

**Cognitive Neuroscience/Aging, PSY 369-01**  
**Spring 2022 Syllabus**  
**MWF 8-8:55 AM**  
**Light Engineering 102**

**Contact Information, Instructor**

**Instructor:** Lauren Richmond, PhD

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

**Phone:** 631-632-7832

**Virtual Office Hours Link:** [Zoom](#)

**Office Hours:** Mondays 2:30-4 PM, Wednesdays 9:15-10:45 AM (or by appointment)

To help manage student flow and readiness to discuss topics that may require preparation in advance of office hours (i.e., exam review, specific lecture questions) please [make an appointment via Google Calendar](#). **Please note:** Students may also simply 'drop in' to the instructor's Zoom link during office hours without an appointment. Alternative meeting times can be arranged as needed. Students who require alternative meeting times should email for an appointment.

**Contact Information, Teaching Assistant**

**Teaching Assistant:** Anastasiia Khibovska

**Email:** [anastasiia.khibovska@stonybrook.edu](mailto:anastasiia.khibovska@stonybrook.edu)

**Virtual Office Hours Link:** [Zoom](#)

**Office Hours:** Thursdays 2:30-4:30 PM

[Make an appointment to see your TA via Google Calendar](#). **Please note:** Students may also simply 'drop in' during office hours without an appointment.

**How to use Office Hours**

**Instructor (Dr. Richmond):** [Make an appointment via Google Calendar](#)

- General
- SASC accommodations
- Gradebook questions
- I'm interested in research!

**Graduate TA (Anastasiia Khibovska):** [Make an appointment via Google Calendar](#)

- I'm confused – can we talk through this idea?
- Study skills & article reading tips
- Can I talk through my exam?

**Contacting your Instructor and TA: Email Guidelines**

Please put the course number and name in the subject line (for example, your subject line might read: "**PSY 369, Special Topics in Cognition & Perception: 2/2 Lecture question**" or "**PSY 369, Special Topics in Cognition & Perception: Problem accessing the syllabus on Blackboard**") so we can easily identify that your email is relevant to our course. Email correspondence should be written in a professional manner. ***Please be sure to include BOTH the instructor and your graduate TA on all course-relevant email communications in order to receive a prompt response.***

## Course Description

This course will cover the study of the processes of aging in the individual in terms of their behavioral effects, including topics such as age-related biological changes, sensation, perception, intelligence, learning, memory, and personality. 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 able to:

- Identify major research themes in the cognitive neuroscience of aging,
- Describe the methods used in cognitive and neuroscientific research with aging populations, and
- Explain the major influential cognitive and neurobiological theories of aging.

## Course Materials

**Text:** Erber, J. T. (2020). *Aging & older adulthood* (Fourth edition). Wiley-Blackwell.

ISBN: 978-1-119-43850-2

## Grading Information

### Assignment Weights

- Syllabus Quiz: 15 points
- Exams (4): 50 points each (200 total)
- Activities (10 assigned, 9 count toward final grade): 5 points each (45 points)
- Articles (9 assigned, 8 count toward final grade): 15 points each (120 total)
- Participation: 20 points

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**400 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. Late article and activity submissions will not be accepted.**

### Grading Scale:

GRADE	MINIMUM POINTS NEEDED	<b>FINAL GRADES:</b> Do not rely on Blackboard's % when estimating your letter grade. Refer to this table for the minimum point cutoffs for each letter grade. If you have earned the points listed on that line (or more), you have earned that letter grade.  Grade cutoffs are at the 7s and 3s for +/- (e.g. 87.00-89.99 =B+, 80.00-82.99 =B-).  <u>Point totals and grades are not rounded. There will be no exceptions to this policy.</u>
A	372	
A-	360	
B+	348	
B	332	
B-	320	

C+	308	For example, if you have 359 points at the end of the semester, you have earned a B+. If you have questions about your scores in the Blackboard gradebook, meet with your graduate TA or the instructor during office hours.
C	292	
C-	280	
D+	268	
D	240	
F	0	

### **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, **one 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.**

### **Expectations for Student Attendance**

Students should plan to attend each scheduled class meeting, although formal attendance will not be taken. Participation credit will be awarded through participation in after-class participation quizzes; students who do not attend class to receive the participation quiz password should expect to receive poor participation scores. Students should also plan time

each week to interact with and/or complete any asynchronous assignments, videos, course readings and other activities as assigned.

### Diversity Statement<sup>1</sup>

I intend to foster a classroom that serves students from diverse backgrounds and perspectives. In that context, the diversity that students bring to this class is viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity, including issues related to gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. As appropriate, I will lead discussions on these points and call out the opportunities to consider these issues directly. Students should also feel empowered to highlight these issues as they relate to our course content.

### Course Delivery Mode and Structure

This is an in-person course that will include in-person synchronous meetings as well as asynchronous activities, assignments, readings, and videos made available through Blackboard. Students must be mindful of all course expectations, deliverables and due dates, especially because the online portion of the course requires significant time management.

### Calendar

<u>Date</u>	<u>Topic &amp; Reading</u>	<u>Assignments (due at 12 noon unless otherwise noted)</u>
Monday Jan 24	Syllabus & Course Intro	
Wednesday, Jan 26	Chapter 1: Introduction to Aging and Older Adulthood	
Friday, Jan 28 ( <i>no synchronous class meeting</i> )		<b>Activity 1:</b> Representation of Aging in Popular Culture
Monday, Jan 31	Chapter 2: Theory and Methods in Studying Aging & Older Adulthood	
Wednesday, Feb 2	Chapter 2: Theory and Methods in Studying Aging & Older Adulthood	
Friday, Feb 4 ( <i>no synchronous class meeting</i> )		<b>Activity 2:</b> How To Read a Journal Article
Monday, Feb 7	Chapter 3: Biological Aging & Health	Syllabus Quiz ( <b>due by 11:59 PM</b> )
Wednesday, Feb 9	Chapter 3: Biological Aging & Health	<b>Activity 3:</b> Thinking about Stress <b>Article 1:</b> "Neural dedifferentiation in the aging brain"
Friday, Feb 11		<b>Exam #1 (Chapters 1-3, Article</b>

<sup>1</sup> Adapted from the University of Iowa Respect for Diversity sample syllabus statement.

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Monday, Feb 14	Chapter 4: Sensation, Perception, & Attention	
Wednesday, Feb 16	Chapter 4: Sensation, Perception, & Attention	
Friday, Feb 18 ( <i>no synchronous class meeting</i> )		<b>Activity 4:</b> Sensory Changes in Aging Populations <b>Article 2:</b> “Idiosyncratic responding during movie-watching predicted by age differences in attentional control”
Monday, Feb 21	Chapter 5: Memory	
Wednesday, Feb 23	Chapter 5: Memory	
Friday, Feb 25 ( <i>no synchronous class meeting</i> )		<b>Article 3:</b> “Subjective memory complaints are associated with brain activation supporting successful memory encoding”
Monday, Feb 28	Chapter 6: Intellectual Functioning	
Wednesday, March 2	Chapter 6: Intellectual Functioning	
Friday, March 4 ( <i>no synchronous class meeting</i> )		<b>Activity 5:</b> Rehabilitation vs. Remediation in Late Life Intellectual Functioning
Monday, March 7	Chapter 7: Cognition & Problem Solving in the Everyday World	
Wednesday, March 9	Chapter 7: Cognition & Problem Solving in the Everyday World	
Friday, March 11		<b>Exam #2 (Chapters 4-7, Articles 2 &amp; 3)</b>
Monday, March 14- Friday, March 18: <b>NO CLASS</b> (Spring break)		
Monday, March 21	Chapter 8: Personality & Coping	
Wednesday, March 23	Chapter 8: Personality & Coping	
Friday, March 25 ( <i>no synchronous class meeting</i> )		<b>Article 4:</b> “Exploring the relationship between personality and regional brain volume in healthy aging”
Monday, March 28	Chapter 9: Social Interaction & Social Ties	
Wednesday, March 30	Chapter 9: Social Interaction & Social Ties	
Friday, April 1 ( <i>no</i> )		<b>Activity 6:</b> How to Use

<i>synchronous class meeting)</i>		Technology to Stay Connected in Late Life <b>Article 5:</b> “Structural brain correlates of loneliness among older adults”
Monday, April 4	Chapter 10: Employment, Retirement, and Living Arrangements	
Wednesday, April 6	Chapter 10: Employment, Retirement, and Living Arrangements	
Friday, April 8 ( <i>no synchronous class meeting)</i> )		<b>Activity 7:</b> Age-Friendly Communities & Universities <b>Article 6:</b> “Occupational physical stress is negatively associated with hippocampal volume and memory in older adults”
Monday, April 11		<b>Exam #3: Chapters 8-10, Articles 4-6</b>
Wednesday, April 13	Guest Presenter Giselle Ferguson: Ageism First Aid	
Friday, April 15	Guest Presenter Giselle Ferguson: Ageism First Aid	<b>Article 7:</b> “Age differences in neural response to stereotype threat and resiliency for self-referenced information”
Monday, April 18	Chapter 11: Mental Health, Psychopathology, and Therapy	<b>Activity 8:</b> Anti-Ageism in Action
Wednesday, April 20	Chapter 11: Mental Health, Psychopathology, and Therapy	
Friday, April 22 ( <i>no synchronous class meeting)</i> )		<b>Activity 9:</b> Supporting Older Adults’ Mental Health: Exploring Geropsychology <b>Article 8:</b> “Who benefits most from expectancy effects? A combined neuroimaging and antidepressant trial in depressed older adults”
Monday, April 25	Chapter 12: Coping with Death, Dying, and Bereavement	
Wednesday, April 27	Chapter 12: Coping with Death, Dying, and Bereavement	

Friday, April 29 ( <i>no synchronous class meeting</i> )		<b>Activity 10:</b> Initiating Conversations About End-of-Life Wishes and Plans
Monday, May 2	Chapter 13: Looking Ahead: Aging in the Future	
Wednesday, May 4	Chapter 13: Looking Ahead: Aging in the Future	
Friday, May 6 ( <i>no synchronous class meeting</i> )		<b>Article 9:</b> “Youthful memory capacity in old brains: Anatomic and genetic clues from the Northwestern SuperAging Project“
Wednesday, May 18- <b>Exam #4: Chapters 11-13, Ageism First Aid, Articles 7-9</b>		

### **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 45 minute time limit to complete this quiz, and the quiz may only be attempted once. This quiz is due by 11:59 pm on Monday, February 7. As this deadline occurs after the end of the add/drop period, no late quizzes will be accepted.
- **Activities:** Throughout the semester, there will be a variety of short activity assignments for you to complete. Additional details will be announced ahead of each activity. Students are allowed to miss one activity at no penalty (10 activities will be scheduled throughout the semester, and the highest 9 activity scores will count towards your final grade). **Activity assignments will be submitted through Blackboard and will be available to students for at least 1 week prior to the due date. Therefore, no late activity assignments will be accepted.**
- **Article assignments:** You will be assigned a number of articles to read and respond to throughout the semester. These may be empirical research articles, meta-analyses or review articles, and/or from popular media. Additional details for each reading assignment will be announced. Students are allowed to miss one article assignment at no penalty (9 article assignments will be scheduled throughout the semester, and the highest 8 scores will count towards your final grade). **Article assignments will be submitted through Blackboard and will be available to students for at least 1 week prior to the due date. Therefore, no late article assignments will be accepted.**
- **Exams:** Throughout the semester, there will be 4 exams all of which will count toward your final grade. Exams will consist of a mixture of multiple-choice questions and short-answer questions and will cover both lecture material and information from your textbook.
  - **Everyone is expected to take the exam during the scheduled exam period;** make-up exams *may potentially* be available only in rare circumstances (e.g., well-documented medical excuses or other emergency that spans multiple exam periods). You must contact us within 7 days (1 calendar week) of the missed exam in order to schedule your make up exam. Make-up exams will be given during the last week of the semester and must be scheduled in advance. Further, in fairness to the rest of the class, make-up exams are in short answer and essay format and limited to the time typical exam time limit. We follow the university’s schedule for

class sessions and exams. By registering for this course you have committed to reserving every class session and the university-designated final exam testing period. Thus, there should not be any conflicts with other courses or activities.

- **Participation:** Throughout the semester, students will be given the opportunity to earn participation points through time-limited low-stakes 'quizzes' made available after lecture on Blackboard. Students should complete the required reading and attend lecture in order to do well on the quizzes. Passwords for quiz access will be announced each day during lecture. Students will be able to earn up to 20 points towards their final grade by completing quizzes throughout the semester. Well over 20 points in this category will be made available to students throughout the semester.

### **Student Resources and Helpful Sites**

- Undergraduate Education site: <https://www.stonybrook.edu/commcms/duel/index.html>
- Academic Success and Tutoring Center: [https://www.stonybrook.edu/commcms/academic\\_success/](https://www.stonybrook.edu/commcms/academic_success/)
- Student Success Tip Sheet: [https://www.stonybrook.edu/celt/\\_pdf/StudentSuccessTipsSheet.pdf](https://www.stonybrook.edu/celt/_pdf/StudentSuccessTipsSheet.pdf)
- The Self-Regulated Learning Lab allows students to answer questions about time management skills, motivation, and learning strategies and provides feedback for further developing these skills and strategies: <https://srl.daacs.net/>
- TheLearningScientists.org provides information and downloadable materials outlining 6 scientifically-based strategies for effective learning: <https://www.learningscientists.org/downloadable-materials>

### **Technical Requirements**

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades and feedback. The Blackboard course site can be accessed at <https://blackboard.stonybrook.edu>

If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. You are responsible for getting access to reliable computer and Internet connection throughout the term. **Caution!** You will be at a disadvantage if you attempt to complete coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

Students should be able to use email, a word processor, spreadsheet program, and presentation software to complete this course successfully.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 10 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome or Firefox; Mac users may use Chrome or Firefox. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)



- High speed internet connection
- Word processing software (Microsoft Word, Google Docs, etc.)
- Headphones/earbuds and a microphone
- Webcam (recommended)
- Printer (optional)
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).

### **Technical Assistance:**

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Phone: 631-632-9800 (client support, Wi-Fi, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- If you are on campus, visit the Walk-Up Tech Support Station in the Educational Communications Center (ECC) building.

Students who do not have stable access to reliable computing and internet resources at home have a variety of on-campus options for accessing such resources through Stony Brook SINC sites, residential computing centers, and the laptop loan program.

- See <https://it.stonybrook.edu/services/sinc-sites> for more information about SINC sites and SINC site locations.
- Residential students also have access to residential computing centers; see [https://www.stonybrook.edu/commcms/studentaffairs/res/services/computer\\_centers.php](https://www.stonybrook.edu/commcms/studentaffairs/res/services/computer_centers.php) for more information and locations.
- In addition, students may request loaner laptops. See <https://library.stonybrook.edu/services/access-services/laptop-loan-program/> for information on the laptop loan program.

## **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) **Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

### **Student Accessibility Support Center Statement**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Inion Suite 107, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what

accommodations 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 the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and 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. **Important Note:** Until/unless the [latest COVID guidance](#) is explicitly amended by SBU, during Spring 2022 "disruptive behavior" will include refusal to wear a mask during classes.

### **Course Policies**

#### **Understand When You May Drop This Course**

If you need to drop or withdraw from the course, it is your responsibility to be aware of the tuition liability deadlines listed on the registrar's [Academic Calendar](#). Before making the decision to drop/withdraw you may want to contact me or refer to the University's policies:

- [Undergraduate Course Load and Course Withdrawal Policy](#)
- [Graduate Course Changes Policy](#)

#### **Course Materials and Copyright Statement**

Course material accessed from Blackboard, Zoom, Echo 360, VoiceThread, etc. is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.