

# PSYC 311-01 ADULT & AGING PSYCHOLOGY

## SPRING 2020 T, TH 12:30PM – 1:45 PM

### **Who Am I?**

I am Dr. Candace Lapan, a developmental psychologist. My research expertise is in social and cognitive skills between early and middle childhood. Please refer to me as either “Professor” or “Doctor” as these are my earned academic and professional credentials. Please do not refer to me as “Ms.” or “Mrs.”

### **How Can You Get Help?**

Student hours are reserved for drop-in visits. Appointments are not required but recommended. You can sign up for a slot anytime via this link <https://calendly.com/c-lapan/office-hours>. You pay for this time, take advantage of it to ask questions or get extra help. *If you need a different time, please e-mail me several days & times of availability to schedule an appointment.*

Student Hours in NEU 211B: Monday & Wednesday 11:00am-1:30pm. Tuesday & Thursday 2:00pm-4:00pm.

### **What if I'm Having Personal Struggles?**

The wellbeing of student is my primary concern. If you are facing any challenges in relation to your physical or mental health, or other obstacles such as food, housing, or childcare insecurity please do not hesitate to contact me. I am happy to discuss ways to help you succeed in the course.

### **Can I Talk to You about Title IX Issues?**

Yes! Just know that under Title IX, I am a Responsible Employee meaning that I am obligated to report allegations or firsthand observations of discrimination or sexual misconduct shared with me by a student.

### **Can I Share My Opinions in Class?**

We discuss many controversial topics. I do not present my personal opinions, beliefs, or ideologies, rather I provide the available scientific evidence regarding the issue. Debate and weighing scientific evidence are the process of scientific discourse. Your experiences & thoughts are also valuable & you should feel free to share them. If there are aspects of the course instruction, subject matter, or classroom environment that results in barriers to your inclusion, please contact me privately without fear of reprisal.

### **Course Goals**

We will explore how we age—physically, psychologically, intellectually, & socially. We will explore research & theories regarding aging from the adult years to old age. Attention to similarities & differences in adult development—ability, age, class, culture, ethnicity, family structure, gender, etc. will be explored.

- Demonstrate a basic social, psychological, and biophysical understanding of change that occurs in aging
- Demonstrate how socio-cultural & biological factors influence lifespan development processes
- Demonstrate critical, creative, and scientific skills to make ethical and logical decisions when examining gerontological topics

### **Service-Learning**

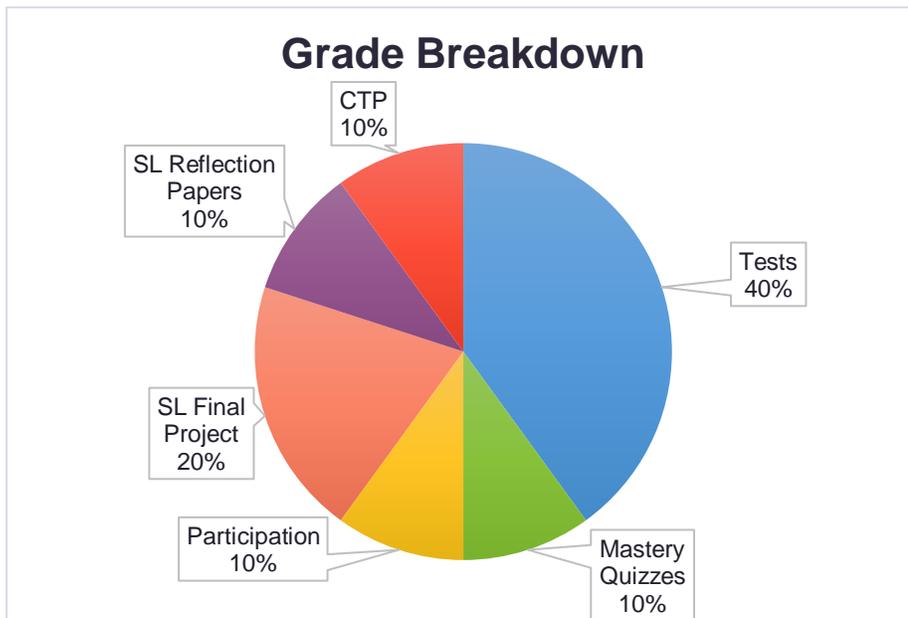
This course will be taught with a service-learning approach. Service-learning links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. You will use the content from this course and your knowledge gained by interacting with community partners to develop a service project to improve the community.

## Course Text and Aids

- *Journey of Adulthood* by Barbara R. Bjorklund. 8th Edition. ISBN: 9780133973709. The ebook version of the text is your cheapest option.
- Journal articles for your CTPs will be posted on Canvas.

## Canvas

On the course Canvas site, you will find lecture outlines & videos, which I will post prior to our classes. Note that PowerPoints are frameworks for lectures – they will only contain a fraction of what I discuss in class. Note that the Canvas site is intended to supplement in-class learning and that it never serves as a substitute for class attendance. Occasionally, I will send e-mails to the class from the Canvas website, therefore, you are responsible for checking this account daily. Note that you can change your notification settings in Canvas to get email alerts when messages are sent through Canvas, I recommend doing this.



Letter Grade	Numeric Grade
A+	97-100
A	94-96.9
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D+	67-69.9
D	64-66.9
D-	60-63.9
F	<60

**\*Note,** Canvas will be set up so that you can view all of your grades there. You can also enter your expected grades to conduct a “what-if” analysis and see what your final course grade may be.

## Tests

Four tests will assess your content knowledge, critical thought about course material, and ability to apply the concepts learned to novel situations. Tests will cover text and lecture material and will consist of multiple choice and short answer questions.

## Participation/Attendance

Participation will be assessed by your presence in class and your completion of in class activities. I will also sometimes use Zeetings polls to prompt discussion. You should create a free account and come prepared to respond to these each day. Note, **you are not allowed to respond to these polls while you are not in the classroom. If you do so, you are cheating and will be reported to the university for academic dishonesty.** To prevent this, I will ask a question each day that you will have to be present to answer. All participation activities are graded based on your completion of the activity, not the correctness of your work. You will get 3 freebies for which a missing participation grade will be dropped without question. Participation may also include brief assignments completed inside or outside of class.

## **Mastery Quizzes**

For each chapter of your text, you will have a set of 15 Mastery questions. Mastery training is unlike your typical set question quiz. You will be able to complete each quiz up to 3 times to try and improve your grade before the assignment is due. Canvas will record your highest grade.

## **Critical Thought Papers (CTPs)**

I will offer 2 CTP opportunities. I will drop the lowest of the 2 grades. For each CTP you will find and read a peer reviewed journal article and write a 2-page CTP. The CTP should address a major theme in both the chapter and the empirical article. In each CTP, you should write a reflection on the paper composed of your own original thoughts. Further details are posted on Canvas.

## **Service-Learning Project Planning & Final Project**

In teams, you will plan, implement, and assess the impact of your SL project. Before the project, you will submit a proposal to get feedback about the scope, quality, & feasibility of your project. This plan should explicitly refer to the evidence that informed the decision that you made in your project. Your final project will include a written summary of your project and the evidence base for it, a personal reflection on the implementation, an assessment of how effective it was, and recommendations for the future.

## **Service-Learning Site Reflections**

As you work in the community on your project, you will complete two reflection papers in which you answer reflective questions about your experience.

## **Extra Credit**

On several occasions throughout the semester, I will offer opportunities to earn extra percentages toward your final grade. The number of activities given and the amount of bonus assigned is within my discretion. There will be no make-ups offered for extra credit activities under any circumstance.

## **Course Policies**

### **Classroom Decorum**

Our classroom is a community and it is essential that everyone feels welcome and safe in that community. We will discuss more in depth how we want our community to look, sound, and feel, but generally, our class should always be a place where we respect one another. We may discuss topics that are personally significant and sensitive, so it is important that we value all other students in the class and their contributions.

This decorum extends to your work with community partners. These community agencies are graciously taking part in this learning experience and you should respect their work and time. You should show up to events on time, wear professional dress, and always be on your best behavior.

To create a respectful and focused learning environment, I also ask that you respect your fellow classmates by turning off electronic devices and/or not using them for non-academic purposes (of course use for responding to polls is fine). This includes cell phones, computers, and tablets (please do not wear headphones during class). In extenuating circumstances where you need to be contacted during class, please let me know before that class period. There is a lot of surmounting evidence that using technology for non-academic purposes during class impairs your class performance, as well as your peers' performance. I'm happy to supply references!

## Late Assignments

All assignments are due by 11:59pm of the date indicated on the syllabus and should be submitted through Canvas. For all late assignments, 10 points will be deducted from the grade for each day that it is submitted passed the due date. You are responsible for assignments even if you cannot be in class on the day they are due.

**Missing a test:** It is my hope that you will not experience any adverse events that cause you to miss a test. If you miss one of these tests for any reason, you will have the opportunity to complete an essay only make up test. You must contact me asap and complete the make up within 2 days of your arrival back to campus.

## Attendance

Attendance and participation are important for your success in class and are, as noted above, are worth 10% of your grade. **Everyone will receive 3 freebies in which you will not be penalized for missing class, you do not need to tell me why or provide documentation as to why you missed class.** Any absences beyond these 3 freebies will result in a loss of points to your attendance/participation grade. Exceptions will be made for long term excused absences (i.e., a university-sponsored absence or absence due to illness or death in the family). Please keep in mind that your participation in class is improved by completing course readings prior to class.

## Active Learning

My most frequent comment from students in my courses is that they want class to have more interactive activities and group work, as opposed to me lecturing. I believe that these activities are beneficial to learning and engage students. However, they only work if students actually engage in the activities (i.e., answer questions, engage in discussion, etc.). So I promise to use as many of these activities as possible, however the responsibility also lies with you as students to engage in these activities to make them a productive use of class time.

## Honor Code & Plagiarism

Academic dishonesty is a serious offense. Any form of dishonest behavior (e.g., cheating, plagiarism, deception of effort, unauthorized assistance), will result in penalties such as a failing grade on an assignment or failure in the course, depending on the nature of the offense. If you are ever unsure if your work may be considered plagiarism, you can always ask me for help without penalty before your turn in the assignment. It is the responsibility of all Wingate University students to abide by the Honor Code. Failure to do so will result in consequences outlined in the Wingate University Student Handbook. The Wingate University Honor Code states that:

- Wingate University students do not lie, cheat, steal, plagiarize, nor do they tolerate in their company the presence of one who does.
- Wingate university students conduct themselves at all times in a manner that is conducive to the maintenance of a strong, positive environment for study and learning.
- Wingate University students obey the rules and regulations of the University as outlined in the Student Handbook.

## How to Succeed in This Course

If you experience difficulty (i.e., if you don't understand the material or if you perform poorly on a test), I encourage you to see me immediately so that we can go over your study strategies and discuss techniques to improve your performance. The biggest mistake that students make is to avoid getting help, which only magnifies the problem. Keep in mind that I cannot do anything to help you at the end of the course. Thus, it is important to come in and talk to me

about problems as you experience them. Other highlights: Participate, take notes, read, relate materials to your own life, put definitions in your own words, test yourself, ask questions, and review your materials after class.

### **Academic Resources**

The Academic Resource Center (ARC) is located on the 2nd floor of the Ethel K. Smith Library and provides a variety of services to support your learning (e.g., peer tutoring). For more information on available services, please see <https://www.wingate.edu/mygate/students/academic-resource-center> or call 704-233-8366. ARC also houses the Writing Center which offers appointments and drop-in sessions. For more information, please see <https://www.wingate.edu/mygate/students/academic-resource-center/writing-center> or call 704-233-8070.

### **Disability Services**

If you have a disability and require accommodations, you are encouraged to let me know at the beginning of the semester. In order to receive accommodations you must also register for disability support services by contacting Ms. Kristin Wharton, [kwharton@wingate.edu](mailto:kwharton@wingate.edu). The disability support services office is on the 2nd floor of the Ethel K. Smith Library in the Academic Resource Center. All communication will remain confidential.

### **Counseling Services**

Wingate's Office of Counseling Services, located in Holbrook, provides confidential, free, short-term mental health treatment to currently enrolled undergraduate and graduate students. Our counselors are licensed mental health professionals and supervised graduate student interns. In general, counselors do not give advice, but seek to help clients understand themselves and their situation more fully in order to more clearly see their options. There are many common issues that clients may discuss in counseling. Reasons may include: abuse or trauma, anxiety and stress, conflict management, depression, grief and loss, interpersonal relationships, Transitioning to college, etc.. Counselors can also help you develop academic and study skills. They can work with you to devise strategies for time management, test anxiety, and motivation.

This is tentative outline of topics and assignments. You will be notified of any changes as soon as possible.

Week	Date	Topic/Reading	Assignment
Week 1	Thu., Jan. 9	Review Syllabus; <b>5-minute poem</b>	
Week 2	Tue., Jan. 14	Ch. 1: Introduction to Adult Development	Ch. 1 Mastery Quiz due
	Thu., Jan. 16	Ch. 1: Introduction to Adult Development	
Week 3	Tue., Jan. 21	Ch. 2: Physical Changes	Ch. 2 Mastery Quiz due
	Thu., Jan. 23	Ch. 2: Physical Changes	
Week 4	Tue., Jan. 28	Ch. 3: Health and Health Disorders	Ch. 3 Mastery Quiz due
	Thu., Jan. 30	Ch. 3 & <b>Class Visit</b>	<b>Partner Site Proposal Due</b>
Week 5	Tue., Feb. 4	<b>Exam 1</b>	
	Thu., Feb. 6	Ch. 4: Cognitive Abilities	Ch. 4 Mastery Quiz due
Week 6	Tue., Feb. 11	Ch. 4: Cognitive Abilities	<b>CTP 1 Due</b>
	Thu., Feb. 13	Ch. 5: Social Roles	Ch. 5 Mastery Quiz due
Week 7	Tue., Feb. 18	Ch. 5: Social Roles	
	Thu., Feb. 20	Ch. 6: Social Relationships	Ch. 6 Mastery Quiz due
Week 8	Tue., Feb. 25	Ch. 6: Social Relationships	<b>SL project proposal due (Must complete 2 site visits)</b>
	Thu., Feb. 27	<b>Exam 2</b>	
	Tue., Mar. 3	<b>Spring Break</b>	
	Thu., Mar. 5	<b>Spring Break</b>	
Week 9	Tue., Mar. 10	Ch. 7: Work & Retirement	Ch. 7 Mastery Quiz due
	Thu., Mar. 12	Ch. 7: Work & Retirement	
Week 10	Tue., Mar. 17	Ch. 8: Personality	Ch. 8 Mastery Quiz due
	Thu., Mar. 19	Ch. 8: Personality	<b>CTP 2 Due</b>
Week 11	Tue., Mar. 24	<b>Conference; Service Projects</b>	
	Thu., Mar. 26	<b>Conference; Service Projects</b>	<b>SL Reflection 1 Due</b>
Week 12	Tue., Mar. 31	Ch. 9: The Quest for Meaning	Ch. 9 Mastery Quiz due
	Thu., Apr. 2	<b>One Day, One Dog; Service Projects</b>	
Week 13	Tue., Apr. 7	<b>Exam 3</b>	
	Thu., Apr. 9	Ch. 10: Stress, Coping, and Resilience	Ch. 10 Mastery Quiz due
Week 14	Tue., Apr. 14	Ch. 10: Stress, Coping, and Resilience	<b>SL Reflection 2 Due</b>
	Thu., Apr. 16	Ch. 11: Death and Bereavement	Ch.11 Mastery Quiz due
Week 15	Tue., Apr. 21	Ch. 11: Death and Bereavement	
	Thu., Apr. 23	<b>Exam 4</b>	
	Friday May 1 <sup>st</sup> 1:30pm	<b>Final Presentations &amp; written summaries due</b>	