San José State University
Department of Psychology
PSYC/GERO 114, Psychology of Aging
Fall 2014

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Wednesdays 12-1pm (in person) and Thursdays 9:30-10:30am (on Canvas) or by appointment
Class Days/Time: N/A – Online Course
Classroom: N/A – Online Course
Prerequisites: PSYC 001

Course Format
This is an online course. Students need to have a reliable internet connection and a computer to access the course material. Students will also need to download a free video player to watch lectures (information available on Canvas).

Course Description
From Catalog: Developmental patterns of aging (middle to old age); cognition, personality, interpersonal relationships, psychology and physiology of health, living arrangements, aging in other cultures and times, dying and death and counseling.

Canvas
This course will occur entirely online through the Canvas website for this course (https://sjsu.instructure.com). All of the assignments required to complete the class will be available through Canvas and turned in through Canvas. Please take time to familiarize yourself with the various features of Canvas, and ask early if you have questions.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1: 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.

CLO2: Explain and identify the biological/physical processes that occur during the aging process.

CLO3: Be able to identify and discuss typical research designs used in the study of aging.

CLO4: 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.

CLO5: Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.).

CLO6: 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.

CLO7: Discuss different viewpoints on the aging process gleaned from online interactions with your peers.

CLO8: Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – 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.

PLO3 – Critical Thinking Skills in Psychology – 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.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Required Texts/Readings

Textbook

This book is available at the bookstore. An e-book version of the textbook can also be rented at a reduced cost on Amazon.com.

Class Structure & “Classroom” Protocol

The structure of this class is different, given that all course activities will occur online. The class lectures and assignments will be on a Monday to Monday schedule. Each week will correspond to a module in Canvas. The module will include a 15-item reading quiz, reading questions OR a group assignment that you will complete and upload in Canvas, and a class activity that you will complete and upload in Canvas. You will also be required to post a reaction to the class activity each week via the discussion boards, and respond to another student’s post. For each module, there may also be links to outside materials (videos, articles) that are relevant to the class, as well as a short lecture that I’ve pre-recorded for you to view that week. Note that this is not a lecture-based course. “Class time” will be used for the reading quizzes, completing the reading questions/group assignments, and completing the class activity. Therefore, students are responsible for reading the textbook as the primary way of obtaining the content for the course.

To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. I strongly recommend that you schedule time each week to complete the above activities. The worst thing you could do is to wait to complete the entire set of activities right before something is due.

Honor Code
(Reference: Academic Integrity Policy at: http://www.sjsu.edu/studentconduct/Policies/)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (I will let you know which assignments allow group work).

2. I will not give any answers for individually graded assignments to anyone else.

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.
Class Environment
In an effort to create an environment conducive to sharing one’s thoughts, I require the following etiquette when engaging in online discussions:

- Be polite and respectful to the other people in the class
- Do not use profanity in posts

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development.

http://www.sjsu.edu/getinvolved/docs/Student%20Conduct%20Code.pdf

Recording of Class Lectures
Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You may not make audio or video recordings of this class. 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 can also not share other students’ discussion material outside of the Canvas environment.

Assignments and Grading Policy
Academic Policy S12-3 at http://www.sjsu.edu/senate/S12-3.htm has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week. For our online course, this means that your “in-class time” will be used to complete the quizzes, reading questions/group assignments, class activities with discussion board posts, and view the various lectures/videos. Your “out-of-class time” will be used for readings, preparing for exams, and working on the final project.

This class has a total of 675 points:

1) Course Orientation Activities = 10 points (5 points for the syllabus discussion post, 5 points for the online course readiness quiz)
There will be two short activities during the first week to get you oriented to the course and make sure that you are prepared for the expectations of an online course. First you will make a discussion board post that will involve asking a question about the syllabus, or something about the course that you are unclear about (5 points). This will help you learn to use the discussion boards if you aren’t familiar with them, and will make sure you are clear about the requirements of the course. I will respond to your questions, and you should also feel free to respond to other students’ questions if you know the answer. Next you will complete an online course readiness quiz which will help you learn more about your readiness for an online course (5 points).

2) **Exams** = 150 points (3 @ 50 points each; assesses CLOs 1-5, and 8)

There will be three exams in this class. They will all be structured as 50-item, timed, multiple-choice exams. Questions will be randomized for each student from a pool of items. You will have one hour to complete the exam, so you should prepare ahead of time so time isn’t wasted looking up the answers. You are expected to work independently on the exams. The exams will be open for one week. On exam weeks, you will also be responsible for a class activity and discussion post. There are no make-ups for the exams since you have a one week window in which to complete the exams.

3) **Reading Quizzes** = 180 points (12 @ 15 points each; CLOs 1-5, and 8)

Each week (except exam weeks) you will complete a 15-item, multiple choice reading quiz in Canvas about the week’s chapter. Quizzes will open Mondays at 9am and remain open until Sundays at 11:59pm. There are no make-ups for the quizzes.

4) **Class Activities** = 75 points total (15 @ 5 points each; assesses CLO 6)

    **Discussion Posts and Replies about the Class Activity** = 70 points (14 @ 5 points each; assesses CLO 7)

Each week there will be an activity that goes along with the material for the week. Any specific instructions about the activity will be included on the activity. You will complete the activity independently, and upload it by Sunday at 11:59pm. There are no make-up activity points. Activity points will be graded in an evaluative way (i.e., the number of points you receive will be based on the quality of your responses).

You will also be required to make a discussion post about your reaction to the class activity, and reply to another student’s post. Replies and posts are due by Sundays at 11:59pm. The post and reply need to be at least 150 words each and will be worth 5 points combined (2.5 each for the post and reply). Posts will be graded on depth (meeting the length requirement) and whether you’ve expressed substantive thoughts that are tied back to our course content. Discussion boards will be open from Mondays at 9am to the following Sunday night at 11:59pm.
5) **Reading Questions OR Group Assignments** = 120 points (12 @ 10 points each; assesses CLOs 1-5, and 8)

To facilitate critical thinking about the content of our textbook, each week (except exam weeks) you will complete and upload either a set of reading questions or a group assignment. Reading questions will be graded on how well you express your understanding of a theory or concept in your own words, and how well you can connect it to other concepts learned in class. Reading questions are to be completed independently.

You will be assigned to a group at the start of the semester, which will be the same group you’ll be in for the older adult interview project. Once assigned, all groups will have their own workspace in Canvas, which will include a discussion board and other collaboration tools. You can use these features to communicate as a group, or you can use the Canvas messaging feature. If a group member does not contribute to that week’s assignment, you should indicate that on the assignment (e.g., “Mike did not contribute to this assignment.”). You will not be penalized if one of your group members is not contributing. You will only need to turn in one assignment as a group on Canvas by the due date.

6) **Group Project: Older Adult Interview** = 70 points total (10 points for turning in interview questions, 60 points for the final paper; assesses CLO 6)

The major project for the class will be an interview with one older adult (over age 65) about one of the topics covered in our textbook that is relevant to the current generation of older adults. For example, Chapter 10 of the textbook is about Work, Retirement, and Leisure Patterns, so the theme of your group’s interviews could be on how ideas about work and leisure change with age. You will choose and coordinate the “theme” of your interview with a group of 2 to 3 other students so that you are all asking the same questions of different older adult interviewees.

The goal of the project is to have a professional interaction with an older adult and to see the similarities and differences in what was discussed by your interviewee versus the interviewees of your other group members.

There are two assignments associated with this project. First, around the middle of the semester you will be asked to turn in (as a group) the list of questions you will ask your interviewees (10 points; same points for each group member). At the end of the semester, each group will turn in one paper (as a group) that provides an introduction, a summary of all interviews, a section connecting the interviews to the textbook and literature, and a conclusion/reflection of the interview process, which should include a comparison of similarities and differences across the interviews. In the section where you connect your interviews to relevant research, you will be asked to integrate the interview material with the textbook and four peer-reviewed articles. The group paper should not exceed 12 pages (excluding title page and references). Upon submission of the paper, each member should send me a message in Canvas and provide a rating for how much your other group member’s contributed to the paper (out of 10 points).
The paper will be graded as follows: 10 points for your participation in the assignment, which is an average of the ratings provided by your other group members, 5 points each for the introduction and conclusion, 20 points for the summaries of the interviews, 10 points for the research integration section (this includes use of appropriate references), and 10 points for APA formatting and writing style.

Keep in mind that the questions your group chooses for the interview should be relevant to the experience of older adults but not overly personal. In planning your interview, you want to briefly introduce the interviewee to what you’re doing and why, provide some basic background on the topic you selected, and plan to ask 10-12 questions about the topic. Plan to take notes during the interview so that you can use direct quotes in your paper.

Late policy for this paper: Papers are due in Canvas by midnight on the due date (May 12th). A paper is considered late if it is not turned in by that time. Papers that are up to 24 hours late will automatically lose 10 points. Papers that are more than 24 hours late will receive no points.

Policy on Group Work: I have a “Two strikes and you’re out” policy for group work. This means that if your group members come to me twice about your performance in the group (i.e., not responding to messages, sending your part at the last minute), you will be asked to complete all future group assignments on your own, including the final interview paper. This decision will be at my discretion. My policy on group work is designed to help students meet their group deadlines and not leave students waiting until the last minute for one group member who is not responding to messages or not meeting their group’s deadlines.

Grading Policy
Final Grades: Your final letter grade will be based on a percentage obtained by dividing your points by the total points for this course (675 total points). I will use the following grading rubric. Please note that I do not round your grades:

- 97.0-100 = A+
- 93.0-96.9 = A
- 90.0-92.9 = A-
- 87.0-89.9 = B+
- 83.0-86.9 = B
- 80.0-82.9 = B-
- 77.0-79.9 = C+
- 73.0-76.9 = C
- 70.0-72.9 = C-
- 67.0-69.9 = D+
- 63.0-66.9 = D
- 60.0-62.9 = D-
- 59.9 or less = F

University Policies
Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at
http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - If you need/want to record my lecture, please ask me prior to class in order to obtain my consent.
  - If you need/want to record the class at a time when active participation of students or guests may be on the recording, permission of those students or guests also needs to be obtained.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. 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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in
the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Psyc/Gero 114 / Psychology of Aging, Fall 2014, Course Schedule

Notes: Schedule is subject to change with fair notice – if changed, I will announce it via Canvas messaging.

Weekly Due Dates:
1) **All assignments are due by Sundays at 11:59pm**, except as noted on the syllabus

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Readings/Lecture</th>
<th>Assignments</th>
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| 1    | 8/25/14 – 9/1/14 | Introduction; Syllabus Review                     | none; introduction lecture                        | 1) Syllabus discussion post  
2) Class Activity 1 (no separate post)  
3) Online course readiness assessment |
| 2    | 9/1/14 – 9/8/14 | Overall Themes & Issues in Aging                  | Ch. 1; Super Agers video and Jared Diamond Ted Talk | 1) Reading quiz 1  
2) Class Activity 2 with discussion posts and replies  
3) Reading Questions 1 |
| 3    | 9/8/14 – 9/15/14 | Models of Development                              | Ch. 2; telomeres and Aubrey de Grey Ted talks; optional lecture | 1) Reading quiz 2  
2) Class Activity 3 with discussion posts and replies  
3) Reading Questions 2 |
| 4    | 9/15/14 – 9/22/14 | Research Methods in Aging Research                | Ch. 3; lecture                                    | 1) Reading quiz 3  
2) Class Activity 4 with discussion posts and replies  
3) Group Assignment 1 |
| 5    | 9/22/14 – 9/29/14 | Physical Changes with Aging                       | Ch. 4; lecture and Blue Zones Ted Talk            | 1) Reading quiz 4  
2) Class Activity 5 with discussion posts and replies  
3) Reading Questions 3 |
| 6    | 9/29/14 – 10/6/14 | Exam 1 Available 9/29 at 9am until 10/5 at 11:59pm (Chapters 1-4) |                                            | 1) Class Activity 6 with discussion posts and replies |
| 7    | 10/6/14 – 10/13/14 | Health and Prevention                              | Ch. 5; lecture and Alanna Shaikh                  | 1) Reading quiz 5  
2) Class Activity 7 with |
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<th>Week</th>
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<th>Discussion Posts and Replies</th>
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<td>8</td>
<td>10/13/14 – 10/20/14</td>
<td>Cognition and Intelligence</td>
<td>6 and 7</td>
<td>lecture</td>
<td>1) Reading quiz 6</td>
<td>2) Class Activity 8</td>
<td>3) Reading Questions 4</td>
<td>10/19: Interview Questions Due via Canvas Upload by 10/19 at 11:59pm</td>
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<td>9</td>
<td>10/20/14 – 10/27/14</td>
<td>Personality</td>
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<td>lecture plus Laura Carstensen</td>
<td>1) Reading quiz 7</td>
<td>2) Class Activity 9</td>
<td>3) Reading Questions 5</td>
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<td>10</td>
<td>10/27/14 – 11/3/14</td>
<td>Social Interactions</td>
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<td>lecture plus John Gottman video</td>
<td>1) Reading quiz 8</td>
<td>2) Class Activity 10</td>
<td>3) Group Assignment 3</td>
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<td>11</td>
<td>11/3/14 – 11/10/14</td>
<td>Exam 2 Available 11/3 at 9am until 11/9 at 11:59pm (Chapters 5-9)</td>
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<td>1) Class Activity 11</td>
<td>2) Class Activity 12</td>
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<td>12</td>
<td>11/10/14 – 11/17/14</td>
<td>Mental Health and Aging</td>
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<td>lecture</td>
<td>1) Reading quiz 9</td>
<td>2) Class Activity 12</td>
<td>3) Reading Questions 6</td>
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<td>13</td>
<td>11/17/14 – 11/24/14</td>
<td>Work, Leisure, and Successful Aging</td>
<td>10 &amp; 14</td>
<td>lecture plus video on Vita Needle factory</td>
<td>1) Reading quiz 10</td>
<td>2) Class Activity 13</td>
<td>3) Reading Questions 7</td>
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<td>14</td>
<td>11/24/14 – 12/1/14</td>
<td>Long-Term Care/Nursing Homes</td>
<td>12</td>
<td>video on Green House project</td>
<td>1) Reading quiz 11</td>
<td>2) Class Activity 14</td>
<td>3) Reading Questions 8</td>
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<td>12/1/14 – 12/8/14</td>
<td>Death and Dying</td>
<td>Ch. 13; lecture plus Ted Talk on end of life planning</td>
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<td>2) Class Activity 15 with discussion posts and replies</td>
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<td>12/8/14 – 12/10/14</td>
<td>Course wrap up</td>
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<td>1) Class Activity 16 due 12/10 by 11:59pm (no separate post)</td>
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<td>2) Final Group Paper Due 12/10 by 11:59pm</td>
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**Final Exam (Chapters 10-14):** Available Dec. 12th at 9am until Dec. 18th at 11:59pm (1 hour time limit; 50 questions; not cumulative)