
ADULTHOOD AND AGING – PSY 3230 – WINTER 2018

DEPARTMENT OF PSYCHOLOGY – COLLEGE OF ARTS & SCIENCES – OAKLAND UNIVERSITY

General Course Information

Instructor	Dr. McGinnis	Office	Pryale 119	CRN	12109
Room	SFH 169	Phone	248-370-2310	Credit	4 credits
Time	MWF 8 - 9:07 AM	Email	mcginnis@oakland.edu	PreReq	Psy 250
		Off Hrs	MW 10:45 - 11:45		

Required Textbooks & Readings

- (1) Cavanaugh, J. C., & Blanchard-Fields, F. (2015). *Adult Development and Aging, 7th Edition*. Belmont, CA: Wadsworth Cengage Learning.
- (2) American Psychological Association (2010), *Concise Rules of APA, Sixth Edition*. Washington, DC: American Psychological Association
- (3) Empirical Readings (List provided herewith)

Course Emphases and Objectives

Psychological research and theory pertaining to various changes associated with development in adulthood are the primary focus of this course. Among the changes emphasized are age-related changes in mental health, personality, coping, well-being, memory, cognition, and changes associated with transitions (i.e., parenting, widowhood, retirement, loss, etc.). Because adult development is influenced, sometimes dramatically, by physical changes associated with increasing age, psychological consequences of such changes will be highlighted when relevant. In the past decade, research has identified positive changes with age, as well as lifestyle factors that have a positive impact on the aging process. *Perspectives reflecting a balanced view of the positive and negative aspects of aging will be emphasized in this course.*

Among the objectives of this course are: (a) to broaden and refine student knowledge about adult development and aging; (b) to increase sensitivity to how and why older adults differ from young and middle-aged adults; (c) to identify and dispel various myths about adult development and aging (for example, the inevitability of cognitive decline after the age of sixty or so); and (d) to integrate knowledge about the psychological aspects of adult development and aging with people and events in our own lives. Because demographic analyses reveal that adults over sixty-five will be comprising an ever-increasing proportion of the population, the foregoing objectives are invaluable in helping students prepare for a world in which older adults and aging are of increasing significance.

OU Catalog Description

Psychological change from young adulthood to death. Topics include potentials for psychological growth and sources of crises, changes in intellectual processes, attitudes toward aging, retirement and the needs of the aged.

Empirical Readings for Class Discussion (available in Moodle)

- Doidge, N. (2015). Our Amazingly Plastic Brains. *Wall Street Journal*.
- Gatz, M. (2007). Genetics, dementia, and the elderly. *Current Directions in Psychological Science, 16*, 123-127.
- Gottfredson, L. S. & Deary, I. J. (2004). Intelligence predicts health and longevity, but why? *Current Directions in Psychological Science, 13*, 1-4.
- Lucas, R. E. (2007). Adaptation and the set-point model of subjective well-being: Does happiness change after major life events? *Current Directions in Psychological Science, 16*, 75-79.

Psy 323 Course Requirements

Examinations

The exams will consist of multiple choice questions drawn from lectures, discussions, assigned readings, and in-class videos. Students will need a Par-Score form (8.5 x 11), available from campus venues.

Make-up exams. Make-up exams will be given only if circumstances outside of the student's control exist, can be documented, and are discussed with the instructor prior to 24 hours after the exam. Make-up exams are administered during regularly scheduled office hours within 10 days of the missed exam. To maintain the integrity of the testing and grading processes for all students, make-up exams may differ from in-class exams, and may consist solely of essay questions.

Literacy in Psychology

Empirical Article Summaries: Empirical articles addressing topics related to course topics will be provided. For this assignment, students are encouraged to summarize and discuss each article. 'A' and 'B' summaries will be thoughtful, compelling, well-organized, and well-written (sentence structure and grammar and APA formatted). Summaries must be submitted as word documents (MS Word or rtf). Please name your file "S1" for summary 1 and "S2" for summary 2 before uploading. Moodle adds student names. *Please review all of the guidelines later in this syllabus.*

S1: Strawbridge, Wallhagen & Cohen (2002). Download from Moodle.

S2: Chiu, Gerstorf, Hoppmann & Luszcz (2015). Download from Moodle.

Composition of Final Grade

All exams and written assignments are graded on a 100-point scale. Final course grades are computed by summing the quantities obtained after multiplying the percentages listed below by the grades earned. This process will yield a grade on a 0-100 scale that is then converted to the numeric OU scale. For example, a final score of 90-100 corresponds to 3.6 - 4.0; 80-89 to 3.0-3.5; 70-79 to 2.0-2.9; 60-69 to 1.0 to 1.9, and all scores below 60 correspond to a 0.0.

<i>Exams (3 @ 16% each)</i>	<i>48%</i>
<i>Final Exam (1 @ 20%)</i>	<i>20%</i>
<i>Article Summaries (2 @ 15% each)</i>	<i>30%</i>
<i>Attendance</i>	<i>2%</i>

Policies, Guidelines & Recommendations

Due Dates. Students are urged to turn in all assignments by the due dates indicated herewith and in Moodle. Assignments that are *more than 24 hours late* will be marked down 50%. Assignments that are *more than 72 hours late* will not be accepted. If circumstances beyond the student's control prevent timely submission, students should discuss these circumstances with the instructor during office hours.

Office Hours. Students are encouraged to obtain assistance, clarification about requirements, and to inquire about progress during regularly scheduled office hours or meeting scheduled via email. In addition, students are always welcome when they want to discuss ideas relevant to course material or any other issue relevant to their academic endeavors. Individual student-instructor mentoring can positively impact your experience as a student as well as help you do better in your courses. A successful learning community depends on engaging in different kinds of interactions, not just those that occur in the classroom. Please visit me early in the semester and frequently thereafter.

Mobile Phone and Laptop Policy. In the past, non-course related mobile phone or laptop use has been correlated with poor grades in this course. Students using laptops must sit in *the front row of the classroom*, discouraging the use of laptops for non-course activities during class time. Students must remove mobile phones from desk or table spaces during class. Students requiring monitoring of outside situations must discuss that with the professor and a suitable way to manage phone use during class will be devised.

Video/Audio Recording Policies. Students who wish to record lectures (video or audio) may request permission. These recordings may only be used for personal study. Students may not share these recordings with other individuals without instructor consent. At the conclusion of the semester, students may request permission to keep these recordings, otherwise it is expected that all recordings will be deleted from all electronic recording and storage devices.

Writing Intensive Requirement. This course satisfies the General Education Writing Intensive Requirements. In accordance with these requirements, at least one third of the overall course grade is based on substantive written assignments. The students will demonstrate (1) knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose; and (2) effective rhetorical strategies appropriate to the topic, audience, context, and purpose as relevant to the assignment.

American Psychological Standards. According to American Psychological Association's Instructional Standards, students will: (1) respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes; (2) understand and apply psychological principles to personal, social, and organizational issues; (3) value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that comprise scientific endeavors; and (4) engage in effective communication in a variety of formats.

Academic Conduct. Students are expected to conduct themselves in a manner consistent with an environment reflecting (a) high levels of academic integrity; (b) the utmost respect for the educational process; and (c) concern for the safety and well-being of all members of our community. Adherence to the Student Code of Conduct will be expected and violations of this code will be reported to the Dean of Students. Violations of this code may result in a grade of 0.0 for the course, suspension, and/or expulsion. The Code of Academic and Student Conduct can be found at <http://www.oakland.edu/deanofstudents/>

Add/Drops & Incompletes. The University add/drop and incomplete grade policies will be explicitly followed. It is the student's responsibility to be aware of deadline dates for adding, dropping, and completing incomplete requirements. Timelines and deadlines are available in Moodle and on the OU website. Please stay abreast of these dates.

Special Considerations. Students with disabilities who may require special considerations should make an appointment with Disability Support Services (DSS) to discuss these considerations. After meeting with DSS, students must provide relevant documentation to the instructor as early in the semester as possible. Note takers will be available if a student volunteers. If note taking is required, both students are required to sit in the first or second row, ensuring class participation and attentiveness. Scheduling of 1.5x or 2x exam appointments require coordination with the professor's schedule, necessitating student flexibility.

Veteran Support Services. The office of Veteran Support Services (VSS) is responsible for giving support services to more than 300 veterans, service members, and dependents of veterans. Any student veteran or dependent of a veteran requiring assistance with navigating the Veterans Administration, understanding service-related benefits, or requires referrals to campus and community resources should contact one of the Veterans Liaisons by visiting 116 North Foundation Hall, or phoning 248-370-2010. <http://www.oakland.edu/veterans/>

Student-Professor Meetings. I encourage students to meet with me during office hours and/or other times that we are able to schedule. If you have any questions about your progress, assignment or exam grades, or other issues related to this course, please bring these to my attention as soon as possible.

Departmental Policy for Resolution of Student Academic-Related Concerns. The student has an obligation to attempt to resolve all academic-related concerns with the instructor. If a suitable resolution cannot be reached, then the student should consult the Department of Psychology Procedure for the Resolution of Student Academic-Related Concerns: goo.gl/yGQRbf

CLASS SCHEDULE: TOPICS, EXAMS, & DUE DATES

1-3 & 1-5	Introduction to Adult Development & Aging	ADA Chp 1
1-5 & 1-8	Perspectives, Vocabulary & Research Methods	ADA Chp 1 & Chp 4 (92 - 99)
1-10	Successful Aging (Review Strawbridge Article); Writing Essays in Psychology; Databases	Strawbridge et al. (2002)
1-12	Socioemotional Selectivity Theory & Emotion	
1-17 to 1-22	Neuroscience & Aging: Structure, Change, Plasticity Research: Plasticity Documentary: Secret Life of the Brain	ADA Chp 2 Doidge (2015)*
1-24	Sensory Changes	ADA Chp 3 (69-76)
1-26	Exam One	
1-29 to 2-2	Physical Changes Research: Predictors of Health and Longevity	ADA Chp 3 Gottfredson & Deary (2004)*
2-5	Stress & Coping	ADA Chp 4 (103-106)
2-11	Summary 1 Due (Sunday at 10:00 PM)*	Strawbridge et al. (2002)*
2-7 to 2-12	Person-Environment Interactions Documentary: Almost Home	ADA Chp 5
2-14 to 2-26	Mental Health & Mental Disorders	ADA Chp 10 (274-287)
2-28	Exam Two	
3-2 to 3-9	Alzheimer's Disease Research: AD in Twins Documentary: The Forgetting	ADA Chp 10 (287-309) Gatz (2007)*
3-12 to 3-16	Attention & Memory	ADA Chp 6
3-19	Intelligence	ADA Chp 7
3-21	Exam Three	
3-23 to 3-28	Personality: Dispositions, Personal Concerns, Life Narratives Research: Set Point Theory	ADA Chp 9 Lucas (2007)*
3-30 to 4-6	Relationships Documentary: For Better or For Worse	ADA Chp 11
4-1	Summary 2 Due (Sunday at 10:00 PM)*	Chui et al. (2015)*
4-9 to 4-16	Death & Dying: Bereavement & Dealing with Death Documentary: The Good Death	ADA Chp 13
MON 4-23	8 AM - Final Exam	Final = Comprehensive

ADA = Adult Development and Aging textbook

* See Moodle for article

SUMMARY GUIDELINES

The purpose of this assignment is to familiarize students with psychological research and theory pertaining to a research area in Adult Development and Aging, and to foster ongoing development of literacy specific to the discipline of Psychology. Empirical articles pertaining to interesting and compelling topics in Adult Development and Aging are provided in Moodle under the Empirical Articles for Summary heading (pdf documents). Students should read each article carefully, and then prepare a written summary on the article, integrating with course material when opportunities arise.

Summaries awarded the highest grades will include a summary that is interesting and accurate; thoughtful analysis of the theoretical perspectives and empirical findings, with a strong emphasis on the contributions and strengths of each study assigned. In addition, each summary must be clear, coherent, well-organized, non-superficial, and free of grammatical or spelling errors. More specifically, to be marked as an A or B, summaries must demonstrate (1) a mastery of college-level writing mechanics; (2) the ability to comprehend and summarize the relevant theoretical and empirical literature; (3) the ability to evaluate this literature and to integrate with other relevant concepts already covered in this course; and (4) the ability to engage in written expression that reflects conventions typical in the psychological literature. Overall, good marks will be awarded when students demonstrate proficiency in written expression that reflects a level of sophistication expected of upper division students.

Summary Content and Organization. Summaries should be organized as follows: ideas and theories relevant to the main topic; the researchers' goals and hypotheses (if one experiment); sample and measurement information; the results (in plain English); and a thorough discussion (including integrating with other course topics and relevant research). Students should address the strengths and contributions of each study as it pertains to the research article and to aging in general. Students are discouraged from preparing summaries that repeat the limitation information included in each article. The emphasis is on connections to other theories and research, strengths, and contributions. In addition, students should obtain and read every cited source. Instructions for pasting a snapshot of the first page of the article (after the reference page) is provided in Moodle.

Formatting and Submission. Only summaries submitted in Microsoft Word 2010+ will be accepted. Files must be editable, permitting the addition of comments. Summaries must be double-spaced, using Times New Roman 12, and margin settings of 1 inch. **Minimum length: 1200 words.** *Summaries that do not meet the minimum word requirement will receive a grade of 0.* Summaries must include a reference section prepared according to APA style. Students are required to submit summaries via the submission portals in Moodle. Digital copies only - hard copies are not necessary. Name the first summary "S1" before uploading and "S2" for summary 2, etc. Deviations from the requirements could result in a grade of 0.0, so students are urged to review all of the requirements before preparing and submitting these summaries.

Feedback. Extensive feedback will be provided for the first two summaries, enabling continued improvement. Students are encouraged to review this feedback with the instructor if clarification about improvement is needed. In addition, students submitting consistently improved summaries will be awarded points for improvement.

Specific Recommendations for Summaries

1. Writing Mechanics and Style

Writing Style: University Level. You should focus on writing a summary that an educated adult would find compelling. Cute anecdotes, definitions (i.e., Webster defines ... etc.), or simplistic and obvious statements should be avoided. Because the emphasis is on describing the science rather than expressing opinions, your summary will not resemble papers submitted for an English Composition or a Rhetoric course. Sometimes the transition from beginning university-level literacy to discipline-specific literacy is challenging. Do make sure that you prepare a summary with an emphasis on the scientific evidence and interpretations of that evidence, rather than a collection of opinions. Please note that all of the readings for this course also emphasize evidence so those provide great examples of written work that is based on scientific evidence rather than the author's opinion.

Literacy in Psychological Science. Theoretical, empirical, and academic papers and journal articles written by psychologists use a particular style. We are careful **NOT to overstate** our points in order to maintain a high level of accuracy. For example, if a treatment for depression is effective in only 40% of the cases, then we do not say it is always effective. Words like "prove," or "true" are never used. We also avoid the first person, e.g., "I believe," or "In my opinion." In most student writings, these phrases can be eliminated, making the editing straightforward.

APA Format. In short, summaries should be double-spaced, using Times New Roman 12. Margins should be 1". Do not use full justification (left justification only). Cover pages are NOT required for these short written summaries. On the first page include your name and "Psy 323: McGinnis" in the upper right; double space and put the title in the

center; double space and start your text. Page numbers are not required because the word count is provided in Word and because of the brevity of these essays. Students MUST use APA formatting for citations – your textbook provides examples; or purchase an APA manual for the most thorough description of formatting requirements. **Summaries must include a “References” section after the content of your summary: a separate page is not necessary.** Students should obtain and read every cited source. Instructions for pasting a snapshot of the first page of the article is provided in Moodle. You can refer to the *Concise Rules of APA Style* for any question about style or formatting

2. Assistance

Skilled writing consultants are available for consultation at the Oakland University Writing Center. Students at all levels are encouraged to use this resource to improve their writing skills and the quality of the papers required for this course. Visit the writing center’s website to make an appointment with a consultant. You can visit as often as you like. Their advice usually pertains primarily to writing mechanics (organization, sentence structure, grammar, and clarity) rather than content as the consultant may not have experience writing in Psychology.

3. Various Dos and Don’ts

Maintain a Clear Focus: Do not write about lots of disjointed topics – find a way to focus your summary on one topic or a collection of ideas that are inter-related (e.g. death is not automatically related just because we are talking about aging).

Outlines Help. Do write an outline – and revise your outline later if you need to. Do use conceptual headings that identify how your paper is organized. These may come from your outline. Do NOT use method, results, and discussion as headings.

Revising. Do not worry if you find yourself editing and rewriting dozens of times – the articles that you are reading went through 20–50 revisions before publication. Do worry if you don’t find yourself revising at all.

Defining Terms. Do not use undefined terms that reasonably educated readers would not know. Do not give an example without explaining why your example is an example – explain concisely of course.

Avoid Unneeded Words. Do not use unnecessary words – be concise. It’s easier for readers who are interested in your ideas. For example, phrases like “It’s a fact that..” should be deleted. Excessive verbosity will reduce the grade assigned.

Thinking is Preferred. Do not be afraid to have what seems to be a novel idea. As your teachers, we expect that students are more informed as juniors and seniors than when they were in their first year. Be sure to clarify and justify your arguments and ideas with scientific evidence.

Do Not Try Out New Words. Do not use words that you are not familiar with in an effort to impress readers – use vocabulary you know. Do not pretend to understand information that you do not; get assistance before the due date and focus on what you understand.

No Anecdotes. Do not include cute anecdotes or definitions – those are unsophisticated devices that K–12 instructors promote and are not typical of scholarship in Psychology.

Avoid Using Questions. Do not use questions. Effective use of questions is challenging, and most students do not have the experience and expertise to do so effectively. Students are encouraged to turn questions into statements.

Overly Critical. Summaries that are overly critical of the research summarized will be marked down. Students are discouraged from including methodological limitations and are encouraged to highlight the contributions and strengths of each article and of this small body of work on your topic.

Use Feedback. Do not get angry when people give you feedback – try to see it from their point of view – particularly if they have more experience than you do.

BIG DON’T: Quoting, Copying and Plagiarizing. Because these papers provide various opportunities to practice and improve writing, students are urged to submit papers that they have written entirely on their own and to avoid any type of copying from textbooks or other sources. Copying sentences or paragraphs from sources may constitute quoting. *Quoting, even when the citations are provided, is unacceptable because it does not represent student work. Any paper utilizing quotes (or copying verbatim) from cited sources will be marked down substantially.* Even more egregious is plagiarism: copying without quotes and citations. Plagiarizing a sentence, a paragraph, a page, as well as plagiarizing an entire paper, is unethical and unfair to fellow students. Oakland University policies necessitate a review by the Academic Conduct Committee (ACC) when plagiarism is suspected. If a student is found responsible for academic misconduct by ACC, a grade of 0 for the course will be recorded, in addition to the sanctions deemed appropriate by the ACC and the Dean of Students. Students are encouraged to refer to Oakland University’s academic conduct policies published online in the Student Handbook.