Course Syllabus

PSYC 305 Adult Development and Aging
Fall 2010
MWF 1:30-2:35 in Swenson 105
Instructor: Marylie Gerson, PhD
   Office phone: 805-493-3444 (CLU); email: mgerson@callutheran.edu
   Office location: Swenson 211
   Office hours:[1] MWF 12:10-1:10, TTh 2:00-2:30, and as arranged

Class Schedule**

09/01 W	Introduction to Adult Development; Aging in Individual, Sociocultural, & Historical Contexts (handouts[a,b])
09/03 F	Discussion; Digital Storytelling Project and interview process
09/06 M*	*Labor Day – no class*
09/08 W	Preparation for first interview – presentation by Dr. Sue Bauer
09/10 F	Social Gerontological Approach; Early Adulthood: Physl & Cog Devt (Ch 13); Emotl & Socl Devt (Ch 14)
09/13 M	Cont.
09/15 W*	Cont.; (Note: last day to add/drop classes)
09/17 F	Cont.
09/20 M	Cont.; Diversity Research presentations (Groups 1, 2, 3, 4)
09/22 W	Exam 1
09/24 F	Group work
09/27 M	Volunteer Consent Form due[c]; Mid Adulthood: Phys & Cog Devt (Ch 15); Emotl & Socl Devt (Ch 16)
09/29 W	Cont.
10/01 F	Cont.
10/04 M	Cont.
10/06 W	Cont.
10/08 F*	*Fall Holiday – no class*
10/11 M	Cont.; Diversity Research presentations (Groups 5, 6, 7, 8)
10/13 W	Exam 2
10/15 F	Group work
10/18 M	Late Adulthood: Physical & Cognitive Development (Ch 17); Emotional & Social Development (Ch 18)
10/20 W	Cont.
10/22 F	Cont.
10/25 M	Cont.
10/27 W	Cont.
10/29 F	Cont.
11/01 M	Cont.; Diversity Research presentations (Groups 1, 2, 3, 4)
11/03 W	Exam 3
11/05 F*	Group work; (Note: last day to withdraw from classes)
11/08 M	Death, Dying, and Bereavement (Ch 19)
11/10 W	Cont.
11/12 F	Cont.
11/15 M	Cont.; Diversity Research presentations (Groups 5, 6, 7, 8)
11/17 W	Exam 4
11/19 F	Group work
11/22 M	Group work
11/24 W*	*Thanksgiving holiday – no class*
11/26 F*	*Thanksgiving holiday – no class*
11/29 M	*Student presentations of Digital Storytelling Projects*
12/01 W	*Cont.*
12/03 F	*Cont.*
12/06 M	*Cont.*
12/08 W	*Cont.*
12/10 F	*Cont.; Proof of study participation and/or article summaries due*
12/13 M	*Final exam – will begin promptly at 1:30 pm*

**This schedule may change based on the needs of the class. Students are responsible for staying apprised of any

Readings

Berk, L. E. (2008). *Exploring lifespan development*. Pearson Education, Inc., 1st edition, ISBN #: 0-205-52268-8. (required)

Berk, L. E. (2008). *Grade aid for exploring lifespan development*. Pearson Education, Inc., ISBN #:9780205547050. (strongly recommended)

[a]Stoler, E. P. & Gibson, R. C. (2000). Introduction: Different worlds in aging: Gender, race, and class. In E. P. Stoler & R. C. Gibson (Ed.), *Worlds of difference* (pp. 1-15). Thousand Oaks, CA: Pine Forge Press. (handout)

[b]Stoler, E. P. & Gibson, R. C. (2000). Advantages of using the life course framework in studying aging. In E. P. Stoler & R. C. Gibson (Ed.), *Worlds of difference* (pp. 19-28). Thousand Oaks, CA: Pine Forge Press. (handout)

To be supplemented by class handouts and research obtained by students.

Course Requirements

Students will be expected to complete all assigned readings from the text, attend class lectures and presentations, watch videos, and participate in class learning activities. In addition, students will be required to participate in 4 psychology research studies held on campus as well as to engage in several projects for the purpose of **developing greater awareness of and exploration of issues of aging and diversity as they relate to adulthood in the United States.**[3]

- *Exams*
  There will be 5 exams (including the Final Exam) covering material from the text and class discussions. The exams will consist of multiple choice, short answer, and essay questions. No make-up exams will be given without a formal excuse (signed note by doctor or coach). If you have a formal excuse and must miss an exam, you must inform me as soon as possible, and no later than a day after the exam.

- ***Diversity Research Projects--Exploring Developmental Experiences from Different Racial/Ethnic Perspectives***
  This class fulfills Cal Lutheran's "US Diversity" requirement. Students will form groups of approximately 3-4, representing several of the major racial/ethnic groups of the U.S. (African-American [Groups 1 and 5], Japanese-American [Groups 2 and 6], Asian-American (other than Japanese) [Groups 3 and 7], and Mexican-American [Groups 4 and 8]). Each group will be called on to research the literature on the experiences of their group twice during the semester regarding various issues discussed throughout the course (dates are shown on syllabus). Sources are to reflect the "voice" of the minority group—rather than studies about diverse others, they are to be written by diverse others. The source could be a website, excerpt from an autobiography, interview, etc. It will probably not be a refereed, peer-reviewed journal article.[4]

  Each group will present its findings both in writing (to the Instructor) and orally to the class. Oral presentations should be brief – approximately 10 minutes long. The presentation should summarize the resource examined by the group. All group members should stand during the oral presentation and be ready to answer questions from the class. The group is to provide the instructor with a printed copy of the resource used, as well as a 1-page summary.

Scores will reflect both the instructor's assessment of the group project, other group members' assessments of each others' contributions, and the instructor's observations of group members' participation. All three scores will be averaged with the performance score to determine each person's score (e.g., If the instructor's assessment of the project is 8/10, the other members of your group have given you an average score of 10/10, but my observation of your participation is 6/10, your individual score for the project will be 8/10). (See *Peer Evaluations of Diversity Research Group Members* and *Score for Diversity Research Group Project*).

- *Classroom Assignments*
  Students will also be given discussion questions throughout the semester that will require oral and/or written responses. Full participation is expected.

- *Digital Storytelling Project[5]*
  Students will work in groups of approximately 3 to interview and create a biographical account of a person over 65 years of age. Students are to coordinate efforts to include ethnic minorities as research participants. The research project will consist of the following components:
  - Selecting a volunteer
  - Developing interview questions (to be approved by instructor)
  - Meeting with the volunteer at least 3 separate times
  - Maintaining a typewritten log of meetings
  - Creating a Digital Storytelling Project
  - Presenting the project to the class

  See handouts describing each of the following: *Digital Storytelling Project Resources; Possible Sources for Volunteers; Volunteer Checklist; Volunteer Consent Form; Interview Suggestions; Scoring Rubric for Digital Storytelling Project.*

  Important: Interviewing may NOT begin until the Volunteer Consent Form is signed and Interview Questions have been approved by the Instructor.

- *Group Work*
  Several class meetings will be dedicated to "group work," wherein students will have some time to work together, either inside or outside of class, on their Diversity Research Projects and Digital Storytelling Project. The Instructor will be present in the classroom and available for input during those times.

- **Participation in Research Studies[6]**
  The final 4% of the course grade will be earned by participating in four research studies being conducted by the psychology department. One point will be given for each study. Proof of participation will be required as discussed in class. **Note that students must be at least 18 years of age to participate (or have their Informed Consent form signed by a legal guardian).**

  In lieu of participation in a study,[7] students may write a 1-page summary of a research article. In this case, the article must be from a peer-reviewed journal (e.g., *Journal of Youth and Adolescence, Developmental Psychology*, *Adolescent Psychology, Journal of Personality and Social Psychology, American Psychologist*, etc.) and attached to the summary. Note that many peer-reviewed journals are available only through inter-library loan, so be sure to give yourself several weeks to obtain these articles. One point will be given for each summary.

60% Exams
12% Diversity Research Projects and Classroom Assignments
24% Digital Story-telling Project
 4 % Participation in Psychology Research Studies

It is your responsibility to stay apprised of all assignments and due dates. 2% will be deducted from the grade for <u>each calendar day</u> an assignment is late. No late assignment will be accepted after 5 days.

Grade Cut-Offs

92-100% A; 90-91% A-; 88-89% B+; 82-87% B; 80-81% B-; 78-79% C+; 72-77% C; 70-71% C-; 68-69% D+; 62-67% D; 60-61% D-; Below 60% F

Course Description[8]

This course will focus on the longest phase of the life cycle—adulthood. Using a life-span approach, we will examine developmental processes in early, middle and late adulthood. We will explore adulthood using a biopsychosocial approach to understanding human behavior by examining topics such as life-span developmental theories, life-span research methods, theories of aging, age-related characteristics and changes in cognitive functioning and personality, social relationships, and physiological changes associated with aging through adulthood. In addition, we will employ a contextual model of development that describes the dynamic interactions between internal and external variables in the developing human being with emphasis on ethnic, cultural, and gender differences.

Objectives

- **To examine current research and theory related to the study of adulthood and aging and to understand the relationship between theory, research, and policy**
- **To engage in critical thinking and writing in relation to adulthood and aging**
- **To describe what is known about the bio-behavioral, cognitive, and psycho-social processes throughout the adult life-span**
- **To use or apply factual knowledge about adult development and aging**
- **To explore the reciprocal interactions between aging persons and their social worlds**
- **To examine the dynamics of continuity and change in the maturing individual**
- **To explore diversity in aging**

Departmental Student Learning Outcome Goals and Objectives

Departmental Goal 1: Field Specific Knowledge
The course will familiarize students with the major theoretical approaches and discoveries in the area. Students will demonstrate their knowledge on exams, written assignments, and class discussion.

Departmental Goal 2: Empirical Methodology and Critical Thinking

Students will be able to apply the major research methods used in developmental psychology to answer questions and be able to interpret and evaluate the results and conclusions derived through these methods. Students will be exposed to the scientific method in studies read and discussed in class. They will be challenged to evaluate the appropriateness of conclusions presented in research and consider ethical implications of various methods and conclusions. They will demonstrate their understanding as they apply the findings in written assignments. Finally, they will participate in the research process as volunteers in others' psychology studies.

Departmental Goal 3: Application of Psychology
Students will be able to apply psychological principles to individual and social issues. Students will interview people and demonstrate the application of a variety of psychological principles/models in the questions they ask and in the conclusions they draw.

Departmental Goal 4: Communication Skills
Students will be able to express themselves professionally and effectively in writing and oral presentations. Students will demonstrate their writing ability in the written assignments and their oral ability in class discussions, presentations of library research, and the video storytelling project.

Outside-Class Help and Support

Department Assistants (DAs) (located in Swenson 208) will be provided with materials covered in class and arrangements have been made with the DAs to provide students with help and support outside class. Please contact the DAs to inquire about their availability for individual and/or group support. Students are also welcome to meet with the Instructor during office hours.

Pearson Library

At Cal Lutheran we won't tell you what to think — we'll teach you how to think. You'll learn how to gather information, analyze and synthesize. Don't worry about the "gathering"... that's the easy part. We have technicians, information specialists, and trainers to help you find the information you need. Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page http://www.callutheran.edu/iss/research/ . Librarians are available to assist you at the Thousand Oaks campus or via Meebo chat on the Library's home page or emailing CLULibrary@callutheran.edu. You may contact the library at (805) 493-3250.

CLU Writing Center

Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. Some specialize in APA style.

All enrolled CLU students are invited to make use of their services and you will be required to have some of your written drafts in this course reviewed by a Writing Center

tutor. Be sure to book early! For additional information, please visit
http://www.callutheran.edu/writing_center/ , call 805-493-3257, **book online at GenBook**,
or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule
an appointment.

Documented Disabilities

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in Pearson Library, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu.

I will be happy to work closely with you and your coordinator to provide necessary accommodations.

Learning Activities

Classes will include lectures, small-group discussions, class demonstrations, films, and critical thinking activities, and one-on-one time with the instructor. Lab time is scheduled into the class time.

Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:
- **word for word copying without using quotation marks or presenting the work as yours**
- **using the ideas or work of others without acknowledgement**
- **not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.**

If you have ANY questions regarding whether an act might be considered cheating or plagiarism, please ask for clarification.

Course Evaluations
All course evaluations are now conducted online. Your feedback is important. You will receive an email message reminding you when the website is open for your feedback. The link is: http://courseval.callutheran.edu

Footnote Explanations

1You must establish some office hours (probably 1 for 1 course).

2 The syllabus becomes a contract with the students. Try to anticipate any needs you'll have to modify it. I always include this statement.

3,4 This class satisfies CLU's "US Diversity Requirement." As such, we are <u>required</u> to have students read materials from diverse groups in the US, "in their voice"—i.e., not studies ABOUT the groups, but experiences shared BY them. I've done this in different ways in the past. Sometimes I've required students to choose a book authored by a member of a US minority group (e.g, Maya Angelou's <u>Why the Caged Bird Sings</u>, etc.) and report on it. How you do this is up to you.

5 This is purely up to you. If you'd like to do something like this, contact Dr. Sue Bauer in ISS—she's very helpful regarding the technology of creating digital stories. The students have found the first-hand experience with elders to be great.

6 We require research participation in all psychology classes now. Check with Dr. Kuehnel about exactly how many 15-minute units would be required for this course. Of course, participants must be able to give informed consent.

7 An alternative to research participation must also be given for minors and others who choose not to participate. The form is up to you.

8 The remaining bolded sections can be copy-and-pasted. They reflect departmental and university standards.

Regarding the text… I've used Adult Development texts in the past and students have found them to be too detailed and depressing. Alternatively, the year of this syllabus, I used portions of a lifespan text—probably not detailed enough and certainly something that needs a lot of supplementation by lecture. It's up to you…

Your name:
Names of other group members:

Peer Evaluations of Diversity Research Project Group Members

Please evaluate the performance of <u>each</u> of the other members of your group.

Name of member you are evaluating:_____

    Please check off the description that best fits:
          ____0 He/she didn't show up and they did nothing.
          ____5 He/she did the bare minimum and it wasn't very helpful.
          ____6 He/she did something, but it wasn't up to par.
          ____7 He/she did about average work.
          ____8 He/she did good work.
          ____9 He/she did very good work.
          ____10 He/she was fantastic!

Name of member you are evaluating:_____

    Please check off the description that best fits:
          ____0 He/she didn't show up and they did nothing.
          ____5 He/she did the bare minimum and it wasn't very helpful.
          ____6 He/she did something, but it wasn't up to par.
          ____7 He/she did about average work.
          ____8 He/she did good work.
          ____9 He/she did very good work.
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Name of member you are evaluating:_____

    Please check off the description that best fits:
          ____0 He/she didn't show up and they did nothing.
          ____5 He/she did the bare minimum and it wasn't very helpful.
          ____6 He/she did something, but it wasn't up to par.
          ____7 He/she did about average work.
          ____8 He/she did good work.
          ____9 He/she did very good work.
          ____10 He/she was fantastic!

Comments (optional):

Student name:

Instructor's Score for Diversity Research Group Project

Aspect	Points Possible	Points Earned	Comments
Presentation interesting, relevant, and reflective	30		
Represented the minority group's "voice"	30		
Quality of written summary given to Instructor	20		
Quality of resource attached (i.e., article, interview responses, etc.)	20		
Other			
Total	100		

Score given by instructor for presentation: _____

(This score will be averaged with group members' evaluations and instructor's observations of student participation.)

Scoring Rubric for Digital Storytelling Project

Aspect	10-9	8-7	6-5	4-3	2-1	0
Information Obtained (triple weight: 30 points possible)	Thorough responses to all questions, as appropriate.	Very good responses to most or all questions, as appropriate.	Adequate responses to most or all questions, or very good responses to only some questions.	Less-than-adequate responses.*	Minimal or poor quality information.*	Absent
Integration of Findings: Developmental Stage-Related Issues (triple weight: 30 points possible)	Excellent connection to expectations for all 3 stages.	Very good connection to expectations for all 3 stages.	Adequate connection to expectations for all 3 stages.	Less-than-adequate connection to expectations for all 3 stages.	Minimal connection to expectations for all 3 stages.	Absent
Integration of Findings: Historical Context	Excellent integration of findings with historical context and comparison to expected experiences from other historical contexts (e.g., those born in 1990).	Very good integration of findings with historical context and comparison to expected experiences from other historical contexts (e.g., those born in 1990).	Adequate integration of findings with historical context and comparison to expected experiences from other historical contexts (e.g., those born in 1990).	Less-than-adequate integration of findings with historical context and comparison to expected experiences from other historical contexts (e.g., those born in 1990).	Minimal integration of findings with historical context and comparison to expected experiences from other historical contexts (e.g., those born in 1990).	Absent
Integration of Findings: Ethnic/racial Context	Excellent connection to ethnic/racial context and consideration of alternative outcomes for other ethnic/racial contexts.	Very good connection to ethnic/racial context and consideration of alternative outcomes for other ethnic/racial contexts.	Adequate connection to ethnic/racial context and consideration of alternative outcomes for other ethnic/racial contexts.	Less-than-adequate connection to ethnic/racial context and consideration of alternative outcomes for other ethnic/racial contexts.	Minimal connection to ethnic/racial context and consideration of alternative outcomes for other ethnic/racial contexts.	Absent
Integration of Findings: Socioeconomic Context	Excellent connection to socioeconomic context and consideration of alternative outcomes for other socioeconomic contexts.	Very good connection to socioeconomic context and consideration of alternative outcomes for other socioeconomic contexts.	Adequate connection to socioeconomic context and consideration of alternative outcomes for other socioeconomic contexts.	Less-than-adequate connection to socioeconomic context and consideration of alternative outcomes for other socioeconomic contexts.	Minimal connection to socioeconomic context and consideration of alternative outcomes for other socioeconomic contexts.	Absent
Overall Effectiveness of the Digital Story	The presentation exhibits creativity, technical ability and overall effectiveness. The story is excellent.	Creativity and technical skill is apparent. The project is good overall.	There is evidence of some creativity and technical application. The story is somewhat effective.	The project lacks consistent creative and technical effectiveness although an attempt has been made.	The presentation is a basic PowerPoint presentation of text slides.	Absent

Other (e.g., excellent or poor evaluation by Volunteer, etc.)						
TOTAL *(range of total possible points: 0 to 100)*						

Note: You are expected to begin the interview process early enough in the semester so that if scheduling issues arise or a Volunteer must be replaced, you can complete the assignment on time.