

**Psychology of Aging, PSY 369-01**  
**Fall 2019 Syllabus (updated 8/14/19)**  
**MW 8:30-9:50 AM**  
**Javits 110**

**Contact Information, Instructor**

**Instructor:** Lauren Richmond, PhD

**Contact:** [lauren.richmond@stonybrook.edu](mailto:lauren.richmond@stonybrook.edu) (preferred method of contact)

**Phone:** 631-632-7832

**Office Location:** Psychology B-342

**Office Hours:** Wednesdays 3-5 pm and Friday 9:30-10:30 am

**Contact Information, Teaching Assistant**

**Teaching Assistant:** Zared Shawver

**Contact:** zared.shawver@stonybrook.edu

**Office Location:** Psychology B-343

**Office Hours:** Monday & Wednesday 9:50-10:50 AM

**Course Description**

This course will cover the study of the processes of aging in the individual in terms of their behavioral effects. The topics will include: age changes in biological functions, sensation, perception, intelligence, learning, memory, creativity, personality, mental health, and relationships. Study of these age-related changes will enhance students' understanding of the capacities and potential of the mature older person.

Prerequisite: PSY 250 or PSY 260

Advisory Prerequisite: PSY 310

**Learning Objectives**

By the end of this course, students will:

- be familiar with major research themes in the psychology of aging,
- understand the methods used in psychological research with aging populations,
- become fluent in major, influential theories in the psychology of aging.

**Course Materials**

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

**ALSO REQUIRED:** Turning Technologies clicker (see <https://it.stonybrook.edu/help/kb/buying-clickers>) & license (which allows us to read your clicker's answers). Alternatively, you can buy a license for your phone, but SBU provides support only for TurningPoint clickers in the event of signal problems. Buy online through Turning Technologies. Instructions for purchase, registration, and use (as well as tech support contact info) posted in Bboard Documents folder.

## **Grading Information**

### **Assignment Weights**

- Syllabus Quiz: 15 points
- Section 3.1 & Video Quiz: 10 points
- Exams (4): 50 points each (200 total)
- Question for OLLI Panel: 10 points
- Survey Participation (2): 5 points each (10 total)
- Practice Questions (4): 5 points each (20 points)
- Participation: 25 points

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290 points total

***Please note: There will be no extra credit assignment available. Make-up exams will only be offered according to the guidelines described below in the “Exams” section, and late assignment submissions will not be accepted.***

### **Grading Scale**

Grade cutoffs are at the 7s and 2s for +/- (e.g. 87-89 =B+, 80-82 =B-). Grades will not be rounded. For example, students earning a 81.99% should expect to receive a B- in this course, and students with a 89.99% should expect for their final grade to be a B+. There will be no exceptions to this policy.

### **Blackboard Gradebook**

Please be aware that it is your responsibility to keep an independent record of scores in this class, and notify the professor or TA(s) promptly when you notice a discrepancy in scores. Updated scores will appear within one week for clicker points, and within two weeks for all other assignments (exams, reactions, syllabus quiz and film critique). Please notify the instructor and/or the TAs **within two weeks of the grade being posted** if you notice a discrepancy between your personal record of scores and the Blackboard gradebook.

### **Correcting Grading Errors**

We will correct any errors in score calculation or mistakes, but all requests for grade changes must be made **in writing, within one week** of the exam or assignment score posting, and **include justification** for why the change is necessary.

### **Appealing Exam Questions**

Students who wish to appeal any exam question must do so, in writing, 1 week from the date that the exam scores are posted on Blackboard. The student should be prepared to describe why the answer that they gave was better than, or equally viable as, the correct answer choice specified by the instructor. Students should defend their answer choice and cite relevant material from the course (lecture slides, notes, textbook, article) or other primary source materials (e.g., peer-reviewed research articles) that supports the students' perspective.

The instructor will review all appeals in a timely manner and decide on a case-by-case basis whether the appeal warrants an adjustment on the exam grade.

**This is the only method by which additional points could potentially be awarded on your exam. Meeting with the instructor and/or TAs during or outside of office hours to plead your case will not result in a grade change. All appeals must be submitted in writing within the specified timeframe in order to be considered.**

### Late Policy

Assignments turned in after the due dates will not be accepted unless first approved by the instructor. **Permission to turn in assignments after the deadline must be requested *prior* to the deadline.**

### Expectations for Student Attendance

Students should plan to attend each class meeting, although formal attendance will not be taken. Participation credit will be awarded in class through participation in clicker quizzes/polls; students who do not attend class and engage in active participation in the course on a regular basis should expect to receive poor participation scores.

### Calendar

<u>Date</u>	<u>Reading</u>	<u>Assignments</u>
Monday, Aug 26	Syllabus & Course Intro	
Wednesday, Aug 28	Chapter 1: Studying Adult Development & Aging	
Monday, Sept 2- LABOR DAY, NO CLASS		
Wednesday, Sept 4	Chapter 2: Neuroscience as a Basis for Adult Development and Aging	Syllabus Quiz due by 11:59 PM
Monday, Sept 9- NO CLASS MEETING	Chapter 3: Physical Changes (Section 3.1)	View <a href="https://www.khanacademy.org/test-prep/mcat/cells/cellular-development/v/telomeres-and-cell-senescence">https://www.khanacademy.org/test-prep/mcat/cells/cellular-development/v/telomeres-and-cell-senescence</a> ; complete quiz on section 3.1 and video by 9:50 AM 9/9
Wednesday, Sept 11	Chapter 3: Physical Changes	Survey #1 Participation due by 11:59 PM
Monday, Sept 16	Chapter 4: Longevity, Health & Functioning	Practice Question #1
Wednesday, Sept 18	Chapter 4: Longevity, Health & Functioning	OLLI Panelist Question due by 11:59 PM
Monday, Sept 23		Exam #1- Ch 1-4

Wednesday, Sept 25	OLLI Panel Presentation	
Monday, Sept 30	Chapter 5: Person-Environment Interactions	
Wednesday, Oct 2	Chapter 5: Person-Environment Interactions	Survey #2 Participation due by 11:59 PM
Monday, Oct 7	Chapter 6: Attention & Memory	Practice Question #2
Wednesday, Oct 9	Chapter 6: Attention & Memory	
Monday, Oct 14- FALL BREAK, NO CLASS		
Wednesday, Oct 16	Chapter 7: Intelligence, Reasoning, Creativity & Wisdom	
Monday, Oct 21	Chapter 7: Intelligence, Reasoning, Creativity & Wisdom	Practice Question #3
Wednesday, Oct 23		Exam #2- Ch 5-7
Monday, Oct 28	Chapter 8: Social Cognition	
Wednesday, Oct 30	Chapter 8: Social Cognition	
Monday, Nov 4	Chapter 9: Personality	
Wednesday, Nov 6	Chapter 9: Personality	
Monday, Nov 11	Chapter 10: Clinical Assessment, Mental Health, & Mental Disorders	Practice Question #4
Wednesday, Nov 13	Chapter 10: Clinical Assessment, Mental Health, & Mental Disorders	
Monday, Nov 18		Exam #3- Ch 8-10
Wednesday, Nov 20	Chapter 11: Relationships	
Monday, Nov 25	Chapter 11: Relationships	
Wednesday, Nov 27- THANKSGIVING BREAK, NO CLASS		
Monday, Dec 2	Chapter 12: Dying & Bereavement	
Wednesday, Dec 4	Chapter 13: Successful Aging	Practice Question #5

Monday, Dec 9	Chapter 13: Successful Aging	
Wed, Dec 18- Exam #4- Ch 11-13		

### **Assignment Descriptions and Details**

- **Syllabus Quiz:** This quiz will consist of 15 multiple-choice questions, each worth 1 point. The answers for each question in this quiz can be found in the syllabus. This is an 'open-syllabus' quiz so feel free to consult the syllabus. There will be a 1.5-hour time limit to complete this quiz, and the quiz may only be attempted once. This quiz is due by 11:59 pm on Wednesday, September 4. No late quizzes will be accepted.
- **Section 3.1 & Video Quiz:** In lieu of a class meeting on Monday, 9/9 you are required to read section 3.1 in your textbook and view the video at the link above. Once you've completed your assignment, log in to Blackboard to take a quiz on the content worth 10 points. This quiz is due by 9:50 AM on Monday, September 9. No late quizzes will be accepted.
- **Exams:** Throughout the semester, there will be 4 exams given, all of which will count toward your final grade. Exams will consist of a mixture of multiple-choice questions and short-answer questions. Exams will consist of material covered in your textbook and lectures. Requests for make-up exams must be scheduled with your TA before the start of the exam period, and must be completed within 1 week from the initial exam date. Students may only request one make-up exam throughout the semester; additional requests for make-up exams will not be granted.

**NOTE:** Make ups will **NOT** be offered for the final exam, as there is not enough time to offer make ups before final grades are due. Please plan to take the final exam during the scheduled exam slot. Students who miss the final exam should be prepared to take a 0 on Exam #4.
- **Exam Question Writing (worth 5 points each).** Write **one** 4-choice multiple-choice question, from any topic covered in the readings or lectures of the previous week. Identify the correct answer by **highlighting** it. You can't receive full points without clearly indicating the correct answer. All submissions must be in .docx format. You should write a question that is worthy of including on a college exam. Your submission will be scored based on several criteria: Does it concern a topic worth asking about? Is the question well-written and unambiguous? Is the right answer identified, is the right answer unambiguously right, and are the wrong options wrong but still not easily ruled out by someone who doesn't know the topic? Have you put thought into the question? (E.g., If the book or the lecture gives a list of three things, we won't be impressed if you quickly dash off a question where the choices are those three things plus an all-of-the-above option.) In fact, **you may not use** "all of the above" or "none of the above" (or "both" or "neither" of the above) as choices. The goal here is to have you spend 10-15 minutes really thinking through any topic from the previous week and intelligently (and maybe even creatively) generating a **good** question. This is meant to provide some valuable examples for us to discuss in class, as well as an opportunity for you to learn the

material better. NOTE: This assignment is due 5 times this semester, but only 4 submissions count towards your final grade. *To that end, NO late assignments will be accepted.*

- **Survey Participation:** You will be provided with a link through Blackboard to access the two parts of this assignment. Each part will contain a variety of questions asking about your attitudes, perceptions, and beliefs. You may also be asked to respond to open-ended questions. You will not be graded on your responses; you will only be awarded credit for having participated in each part of this assignment. Please be sure to enter your SBU ID number correctly in the form to receive credit for having completed the assignment.
- **Question for OLLI Panelists:** This semester, we will have a panel presentation from members of the Osher Lifelong Learning Institute (OLLI) located right here on campus. These members will do a panel presentation discussing topics such as life perspective, cognitive, physical, and social factors across the lifespan, and life story sharing. You are to prepare and submit through blackboard one (1) question that you'd like to pose to the panelists. A subset of these questions will be chosen for discussion during the panel presentation.
- **Participation:** Throughout the semester, students will be given the opportunity to earn participation points through the clicker system. Students who attend class will be "quizzed" or "polled" throughout the lecture and will receive credit for participation regardless of the accuracy of their response. Students will be able to earn up to 25 participation points; 1 per question. More than 25 quiz/poll questions will be asked throughout the semester, with students having the opportunity to earn up to 25 points.

## **Student Resources and Helpful Sites**

- List of resources for students: <https://www.stonybrook.edu/for-students/>
- Undergraduate Education site: <https://www.stonybrook.edu/commcms/du/index.html>
- Academic Success and Tutoring Center: [https://www.stonybrook.edu/commcms/academic\\_success/](https://www.stonybrook.edu/commcms/academic_success/)

## **University Policies**

**Academic Integrity Statement:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

**Disability Support Services (DSS) Statement:** If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC(Educational Communications Center) Building, Room

128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities>.

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.