

The Adult Years - Professor Michael Caruso Course Syllabus - PSY 3510 001 - Fall 2012

NOTE: Please see the separate Course Schedule for a complete week by week schedule.

NOTE: This syllabus is subject to change. Any changes will be announced in class and in the "Announcements" section of the course Blackboard site and a revised Course Syllabus will be posted.

CLASS, INSTRUCTOR, AND OFFICE INFORMATION

Course and section - PSY 3510 001, The Adult Years, Fall 2012, University of Toledo

Class meetings - Monday and Wednesday 11:00-12:15, Health Sciences and Human Services Rm 3420 (HH3420)

Honors - Any honors student interested in taking this course as an honors contract, please contact Prof Caruso

Instructor - Michael Caruso, Associate Professor, Psychology Department

Office - UH1430 - on the first floor of University Hall

Office hours - MW 12:30-1:30 and TR 11-12:30, with other times by appointment. I do not hold these scheduled office hours during University holidays or final exam week.

E-mail - Click on "Send E-mail" from the Blackboard website menu or use: michael.caruso@utoledo.edu

Office phone / voicemail - 419.530.2896, although contact by e-mail preferred

REQUIRED READING

The required textbook is: Whitbourne, Susan K. and Whitbourne, Stacey B. (2011). *Adult Development and Aging: Biopsychosocial Perspectives* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (ISBN: 9780470646977).

- Get hold of the textbook as soon as possible.
- The book is available in the Barnes and Noble bookstore on the UT Bancroft campus (<http://bit.ly/MIH9ue>) and at the Student Bookstore on Bancroft street (<http://www.nebo.com/university-of-toledo>).
- You can comparison shop for the book on the internet at addall.com (<http://bit.ly/P976L7>). If you order the book from somewhere on the internet, please spend the extra money for overnight or two-day shipping. If you use standard 5-9 business day shipping, you won't receive the book until the second or third week of class.
- The text can also be purchased as an e-textbook at CourseSmart.com (<http://bit.ly/NAV2qu>).
- A copy of the textbook is on reserve at the Carlson library that you can use in the library as well.

Additional readings not in the textbook are also assigned. You can access these by clicking on "Additional Readings" from the main menu on the class web site.

See the separate **Course Schedule** for when chapter topics will be discussed in class. You are strongly encouraged to read the chapter or article **before** it is discussed in lecture.

COURSE DESCRIPTION, GOALS, AND OBJECTIVES

Catalog Description: PSY 3510 The Adult Years (3 hours) Emphasizes growth and change throughout adulthood. Issues of personality and cognitive change are investigated, and theory and research are highlighted.

Prerequisite: PSY 2500 or 2510

This course emphasizes an understanding of the important methods, terms, theories, and findings pertaining to the psychology of adulthood and aging. By understanding psychology we can become more aware of ourselves, others, and our relationships. It is recommended that you have passed an introductory Psychology course and a Developmental Psychology course with a "C" or better before taking this class. The course employs lectures, in-class activities (discussions, video presentations, in-class writing, demonstrations, etc.), as well as outside of class activities, such as reading, paper writing, and internet activities. Your comments, questions, discussion, and other forms of participation are strongly encouraged. Use of the internet, especially e-mail and the world wide web, in support of this course is required.

The general goals and objectives of The Adult Years are to help the student:

- Learn and gain mastery over the basic facts and research findings, terminology, principles, and theories important in the various areas of adulthood and aging.
- Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach and to understand research methods used to study adult development.

- Gain a basic understanding of the perceptual, cognitive, personality, and social processes of aging.
- Examine issues of coping, psychopathology, and death and dying in adulthood and aging.
- Analyze current issues and controversies in the field of adulthood and aging.
- Practice critical thinking skills, written and oral communications skills, and internet skills.
- Find ways to apply psychological findings to everyday life.

Specific learning objectives listing what content you are expected to master for each topic are available by clicking on "**Study Guides**" from the website menu. Course objectives may be obtained by reading and studying the textbook and assigned readings, through satisfactory completion of assignments, and by attention to, and participation in, classroom lectures, presentations, and discussions.

OUTLINE OF COURSE TOPICS

Unit I - The Study of Adulthood and Aging: Issues, Concepts, Theories, and Research

Whitbourne Text Chapter 1 - Themes and Issues in Adult Development and Aging

Whitbourne Text Chapter 2 - Models of Development: Nature and Nurture in Adulthood

Whitbourne Text Chapter 3 - The Study of Adult Development and Aging: Research Methods

Unit II - Psychobiology, Perception, and Cognition

Whitbourne Text Chapter 4 (pp. 86-96 only) - (Nervous System section and Sensation and Perception Vision and Hearing Sections)

Whitbourne Text Chapter 6 - Basic Cognitive Functions: Information Processing, Attention, and Memory

Whitbourne Text Chapter 7 - Language, Problem Solving, and Intelligence

Unit III - Wisdom and Successful Aging; Personality and Social Functioning

Whitbourne Text Chapter 14 - Successful Aging

The Search for a Psychology of Wisdom by Paul Baltes and Ursula Staudinger (available on the class web site)

Whitbourne Text Chapter 8 - Personality

Whitbourne Text Chapter 9 - Relationships

Gay and Lesbian Aging by Linda Woolf (available on the class web site)

Unit IV - Psychopathology, Death and Dying

Whitbourne Text Chapter 5 (pp. 111-121 only) - (Dementia and Related Neurological Disorders section)

Whitbourne Text Chapter 11 - Mental Health Issues and Treatment

Whitbourne Text Chapter 13 - Death and Dying

INTERNET

As a web assisted course, UT's Blackboard 9 (Bb9) site is required to obtain course materials and participate in the discussion board. Students can login with their UT username and password by accessing the Bb9 login page directly from <https://blackboard.utdl.edu/> or through the distance learning webpage at <http://www.utoledo.edu/dl/> or through the myUT portal at <http://myut.utoledo.edu/>. If you do not have internet access at home, many computers for student use are available in various open labs on campus and in Carlson library.

TESTS

Tests cover both textbook and lecture material. Click on the "**Study Guides**" link on the website page menu to see what specific material be covered on the tests.

There will be four unit tests and **no** comprehensive final exam. Each test contains multiple choice and possibly matching items. Each is worth 75 points, making the four tests combined worth 300 points maximum, or 71% of the total points available. Tests are to be taken when scheduled. In case of an emergency you must contact me as soon as possible to make other arrangements.

See the separate **Course Schedule** for the Test dates for this term.

WRITING ASSIGNMENTS

There will be three types of writing projects. All totaled, the writing assignments combined are worth 120 points maximum, or 29% of the total points available.

In-Class Writing - We will, from time to time, have in-class writing exercises. These may or may not be announced in advance. If you miss one in-class exercise, you may complete an alternate, outside of class exercise to make it up - **one time only**. *If you miss more than one in-class writing, you will receive a score of "0" on those.* The in-class writings will add up to a maximum of 35 points.

Discussion Board - This is an ongoing project throughout the semester. The project will begin on **MONDAY, AUGUST 20** and will run from the first week through the sixteenth week of the semester. You can earn up to 4.5 points a week on the discussion board to a maximum score of 45 points for the project. More than 45 points are available, so you can miss posting occasionally and still be able to earn the maximum points possible. **The maximum number of posts in one week that can count toward your final score is three.** The week runs from 12:01 am Monday through 11:59 pm Sunday. Click on "**Discussion Board**" from the web site menu for detailed instructions on this project, and to access the discussion board project topic threads. The final day to post to the discussion board is **SUNDAY, DECEMBER 9**.

Short Papers - Two 20-point papers will be assigned during the semester. Click on "**Short Papers**" from the web site menu for detailed instructions on the papers. See the separate **Course Schedule** for the due dates for the Short Papers this term.

EXTRA CREDIT

An extra credit project worth up to 13 points maximum will be offered. I will announce in class and on the class web site when this becomes available. Details on the extra credit project will be available by clicking on "**Extra Credit**" from the web site menu. The extra credit project is due by the final exam period, **FRIDAY, DECEMBER 14**.

GRADING

Your final course grade will be based on the total points earned from the four Tests, the In-Class Writings, the Discussion Board project, the two Short Papers, and any Extra Credit points you earn. The grade scale assumes that 420 points are available, although with extra credit, more points are possible. The final grade scale is: A = 93.0 - 100%; A- = 90.0 - 92.9%; B+ = 87.0 - 89.9%; B = 83.0 - 86.9%; B- = 80.0 - 82.9%; C+ = 77.0 - 79.9%; C = 73.0 - 76.9%; C- = 70.0 - 72.9%; D+ = 67.0 - 69.9%; D = 63.0 - 66.9%; D- = 60.0 - 62.9%; F = 0 - 59.9%.

You may view your scores at any point during the term by clicking the "**Grade Book**" link on the website menu.

POLICIES AND GENERAL INFORMATION

Withdrawal Policy - If you decide to withdraw from the course, you need to file forms in the Registration office before the deadline in order to withdraw, as the Instructor Withdrawal (IW) process no longer exists. The withdrawal deadline for Fall semester 2012 is **Friday, October 26**. See the University Catalog for more detail on University withdrawal policies.

Issuing of Incomplete ("IN") Grades - In some situations, I will issue a grade of incomplete ("IN") at the student's request. This gives the student an additional term to complete course requirements. An incomplete is ordinarily given when a student has completed more than 60% of the course requirements and has a passing average. An incomplete is not given so that a student who did poorly in the class can retake the course for a higher grade. The procedure for that is to repeat the course, pass with a higher grade, and petition to have the first grade deleted. Incomplete work must be completed and a grade issued by the end of the following semester, or the "IN" automatically changes to an "F" on the student's next grade report. Arrangements for issuing an incomplete and completing the work are to be initiated by the student, and are worked out on a case by case basis with the professor. See the University Catalog for more detail on University grade policies.

Academic Accommodation/Accessibility - The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and need academic accommodations but have not yet registered with the Office of Accessibility (OA) (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through OA to discuss these with me so that I may be better informed on how to assist you during the semester.

Department of Psychology Statement on Academic Honesty - Academic honesty is expected from students enrolled in Department of Psychology courses and programs; violations of this expectation will not be tolerated.

Violations of the expectation of academic honesty include, but are not limited to:

- Obtaining or attempting to obtain a copy of an examination prior to its administration.
- The unauthorized use of study material or textbooks during an examination.
- Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.
- Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.
- Submitting the same written work to fulfill the requirements for more than one course.

In accordance with the Policy Statement on Academic Dishonesty, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

The complete, and more detailed, University of Toledo Policy Statement on Academic Dishonesty is available at <http://www.utoledo.edu/dl/students/dishonesty.html>.