Lamar State College - Orange
Psychology Department
Mathematics and Science Division
Spring, 2010

Syllabus for
Adult Development and Aging - Psychology 2311-02

Instructor: Theresa Wilson, M.Ed.
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Cell phone: 409-313-0733 (leave a message)
E-mail Address: twilson@esc5.net or Theresa.Wilson@lsco.edu
Office Hours: Thursdays in classroom from 5:00 - 6:00 p.m. or by appointment

Course: Room 126 – Academic Center
Thursdays - 6:00 to 8:45 p.m.

Catalog Course Description: This course offers a survey of major issues in adult development and aging, including biological influences and aging changes, cognitive changes, personality integration, changes in family structure, and disease factors. This is a three-credit survey course that examines the basic field of psychology as it applies to the adult and aging population.

Calendar: MLK Holiday – January 18 (no classes); First class day – January 11; Last day to drop or withdraw without academic penalty – February 26; Spring break – March 8 -14; No classes – April 2-3; Last day to drop or withdraw – April 14; Final Exams: May 6 -12.

Credit Transfer: Students must check, in advance, with the particular college to which they plan to transfer credit. If an academic course, note that state rules require that the course be transferable to any state institution

Prerequisites: Reading and writing THEA restricted


Supplementary Materials: Five Scantrons (Form No. 882-E) and a highlighter

Course Objectives:
1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory or solutions for contemporary social issues.
4. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
5. To develop and communicate alternative explanations or solutions for contemporary social issues.
6. To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

7. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

8. To recognize and apply reasonable criteria for the acceptability or historical evidence and social research.

**Evaluation Method:** Course grade will be based on three components, or Seven major grades: (1) five major exams, which will come from class notes and textbook, (2) five article summaries and accompanying questions which account for the 6th major grade, (3) critical thinking activities, which will comprise the 7th major grade.

**Policy on a Grade Incomplete:** The grade of “I” may be given when any requirement of the course, including the final examination, is not completed with instructor approval. Arrangements to complete deficiencies in a course must be made with the instructor. Incomplete work must be finished during the next long semester; if it is not completed, the Admissions and Records Office must change an “I” grade to the grade of “F”. The course must then be repeated, if credit is desired. An “I” grade also automatically becomes an “F” if the student registers for the course before removing the deficiencies and receiving a grade change. The instructor may record the grade of “F” for a student who is absent from the final examination and/or is not passing the course.

**Procedure for Review of Test Grades:** All tests will be returned the next class day, and students may take the opportunity to review and question scoring of tests at that point; if they are absent, test will be returned the day they return to class, and they may question scoring at that point.

**Important Due Dates:**

<table>
<thead>
<tr>
<th>#</th>
<th>Article Summaries</th>
<th>Major Tests</th>
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<tbody>
<tr>
<td>#1</td>
<td>January 21</td>
<td>January 28</td>
</tr>
<tr>
<td>#2</td>
<td>February 18</td>
<td>February 25</td>
</tr>
<tr>
<td>#3</td>
<td>March 18</td>
<td>March 25</td>
</tr>
<tr>
<td>#4</td>
<td>April 8</td>
<td>April 15</td>
</tr>
<tr>
<td>#5</td>
<td>April 29</td>
<td>May 6</td>
</tr>
</tbody>
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**Make-up Exam Policy:** If a student is not present for the regularly scheduled exam, a copy of the exam, with his or her name on it, will be sent to the testing center and the student is expected to make up the exam before the next regularly scheduled class meeting. This will only be allowed for ONE exam, unless there are extenuating circumstances which the student has contacted the instructor about.

**Classroom Policies:** No tobacco is permitted in class. Since the instructor is highly allergic to perfumes and colognes, it would be greatly appreciated if these were used very sparingly before entering the classroom.
Withdrawal or Drop Dates: Never attending or ceasing to attend classes DOES NOT constitute a withdrawal or drop. You remain registered until you file a Drop/Withdraw Form. It is the student’s responsibility to acquire all signatures on the Drop Form and personally turn it in to the Admissions and Records Office for processing. A copy of the form will be provided to the student at that time, documenting the date received. Students dropping a course after the “no penalty” date may receive an “F” for the course.

Feb. 26 - Last day to drop or withdraw from Spring semester without academic penalty
Apr. 14 - Last day to drop or withdraw from Spring semester

Attendance Policy: Students are expected to attend all classes. If you are absent for any reason, you are still responsible for all material covered and any changes announced in the course plan. You should expect that excessive absences will affect your grade. Any student wishing to drop or withdraw for any reason must obtain the appropriate form and signatures. The student is personally responsible for getting these forms to the admission and records office. The instructor reserves the right to drop students with excessive absences from the class by administrative action.

Instructor-Initiated Drop: The instructor will initiate a drop as a result of disruptive behavior or academic dishonesty.

Academic Honesty: LSCO will not tolerate cheating or plagiarism. Plagiarism is defined as “taking and using, as one’s own, the writings or ideas of another.” Any student caught cheating or plagiarizing, or aiding another student in cheating or plagiarizing on a quiz, test, individual assignment, or examination will receive a zero for that item and will not be permitted to make it up. Students subject to penalty due to academic dishonesty have the right to appeal to the department chair and eventually to the dean and/or academic vice president before imposition of the penalty.

Classroom Etiquette: Cell phones need to be turned off during class time. Pagers need to be turned off of the audio mode. Sleeping during class time, coming and going during class time, excessive talking (which is disruptive) will not be permitted.

Children in the Classroom: The LSCO Student Handbook specified that no children under the age of 15 are allowed in the classroom or the hallways.

Students with Disabilities: Any student with a verifiable learning or physical disability who requires course modification must speak to the instructor in private regarding the disability. A request for accommodation must be made through the ADA Counselor and submitted to the instructor no later than the third class day.

Syllabus Content: The instructor reserves the right to make changes to this syllabus, if deemed necessary. All changes will be provided to the students orally or in writing before the implementation of the change.
Requirements for Written Summaries

1. Articles must be a **minimum** of TWO typed pages, and **no more than THREE**
2. Must **double space** your typing of your summary (except for your title, which should be single)
3. May NOT use a font size larger than **12** or less than **10**
4. Margin may NOT be more than **one inch** (or less than **.5 inches**) at the top, bottom, or on both sides
5. Do **NOT** make a “cover page”; put your name and the article number in the **top right hand corner of each page**

You must use the APA Citation format when putting your title at the top of the first page. You can find the author's name under the title of the article, and the remainder of the needed information at the **very end** of your article in **very small print** under the gray line. (see “APA reminders” below)

**NOTES**
- when using APA citations (either as your title for my work OR when using in a bibliography on a formal paper) single space all lines -- indent the second and following lines 5 spaces or one half inch.
- use only the initials of the authors' first (and middle) names.
- if no author is given, start with the title and then the date
- put the year ONLY of the article after the author(s)' name(s)
- capitalize only the first name of the article and none of the words thereafter (unless it is name of something like a movie or state or country, etc.)
- you italicize ONLY the name of the magazine (NOT the title of the article)
- if you are using a typewriter that cannot produce *italics*, then use **underlining** instead
- do NOT write vol. for volume or no. for issue number --- just boldface, like 18(2)
- do not write page or pp or p…just the numbers, like 125-137
- spell-check your work before turning it in
- indent 5 spaces every time you start a new paragraph

**EXAMPLE BELOW – this is 12 point font, with .5 margins**

Theresa Wilson – Article #1


This study examined the relationship between work-role attachment variables (job involvement, affective organizational commitment, and career identification) and intention to retire. Results indicated that organizational commitment was negatively related to retirement intent. Contrary to expectations, job involvement displayed a positive relationship and career identification had no relationship to retirement intent.

The author discussed the different means that companies may use to keep retirees periodically engaged in projects for which they have experience and knowledge that are useful to problems and issues confronting
# TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>#1</td>
<td>Jan. 14</td>
<td>Discuss course syllabus and course requirements; discuss Ch. 1 on <em>Basic Concepts and Methods</em> (pages 1-19): read and summarize Article #1 (<em>The Elderly Americans</em>), which is due next Thursday, Jan. 21.</td>
</tr>
<tr>
<td>#2</td>
<td>Jan. 21</td>
<td>Discuss Ch. 2 on <em>Theories of Development</em> (pages 25-47): answer questions and turn in Article #1 summary.</td>
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<tr>
<td>#3</td>
<td>Jan. 28</td>
<td>Begin discussion of Ch. 13 on <em>Physical and Cognitive Development in Early Adulthood</em> (pages 370-397); then take <strong>EXAM #1</strong> over Chapters 1 and 2; begin reading and summary of Article #2, which is due Feb. 18.</td>
</tr>
<tr>
<td>#4</td>
<td>Feb. 4</td>
<td>Continue discussion of Ch. 13 and then begin discussion of Ch. 15 on <em>Physical and Cognitive Development in Middle Adulthood</em> (pages 434-454); continue reading and summary of Article #2, which is due Feb. 18.</td>
</tr>
<tr>
<td>#5</td>
<td>Feb. 11</td>
<td>Complete discussion of Ch. 15 and begin discussion of Ch. 17 on <em>Physical and Cognitive Development in Late Adulthood</em> (pages 483-506)</td>
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<td>#6</td>
<td>Feb. 18</td>
<td>Complete discussion of Ch. 17; answer questions and turn in Article #2</td>
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<tr>
<td>#7</td>
<td>Feb. 25</td>
<td>Begin discussion of Ch. 14 on <em>Social and Personality Development in Early Adulthood</em>; then take <strong>EXAM #2</strong> over Chapters 13, 15, and 17.</td>
</tr>
<tr>
<td>#8</td>
<td>Mar. 4</td>
<td>Complete Ch. 14 and discuss Ch. 16 <em>Social and Personality Development in Middle Adulthood</em> (pages 460-475); continue reading &amp; summary of Art. #3</td>
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<td>Mar. 8-14</td>
<td>No Class – Spring Break</td>
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<tr>
<td>#9</td>
<td>Mar. 18</td>
<td>Discuss Ch. 18 on <em>Social and Personality Development in Late Adulthood</em> (pages 512-534); answer questions and turn in summary over Article #3</td>
</tr>
<tr>
<td>#10</td>
<td>Mar. 25</td>
<td>Begin discussion of Ch. 6 on <em>Personality and Mental Health in Old Age</em> (208-258); take <strong>EXAM #3</strong> over Chapters 14, 16, and 18; Article#4,due April 8.</td>
</tr>
<tr>
<td>#11</td>
<td>Apr. 1</td>
<td>Continue discussion of Ch. 6 and begin discussion of Ch. 7 on <em>Love, Intimacy, and Sexuality in Old Age</em> (pages 271-296); continue reading and summary of Article #4 which is due April 8</td>
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<tr>
<td>#12</td>
<td>Apr. 8</td>
<td>Complete discuss of Ch. 7; answer questions and turn in summary over Article #4</td>
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<tr>
<td>#13</td>
<td>Apr. 15</td>
<td>Begin discussion of Ch. 9 on <em>The Importance of Social Supports: Family, Friends, Neighbors, and Communities</em> (pages 333-372); then take <strong>EXAM #4</strong> over Chapters 6 and 7; Article #5 is due April 29.</td>
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<td>Apr. 16</td>
<td><strong>Last day to drop or withdraw</strong></td>
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<tr>
<td>#14</td>
<td>Apr. 22</td>
<td>Finish discussing Ch. 9 and begin discussion of Ch. 19 on <em>Death, Dying, and Bereavement</em> (pages 540-566); Article #5 is due April 29.</td>
</tr>
<tr>
<td>#15</td>
<td>Apr. 29</td>
<td>Complete discussion of Ch. 19 – Answer questions and turn in summary over Article #5</td>
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<tr>
<td>#16</td>
<td>May 6</td>
<td>Take <strong>EXAM #5</strong> over Chapters 9 and 19</td>
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(Critical thinking activity due dates will be announced in class)