

Psychology of Aging Section 01

PSYC 114

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/15/2024

Contact Information

Instructor: Dr. Désia Bacon

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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: Tuesdays and Thursdays, 1:30pm – 2:45pm

Classroom: Hugh Gillis Hall, room 118

Canvas Course: <https://sjsu.instructure.com/courses/1595853/>
(<https://sjsu.instructure.com/courses/1595853/>)

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 or GERO-114 and the email topic in the subject line, e.g., "Psyc 114, 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

I expect you to be attentive in class, participate in discussions and assigned groups, and limit other distractions. Please place cell phones on silent during class unless there is an emergent reason (e.g., you need to have calls from your childcare provider ring through). If you must make or answer a call, please excuse yourself from class. Please do not browse the web during class, as it is distracting to both you and peers. Most importantly, please be respectful of your classmates' opinions. Attendance is expected each week. If you do not attend classes, you will miss discussion that will help you better understand the material that will need to demonstrate knowledge of for your class assignments and projects.

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. We are all 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, and I will do my best to ensure we maintain a safe and effective learning environment. If you experience distressing interactions 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 the 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, and university policy dictates needing permission to do so for course materials. You may not make audio or video recordings of this class, including the lectures I give, and any content 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 classroom or Canvas environment.

Conflicts and special testing conditions

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications: (1) students must make requests to the instructor in writing by **Tuesday, September 17, 2024** (the semester Add deadline); (2) reasonable limits will be set on the total number of days claimed by any one student.

If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class. Make-up assignments will be discussed on a case-by-case basis.

Child Care

Parenting or kinship care should not restrict your access to class. If there is an emergency that causes an immediate change to your childcare plans for that day, you are invited to bring your child/sibling to class, granted that the child does not prove a disruption to the others in the room. Please be prepared to step out with your child/sibling if your child begins to become a distraction. Please also note that this does not include when a child is sick - please do not bring a sick child to class.

Tips for success

1. I encourage you to attend and participate in every class, as well as the Canvas community! A classroom is a community of learners, and attendance and 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. On Canvas, there are discussion boards where you can request slides from me, notes from 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 the class lecture on the topic. It may be helpful for you to attend lecture first 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 class, attend class, and then read the text carefully soon after lecture and complete your reading questions.

3. Please use your best judgement when speaking in class. I encourage your questions and comments, but try to monitor yourself if you find that you are commenting very frequently; given the size of the class, we must work together to make sure that everyone who wants to speak gets a turn. You are always welcome to write down your questions for us to discuss during office hours, or chat with me before and after class!
4. Do your best to manage your time by getting started on your assignments and your research project early. Deadlines can sometimes sneak up on us, 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.
5. Group study is encouraged for this course. You could even try using a shared Google doc with a couple classmates for note taking - you never know what one of you may miss that someone else may write down!
6. 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, just as I encourage you to share how your experiences and perspective impact how you perceive the material.

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/tablet with internet access and a word processor to complete assignments and assignments on the Canvas page for the course. Additionally, you will occasionally need to bring an electronic device with wi-fi access to class to complete web-based activities in groups. Only 1 group member will be required to have one of these devices, and I have found in the past that tablets or cell phones have worked fine for these tasks.

Please come prepared to class with whatever materials you personally need to be successful. Note taking is recommended, and you are welcome to bring a computer, tablet, or paper and a writing utensil to do so. If you have questions about other note taking methods, please let me know and we can discuss what may work for you.

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.”

Class Activities

Each week students will turn in a class activity that is done individually or together during class time (except as noted in the course calendar). Typically the activity is done during class on Tuesdays. You will pass the activity if you follow the directions and write in complete sentences in your responses. No bullet point lists unless the instructor specifies that in the instructions.

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 Thursday afternoons by 1pm each week. For the reading questions, **I will give you five questions and you are to respond to four 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.

Short Response

This course includes one short response. The prompt is 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 Response will be released in Week 3 of the course. **The Short Response is due Monday, December 2nd by 11:59 pm on Canvas.**

Healthy Aging Project - Midterm and Final Project

Instead of exams, this course will require a midterm and final project. This will be the same project, with different parts of the project due at mid-semester and at the end of the semester, submitted online through Canvas. One of the themes of our course is that people can adopt behaviors now that have a positive influence on their aging process - that we have some agency in aging. For this project, you will choose three behaviors that you can engage in now to improve your aging experience and track your engagement in those activities during the semester, based on the feedback you receive from the Living to 100 assessment you complete at the start of the semester.

Midterm Project

For the midterm project, you will write a paper that summarizes the 3 behaviors you are choosing, how they are relevant to aging, as summarized in our textbook and the broader research literature, and you will devise a system for tracking your engagement in these behaviors. This will require you to find journal articles and may require that you read ahead in the textbook to learn more about how specific behaviors are related to your selected behaviors.

Final Project

For the final project, you will provide the tracking data you collected for your three behaviors and write a report on how successful you were in engaging in your healthy aging behaviors during the semester. Part of this will be a reflection paper on how you can improve your aging process through material you learned in class. You should include a basic graph of your tracking data for the purposes of the final project.

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 your final Healthy Aging Paper, as noted above. The final Healthy Aging Paper is due by the end of our university assigned final exam time slot, due Monday, December 16th by 2:30 pm PST, as noted on the course schedule later in this syllabus. A final Healthy

Aging Paper submitted more than 5 minutes late, up to 24 hours late, will get an automatic 50% total value deduction on the grade. **No submissions will be accepted 24 hours after the original deadline.**

✓ 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 SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this 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 In Class Activities (6 points each; (13*6) 78 points total), Reading Questions (4 points each; (15*4) 60 points total) Midterm Healthy Living Project (50 points), Home Activities/Project Checkins (3 points each; (4*3) 12 points total), a Short Response (10 points), and a Final Healthy Living Project (50 points), for a total of 260 points. There will be occasional extra credit opportunities.

Make-up for in-class activities

The only acceptable reason for missing an in-class activity is illness or an excused absence due to a University-sponsored activity (i.e., athletics). **Make-up activities are formatted at the discretion of the instructor. Absences due to any other reason will be evaluated for make-up opportunities on a case-by-case basis, so please contact the instructor.** If you will be absent due to a previously discussed religious observance or previously discussed University-sponsored event, we will work out a plan for you to do the activity in a way that accommodates both of our schedules.

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. For example, submitting your Reading Questions late (i.e., after 1:00 PM but within 24 hours of the scheduled deadline) will result in an automatic deduction of 1/5 of the total value of the assignment. Each additional day your assignment is late (i.e., past 24 hours after the deadline, or more specifically, past 1:00 PM 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 1:00 PM, a 1:04 PM submission will be accepted without penalty, but a 1:05 PM submission will be considered late).

A Final Research Project submitted up to 24 hours late will get an automatic 50% total value deduction on the grade (can earn a max of 17.5 out of 35 points). **No submissions will be accepted 24 hours after the original 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	248 to 260	96 to 100%
A	240 to 247	93 to 95.0%
A minus	232 to 239	90 to 92.0%
B plus	222 to 231	86 to 89.0%
B	214 to 221	83 to 85.0%
B minus	206 to 213	80 to 82.0%
C plus	196 to 205	76 to 79.0%
C	188 to 195	73 to 75.0%
C minus	180 to 187	70 to 72.0%
D plus	170 to 179	66 to 69.0%

D	162 to 169	63 to 65.0%
D minus	154 to 161	60 to 62.0%
F	0 to 153	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 by the specified time in the Pacific Time Zone

Semester Week/Day	Date	Topic	Required reading	Assignme in clas

1 – R	8/22	Course Introduction and Syllabus Review	Syllabus	Class introductory
2 – T	8/27	Course Introduction and Syllabus Review	Syllabus	Discussion message about age and Age results
2 – R	8/29	Introduction to the Psychology of Aging	Chapter 1	
3 – T	9/3	Introduction to the Psychology of Aging	Chapter 1	Chapter 1 Class Act
3 – R	9/5	Biological Theories of Aging	Chapter 2	

4 – T	9/10	Biological Theories of Aging	Chapter 2	Chapter 2 Class Act
4 – R	9/12	The Aging Body and Age-Related Health Conditions; Prevention	Chapter 3	
5 – T	9/17	The Aging Body and Age-Related Health Conditions; Prevention	Chapter 3	Chapter 3 Class Act
5 – R	9/19	Cognition and Aging	Chapter 7	
6 – T	9/24	Cognition and Aging	Chapter 7 article: Schaie_1994_SeattleLongitudinalStudy.pdf (https://sjsu.campusconcourse.com/courses/1595853/files/77838522?wrap=1).	Chapter 7 Class Act
6 – R	9/26	Neurocognitive Disorders in Late Life	Chapter 9	
7 – T	10/1	Neurocognitive Disorders in Late Life	Chapter 9 article: Should we discontinue HS football? (https://sjsu.campusconcourse.com/courses/1595853/files/77838522?wrap=1).	Chapter 9 Class Act

7 – R	10/3	Personality and Emotional Development	Chapter 5	
8 – T	10/8	Personality and Emotional Development	Chapter 5	Chapter 1 Class Act
8 – R	10/10	Mental Health and Aging	Chapter 6	
9 – M	10/14	Midterm Healthy Aging Project Paper due 11:59 pm Monday, October 14th, on Canvas		
9 – T	10/15	Mental Health and Aging	Chapter 6	Chapter 1 Class Act
9 – R	10/17	Relationships, Families, and Aging: Changes in Roles with Aging	Chapter 10	
10 – T	10/22	Relationships, Families, and Aging: Changes in Roles with Aging	Chapter 10 article: Does widowhood increase mortality risk? (https://sjsu.campusconcourse.com/courses/1595853/files/78109448?wrap=1) .	Chapter 1 Class Act

10 – R	10/24	Death and the Dying Process, Bereavement, and Widowhood	Chapter 12	
11 – T	10/29	Death and the Dying Process, Bereavement, and Widowhood	Chapter 12	Chapter 1 Class Act bring a v connect device
11 – R	10/31	Cultural Differences in Aging Experiences of Ethnic and Sexual Minority Older Adults	Chapter 13	
12 – T	11/5	Cultural Differences in Aging Experiences of Ethnic and Sexual Minority Older Adults	Chapter 13 article: Trans Aging Report (https://sjsu.campusconcourse.com/courses/1595853/files/78109862?wrap=1) .	Chapter 1 Class Act
12 – R	11/7	Work and Retirement	Chapter 11	

13 – T	11/12	Work and Retirement	Chapter 11	Chapter 1 Class Act
13 – R	11/14	Aging and Ethics/Legal Issues	Chapter 14	
14 – T	11/19	Aging and Ethics/Legal Issues	Chapter 14	Chapter 1 Class Act
14 – R	11/21	Cognitive Reserve and Cognitive Interventions	Chapter 8	
15 – T	11/26	Cognitive Reserve and Cognitive Interventions	Chapter 8	Chapter 8 Class Act
15 – R	11/28	No class - campus closed		
16 – M	12/2	Short Response due Monday, December 2nd by 11:59 pm on Canvas		
16 – T	12/3	Current Topics in Aging		In Clas Activit

16 – R	12/5	Current Topics in Aging	In Clas Activit
Tuesday	12/10	No Class - University Study Day	
Final Exam	12/16	Final Healthy Aging Project Paper due Monday, December 16th by 2:30 pm on Canvas	

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