

Adult Development and Aging – Spring 2023 Course Syllabus

Course Information

Course Number/Section	CGS/PSY/SPAU 4386.001
Course Title	Adult Development and Aging
Term	Spring 2023 (Jan 17, 2023 – May 5, 2023)
Location	Tuesday & Thursday 2:30 pm – 3:45 pm; Traditional CRA 12.120

Professor Contact Information

Professor	Dr. Chandramallika Basak, Ph.D.
Office Phone	972-882-3724 (between 9 am – 5 pm CST)
Email Address	cbasak@utdallas.edu
Office Location	MS Teams and JO 3.106
Office Hours	Virtual on MS Teams (Thursdays 10:30 am-11:30 am) or by appointment for in-person meeting The link to the Office hours is provided in MS Teams .

* Email is the best way to reach me outside of class.

* When you email, please include **your name** and **class name** in the title. Including this information will allow me to answer your emails more efficiently.

Teaching Interns Information

Ms. Andrea Castillo Perez
Email: Andrea.CastilloPerez@UTDallas.edu
Office Hours – By appointment.
Location: MS Teams

Ms. Maysa Farasat
Email: Maysa.Farasat@UTDallas.edu
Office Hours – By appointment.
Location: MS Teams

Course Modality and Expectations

Instructional Mode	Face-to-Face
Course Platform	eLearning – Homework Platform and eBook, MindTap, course materials, quizzes & assignments. MS Teams – Communication outside the class time, such as, office hours. Course-related recordings, if any, through MS Streams under your registered course (CGS/PSY/SPAU 4386.001).
Expectations	This course will consist of lectures, short quizzes, assignments and associated discussions during the class time. Students are expected to read assigned textbook (eBook) chapters, and attend classes and participate in the discussions. Expectations for Exams, Weekly Quizzes/Assignments and other Assignments are detailed separately in a later section.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
 PSY 2301

Course Description

This course is designed to provide an overview of *theories, methods, and research* on the psychological processes during adulthood and aging. A selection of topics will be covered to understand the nature of and multiple influences on development throughout the adult lifespan. The course will consist of lectures, textbook chapters, additional readings, videos, in-class activities/discussions/quizzes, Real-life Applications, and three exams.

Student Learning Objectives/Outcomes

Students who complete this course will be able to:

1. Recognize stereotypes toward older adults.
2. Explain major theories and perspectives in psychological aging.
3. Recognize different research designs and methodological issues particularly important when studying aging.
4. Recognize changes in sensation/perception, health, and cognition with aging.
5. Speculate how individual and group diversity affects the experience of aging.
6. Explain how aging affects personality, interpersonal relationships, and mental health.
7. Apply research knowledge about aging to practical problems faced by older adults. Identify factors that can be controlled personally to foster successful aging.
8. Demonstrate critical thinking and effective written communication skills.

Student Learning Outcomes	Assessments
1. Recognize stereotypes toward older adults	1a. In-class activities (formative) 1b. Exam (summative)
2. Explain major theories and perspectives in psychological aging	2a. In-class activities (formative) 2b. Exam (summative)
3. Recognize different research designs and methodological issues particularly important when studying aging.	3a. In-class activities (formative) 3b. Exam (summative)
4. Recognize changes in sensation/perception, health, and cognition with aging.	4a. In-class activities (formative) 4b. Video discussions (formative) 4c. Exam (summative)
5. Speculate how individual and group diversity affects the experience of aging.	5a. In-class activities (formative) 5b. Real-life Applications (summative) 5c. Exam (summative)
6. Explain how aging affects personality, interpersonal relationships, and mental health.	6a. In-class activities (formative) 6b. Video discussions (formative) 6c. Real-life Applications (summative) 6d. Exam (summative)
7. Apply research knowledge about aging to practical problems faced by older adults. Identify factors that can be controlled personally to foster successful aging.	7a. In-class discussions (formative) 7b. Real-life Applications (summative) 7c. Exam (summative)
8. Demonstrate critical thinking and effective written communication skills.	8a. In-class discussions (formative) 8b. Real-life Applications (summative)

Required Textbooks and Materials

eBook: Cavanaugh, J. C. & Blanchard-Fields, F. (2011). *Adult Development and Aging (8th ed.)*
CENGAGE Learning: Boston, MA.

How to buy your Course Materials

Step 1: Sign into eLearning and click on (Merge)CGS 4386.001-PSY 4386.001-S23 [that is, the course name]

Step 2: Click on the **MindTap** folder which is on the left of the Course Homepage.

Step 3: Click on **Review: Chapter 1 Test**. Create or sign into your Cengage account to purchase and access MindTap for this course.

Additional **readings** are available on eLearning.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group discussion or other activities during class that solicit your feedback on readings and materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor will provide class materials (course notes for each chapter, suggested websites and discussion questions) to all students registered for this class as they are intended to supplement the classroom experience. These materials will be made available the morning of the first lecture on any specific chapter. They may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Exams, Assignments and Grading

Final grades will be determined as follows:

A: 90% and above

A+: 485 – 500 points

A: 470 – 484 points

A–: 450 – 469 points

B: 80%–89%

B+: 435 – 449 points

B: 415 – 434 points

B–: 400 – 414 points

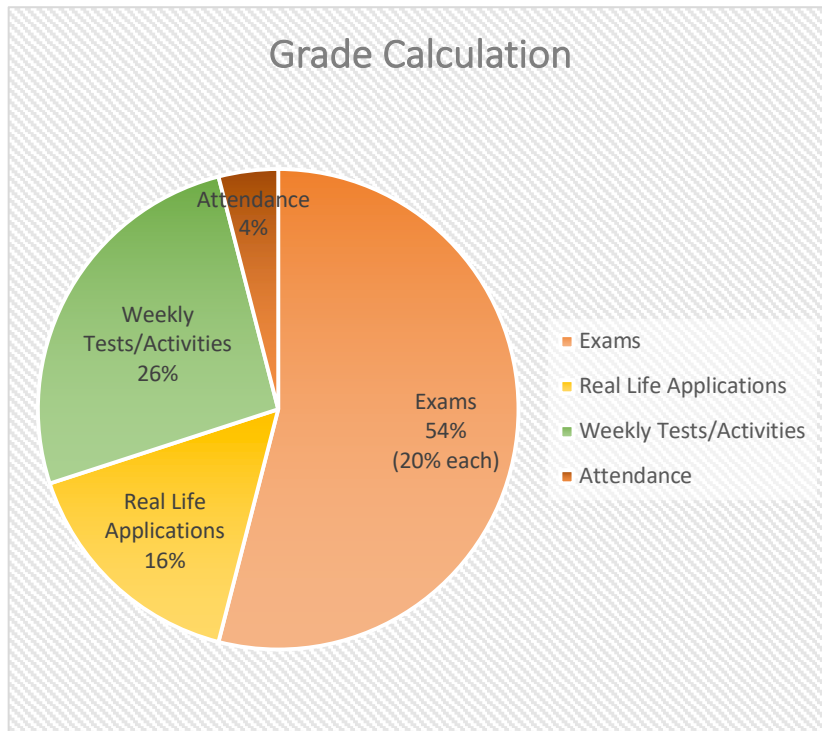
C: 70%–79%

C+: 385 – 399 points
C: 370 – 384 points
C-: 350 – 369 points

D: 60%–69%

D+: 335 – 349 points
D: 315 – 334 points
D-: 300 – 314 points

F: Below 60% (≤ 299 points)



1. Exams

There will be three non-cumulative exams administered during this course. These exams will be based on lectures and the assigned readings, all in multiple-choice and short-answer format. Each exam is weighted equally, and is worth 90 points each. Therefore, total points from these exams are 270 points. There will be **no make-up exams**.

In-Class Exam Policies:

- No exam will be handed out after the first person has left, which is often within the first 20 minutes. If you are taking an exam in the class, you must arrive in class on time. *Once you begin the exam, you will not be allowed to leave the room and return.*
- See “Make up exams” policies below.
- *You will be required to bring a photo id card (university id) to verify submission of your completed exam.*
- During exams, all cellphones and other electronic devices must be turned off, and placed out of sight in a purse or a backpack. If you use any electronic device during the quiz, you will automatically receive 0 points.

- All books, notes, and other written materials must also be placed out of sight. Again, you are expected to arrive on time for exams, and are expected to leave quietly after the exams.
- Exams will cover the material discussed in the class. They may or may not be in the text book. It is important for a student to attend the class regularly and take notes as and when necessary. Some of the class notes will be posted on the eLearning. There is a strong direct correlation between the class attendance and class performance. The students who regularly attend class tend to make significantly higher final grades than those who don't.

2. *Weekly Tests/Activities*

Throughout the semester, students will participate in weekly tests and in-class activities (such as, short quizzes, short assignments) that will facilitate learning. In sum, in every week there will be some in-class activity/quiz. These will be handed out in the class and need to be completed in class. Late activities are not accepted.

Also, almost every week you will have a review test to complete on eLearning (Click on MindTap -> "Review: Chapter # Test"). To successfully complete these tests, read the assigned chapter. I encourage that you add comments, annotations and questions to the chapter you read in the eBook (via MINDTAP).

I will drop the lowest grade for these review chapter tests and the lowest grade for the in-class activities when calculating your final grade. Therefore, total points for this section is 130. There will be **no make-up chapter review tests or in-class activities**. These weekly tests and in-class activities need to be submitted by their due dates (for review tests) or completed in the class time (for activities).

3. *Attendance*

Attendance is mandatory, and daily attendance will be recorded at the beginning of the class. You are expected to arrive in the class on time as the attendance is held at the beginning of the class. If you are more than 10 minutes late in the class or do not attend the class, your attendance score for that particular class will be zero. Attendance will count towards a total of 20 points.

4. *Investigate Development: Real-life Applications*

The students will participate in *Investigate Development: Real-life Applications* for 4 selected chapters; each real-life application investigation is worth 20 points. This series involves *Exploring* a case study related to the chapter studied, followed by research and evidence that will lead to your *Decision*, *Defending* your decision by citing evidence and research from the case, and a *Quiz* that will test your understanding of the case. The total Investigate Development points for the semester is 80. These materials need to be submitted by their due date, and **no make-up work** will be allowed. However, the each of these Investigate Development will be available for at least 7 days on eLearning, so you will have plenty of time to complete them.

Course Hack: I recommend you to add all due dates on your preferred calendar app so that you are reminded in a timely manner to complete all the assignments on time.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool (e.g., MS Teams) may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

Date	Topics	Readings
T 17 Jan	Course Overview and Introduction	Ch 1

R 19 Jan	Studying Adult Development	Ch 1
T 24 Jan	Studying Adult Development; Neuroscience and Aging	Ch 1; Ch 2
R 26 Jan	Neuroscience and Aging, including middle-age	Ch 2
T 31 Jan	Neuroscience and Aging (executive functions and working memory)	Nashiro, Qin, O'Connell & Basak (2018)
R 2 Feb	Physical Changes	Ch 3
T 7 Feb	Physical Changes	Ch 3
R 9 Feb	Longevity, Health and Functioning	Ch 4
T 14 Feb	Longevity, Health and Functioning/ Person-Environment Interaction	Ch 4; Ch 5
R 16 Feb	EXAM 1 (Chapters 1-4; Reading)	
T 21 Feb	Person-Environment Interaction	Ch 5
R 23 Feb	Attention and Driving	Ch 6
T 28 Feb	Memory	Ch 6
R 2 March	Memory and Cognitive Training Programs	Ch 6; Basak, Qin & O'Connell (2020)
T 7 March	Intelligence, Problem Solving and Creativity	Ch 7
R 9 March	Intelligence, Problem Solving and Creativity	Ch 7
14 & 16 March	No Classes: Spring Break	
T 21 March	Social Cognition	Ch 8
R 23 March	Social Cognition; Personality	Ch 8; Ch 9
T 28 March	Personality	Ch 9
R 30 March	Exam 2 (Chapters 5 -9; Reading)	
T 4 April	Mental health and dementia	Ch 10
R 6 April	"Depression: Out of the Shadows" Video and Discussion An 8-part series (50 min long). Guided questions will be provided before the class.	https://www.youtube.com/watch?v=KWFn8eRLqTM&list=PL85B6526C32DB15EE
T 11 April	Mental health and dementia	Ch 10
R 13 April	Relationships	Ch 11
T 18 April	Relationships; Work, Leisure and Retirement	Ch 11; Ch 12
R 20 April	Work, Leisure and Retirement	Ch 12
T 25 April	End of Life	Ch 13
R 27 April	Dying and Bereavement; Healthy Aging	Ch 13; Ch 14
T 2 May	Healthy Aging vs. Dementia	Ch 14; additional materials
R 4 May	Exam 3 (Chapters 10 -14; additional materials)	

Grading Policy

Grading is based on a set of *a priori* criteria, discussed above in the “Exams, Assignments and Grading” section.

Course Policies

Make-up exams

Make-up exams will be given only if : (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained during the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in advance of the scheduled day of the exam (email message with documentation). Otherwise, you will receive an F in the exam. It is the student’s responsibility to make sure that an exam is made up within 3 days of the scheduled time. It is to your advantage to take the regular exam.

Exam Policies.

Exams will cover the material discussed in the class. They may or may not be in the text book. It is important for a student to attend the class regularly and take notes as and when necessary. Some of the class notes will be posted on the eLearning. There is a strong direct correlation between the class attendance and class performance. The students who regularly attend class tend to make significantly higher final grades than those who don’t.

Students are required to have their UTD’s Photo ID during the exam.

Faulty Exam Questions

Occasionally, exam questions can be unclear and faulty. If you encounter such a question, let me know immediately after the exam period, via email. I will consider your arguments before grading the exams, and if necessary, throw out the question for everyone.

Late Work

Weekly Tests and Real-life Applications(i.e., Investigate Development) are due **on time** in eLearning. **Late work will not be accepted.** However, the lowest individual score on *weekly tests/activities* will be dropped from the overall grade. These Weekly Tests/Activities and Real-life Applications will be available for 7 days before the due date, so students are encouraged to take them as soon as possible.

Classroom Citizenship

As your professor, I am responsible for creating an optimal course environment for learning. The following rules are intended to promote the kinds of behaviors that are expected in almost all professional settings, and will be implemented to reduce distractions during the class. Please adhere to the rules consistently:

Active participant: Please stay engaged in the class by fully participating in discussion and completing weekly assignments. Please do not hold side conversations (either on the chat or in- person) and minimize use of personal devices (such as laptop or phone) -- they are distracting to me and the other students, and therefore detrimental to an effective classroom environment. Always be respectful of other student’s questions and comments. All students are expected to conduct themselves in a cordial and considerate manner.

Other Policies

- If you stop attending the class, make sure to drop the course. It will not be dropped automatically.

- Course credit is only given for the work assigned and scheduled in the course schedule. No extra work will be assigned nor will extra credit be given for any extra work performed by the student.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.