short answer questions will be randomized for each student from a pool of items. Short answer questions will come from the textbook, instructor lectures, and videos. You will have 3 hours to complete the exam. Please keep in mind that the clock will keep running if you log out of Canvas, so the exams will need to be completed in one sitting. There are no make-ups for the exam. Your exam will be open during our university assigned final exam time slot and due Monday December 16th by 11:59 pm. You

will have from Wednesday December 11th at midnight to Monday December 16th at 11:59 pm to complete the exam as noted on the course schedule later in this syllabus. **There are no grace periods, extensions, etc. for the final exam aside from extreme extenuating circumstances (e.g., hospitalization).**

✓ Grading Information

Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf> (<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>))

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Grades will be based on weekly reading questions (3 points each, $12 * 3 = 36$ points), weekly activities (4 points each, $14 * 4 = 56$ points), journal assignments (3 points each, $5 * 3 = 15$ points), discussion board posts with replies to classmates (4 points each, $9 * 4 = 36$ points), 2 short response assignments (10 points each, $2 * 10 = 20$ points), an older adult interview paper (30 points), and complete a cumulative final exam (60 points), for a total of 253 points. There will be occasional extra credit opportunities.

Make-up policy

Due to the nature of this course being online and asynchronous, there are not make up assignments or exams except on an extreme circumstantial basis (i.e., you were hospitalized the entirety of the exam week). Please make note of the assignment deadlines and exam dates, and plan accordingly. Beginning in Week 3, course assignments will be open and available at minimum two weeks in advance. Please make sure that you take note and plan accordingly if you know there are certain weeks in the semester that you may have a lower capacity for this course.

Late work policy

Please plan ahead and know that the due date is *not* the do date! An assignment is considered "late" anytime it is submitted after the assigned deadline. Submitting your assignment late (i.e., after 10:00 AM but within 24 hours of the scheduled deadline) will result in an automatic deduction of 1/5 of the total value of the assignment (for example, 2 points will be deducted if an assignment is worth 10 points – if you would have earned an on time perfect score of 10 out of 10, you will earn 8 out of 10). Each additional day your assignment is late (i.e., past 24 hours after the deadline, or more specifically, past 10:00 AM the next day) will result in an additional 1/5th of the total value deduction. I have a 5-minute grace period for the initial submission deadline, since sometimes logging into your oneSJSU account and navigating to the

submission page takes a couple minutes. That being said, any submission 5-minutes or more after the deadline is late (e.g., if your assignment is due at 10:00 AM, a 10:03 AM submission will be accepted without penalty, but a 10:05 AM submission will be considered late).

No submissions will be accepted after the original Final Exam deadline.

Any **extra credit opportunities will receive no extension of the deadline.** If the extra credit is not submitted on time, it will not be eligible to be considered for extra credit. If you would still like feedback on your submission, I will provide it!

Emergency Button

All students will be granted **one** "Emergency Button" to use at some point in the semester where they can, no questions asked, receive an extension of 48-hours on any individually-submitted assignment (excluding the Final Exam or any extra credit opportunities). Once you use your Emergency Button, I will record that on the assignment and give you the extension. You must request to use your Emergency Button **before** the assignment deadline.

Breakdown

Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers. Due to the extra credit opportunities offered throughout the semester, and already rounding up in the grade breakdown table below, I do not round grades at the end of the semester. Please do not ask me to round your grade, as I do not make any exceptions in an effort to maintain fairness to all students across the course, and I appreciate your understanding.

Grade	Points	Percentage
A plus	241 to 253	96 to 100%
A	233 to 240	93 to 95.0%
A minus	226 to 232	90 to 92.0%
B plus	216 to 225	86 to 89.0%
B	208 to 215	83 to 85.0%
B minus	200 to 207	80 to 82.0%
C plus	190 to 199	76 to 79.0%
C	183 to 189	73 to 75.0%
C minus	175 to 182	70 to 72.0%

D plus	165 to 174	66 to 69.0%
D	157 to 164	63 to 65.0%
D minus	150 to 156	60 to 62.0%
F	0 to 149	to 59.0%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The dates and readings are subject to change. Please check in on Canvas to read course announcements regularly to keep yourself informed of any changes.

Note: All assignments are due on Monday by 10:00 AM unless otherwise noted below. All assignments are due at the listed time in the Pacific Time Zone.

Semester Week and Dates	Topic	Assignments	Required readings
Week 1 & 2 8/21 - 9/2	Course Introduction and Syllabus Review	All due 9/2 by 10AM 1. Online Course Readiness Assessment 2. Introduction Discussion Post 3. Week 1 Activity 4. Week 2 Activity 5. Week 2 Journal	Syllabus

Week 3 9/1 - 9/9	Introduction to the Psychology of Aging	All due 9/9 by 10AM 1. Week 3: Ch1 Reading Questions 2. Week 3 Journal	Chapter 1
Week 4 9/8 - 9/16	Biological Theories of Aging	All due 9/16 by 10AM 1. Week 4: Ch2 Reading Questions 2. Week 4: Ch2 Activity 3. Week 4: Ch2 Activity Discussion Post & Reply	Chapter 2
Week 5 9/15 - 9/23	The Aging Body and Age-Related Health Conditions; Prevention	All due 9/23 by 10AM 1. Week 5: Ch3 Reading Questions 2. Week 5: Ch3 Activity 3. Week 5: Ch3 Activity Discussion Post & Reply	Chapter 3
Week 6 9/22 - 9/30	Cognition and Aging	All due 9/30 by 10AM 1. Week 6: Ch7 Reading Questions 2. Week 6: Ch7 Activity 3. Week 6: Ch7 Journal	Chapter 7
Week 7 9/29 - 10/7	Neurocognitive Disorders in Late Life	All due 10/7 by 10AM 1. Week 7: Ch9 Reading Questions 2. Week 7: Ch9 Activity 3. Week 7: Ch9 Activity Discussion Post & Reply	Chapter 9

Week 8 10/6 - 10/14	Personality and Emotional Development	All due 10/14 by 10AM 1. Week 8: Ch5 Reading Questions 2. Week 8: Ch5 Activity 3. Week 8: Ch5 Activity Discussion Post & Reply 4. Short Response 1	Chapter 5
Week 9 10/13 - 10/21	Mental Health and Aging	All due 10/21 by 10AM 1. Week 9: Ch6 Reading Questions 2. Week 9: Ch6 Activity 3. Week 9: Ch6 Journal	Chapter 6
Week 10 10/20 - 10/28	Relationships, Families, and Aging: Changes in Roles with Aging	All due 10/28 by 10AM 1. Week 10: Ch10 Reading Questions 2. Week 10: Ch10 Activity 3. Week 10: Journal	Chapter 10
Week 11 10/27 - 11/4	Death and the Dying Process, Bereavement, and Widowhood	All due 11/4 by 10AM 1. Ch12 Reading Questions 2. Ch12 Activity 3. Ch12 Activity Discussion Post & Reply	Chapter 12
Week 12 11/3 - 11/11	Cultural Differences in Aging Experiences of Ethnic and Sexual Minority Older Adults	All due 10/11 by 10AM 1. Week 12: Ch13 Reading Questions 2. Week 12: Ch13 Activity 3. Week 12: Ch13 Activity Discussion Post & Reply	Chapter 13

Week 13 11/10 - 11/18	Work and Retirement	All due 11/18 by 10AM 1. Week 13: Ch11 Reading Questions 2. Week 13: Ch11 Activity 3. Week 13: Ch11 Activity Discussion Post & Reply	Chapter 11
Week 14 11/17 - 11/25	Aging and Ethics/Legal Issues	All due 11/25 by 10AM 1. Week 14: Ch14 Reading Questions 2. Week 14: Ch14 Activity 3. Week 14: Ch14 Activity Discussion Post & Reply	Chapter 14
Week 15 11/24 - 12/2		All due 12/2 by 10AM 1. Long Response	
Week 16 12/1 - 12/9		All due 12/9 by 10AM 1. Short Response 2 2. All remaining open EC	
Tuesday	12/10	No Class - University Study Day	
Final Exam 12/11 to 12/16	Open book, open note, cumulative	Final due December 16th on Canvas by 11:59 pm	

This table contains the course schedule by class meeting date. It includes the semester week and class meeting day, the date, the topic/assignment/deadline being covered, and the required readings. Additionally, there are important assignment due dates on the schedule.