San José State University  
Department of Psychology  
PSYC/GERO 114, Psychology of Aging  
Fall 2015

Instructor: Erin Woodhead, Ph.D.
Office Location: DMH 316
Telephone: 408-924-5654
Email: Erin.Woodhead@sjsu.edu
Office Hours: Mondays 1:15-3:15pm (in person and on Canvas)
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.

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 Sunday 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 discourtesy 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.

For all of the assignments, late work is not accepted. If your submission indicates that your work is late, even by one minute, you will receive 0 points for that assignment. This class has a total of 601 points:
1) **Course Orientation Activities** = 15 points (5 points for the syllabus discussion post, 5 points for the online course readiness quiz, 5 points for the first class activity)

There will be three 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). Finally, you will complete your first class activity that involves making a schedule of when you will do course assignments throughout the week.

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 120 minutes (2 hours) 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. Since the exams are timed, the clock will keep running if you log out of Canvas, so the exams need to be completed in one sitting.

3) **Reading Quizzes** = 150 points (10 @ 15 points each; CLOs 1-5, and 8)

Most weeks (except as noted in the course calendar) you will complete a 15-item, multiple choice reading quiz in Canvas about the week’s reading and activities. Quizzes will remain open until Sundays at 11:59pm. There are no make-ups for the quizzes. Quizzes may contain questions concerning any of the material presented in readings, activities, or lectures during the week. There is no time limit for the quizzes and you can come and go out of Canvas while taking the quiz.

4) **Class Activities** = 75 points total (15 @ 5 points each; assesses CLO 6)
   - **Discussion Posts and Replies about the Class Activity** = 75 points (15 @ 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 each week, and reply to another student’s post. Discussion prompts will vary each week and may be tied to the class activity or reading. 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.

5) **Reading Questions OR Group Assignments = 76 points (assesses CLOs 1-5, and 8)**

To facilitate critical thinking about the content of our textbook, most weeks (except as noted in the course calendar) you will complete and upload either a set of reading questions or a group assignment. For the reading questions, I will give you five questions and you are to respond to three of the questions of your choice. 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 and are worth 6 points (2 points for each question).

You will be assigned to a group at the start of the semester. These groups will be the same as your group project groups. 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. Group assignments will be worth 10 points each.

6) **Group Project: Older Adult Interview = 60 points total (10 points for turning in interview questions, 50 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 member of the group will turn in their own individual paper that provides an
introduction, a summary of your interview, a section connecting the interviews to the textbook and literature, a section where you compare and contrast your interview to those of your other group members, and a conclusion/reflection of the interview process. 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 paper should not exceed 10 pages (excluding title page and references). In your paper, you must include comparison of responses across your group members. Since you all asked the same questions of different people, one of the goals of the paper is to compare and contrast the responses your interviewee gave to those given by other group members’ interviewees.

The paper will be graded as follows: 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 11th). 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. 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 (601 total points). I will use the following grading rubric. Please note that I do not round your grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97.0-100</td>
<td>A+</td>
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<tr>
<td>93.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
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<tr>
<td>73.0-76.9</td>
<td>C</td>
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<tr>
<td>70.0-72.9</td>
<td>C-</td>
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<tr>
<td>67.0-69.9</td>
<td>D+</td>
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<tr>
<td>63.0-66.9</td>
<td>D</td>
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<tr>
<td>60.0-62.9</td>
<td>D-</td>
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<tr>
<td>59.9 or less</td>
<td>F</td>
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</tbody>
</table>
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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.”
Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 2015, Course Schedule

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

Most assignments and videos are available for each module leading up to the exam, so the course is somewhat self-paced. For example, you’ll be able to complete all the quizzes leading up to the first exam if you want. Once the first exam opens, the next module will open and so on.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 8/20/15 – 8/23/15 | Introduction; Syllabus Review          | none       | 1) Syllabus discussion post  
2) Class Activity 1  
3) Online Course Readiness Quiz  
*These assignments are due by 8/30 at 11:59pm* |
| 2    | 8/24/15 – 8/30/15  | Overall Themes & Issues in Aging       | Ch. 1      | 1) Reading quiz 1  
2) Class Activity 2 with discussion posts and replies  
3) Reading Questions 1 |
| 3    | 8/31/15 – 9/6/15    | Models of Development                  | Ch. 2      | 1) Reading quiz 2  
2) Class Activity 3 with discussion posts and replies  
3) Reading Questions 2 |
| 4    | 9/7/15 – 9/13/15    | Research Methods in Aging Research    | Ch. 3      | **No Reading Quiz due to Labor Day Holiday**  
1) Class Activity 4 with discussion posts and replies  
2) Group Assignment 1 |
| 5    | 9/14/15 – 9/20/15    | Physical Changes with Aging            | Ch. 4      | 1) Reading quiz 3  
2) Class Activity 5 with |
<table>
<thead>
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<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Chapters</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>6</td>
<td>9/21/15 – 9/27/15</td>
<td><strong>Exam 1 Available 9/21 at 9am until 9/27 at 11:59pm (Chapters 1-4)</strong></td>
<td></td>
<td>1) Class Activity 6 with discussion posts and replies</td>
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<td>7</td>
<td>9/28/15 – 10/4/15</td>
<td>Health and Prevention</td>
<td>Ch. 5</td>
<td>1) Reading quiz 4</td>
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<td>2) Class Activity 7 with discussion posts and replies</td>
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<td>3) Group Assignment 2</td>
</tr>
<tr>
<td>8</td>
<td>10/5/15 – 10/11/15</td>
<td>Cognition and Intelligence</td>
<td>Ch. 6 and 7</td>
<td>1) Reading quiz 5</td>
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<td>2) Class Activity 8 with discussion posts and replies</td>
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<td>3) Reading Questions 4</td>
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<td><strong>10/11: Interview Questions Due via Canvas Upload by 10/11 at 11:59pm</strong></td>
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<tr>
<td>9</td>
<td>10/12/15 – 10/18/15</td>
<td>Personality</td>
<td>Ch. 8</td>
<td>1) Reading quiz 6</td>
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<td>2) Class Activity 9 with discussion posts and replies</td>
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<td>3) Reading Questions 5</td>
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<tr>
<td>10</td>
<td>10/19/15 – 10/25/15</td>
<td>Social Interactions</td>
<td>Ch. 9</td>
<td>1) Reading quiz 7</td>
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<td>2) Class Activity 10 with discussion posts and replies</td>
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<td>3) Group Assignment 3</td>
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<td>11</td>
<td>10/26/15 – 11/1/15</td>
<td><strong>Exam 2 Available 10/26 at 9am until 11/1 at 11:59pm (Chapters 5-9)</strong></td>
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<td>1) Class Activity 11 with discussion posts and replies</td>
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<tr>
<td>12</td>
<td>11/2/15 – 11/8/15</td>
<td>Mental Health and Aging</td>
<td>Ch. 11</td>
<td>1) Reading quiz 8</td>
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<td>2) Class Activity 12 with discussion posts and replies</td>
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<td>3) Reading Questions 6</td>
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<td>13</td>
<td>11/9/15 – 11/15/15</td>
<td>Work, Leisure, and Successful</td>
<td>Ch. 10 &amp; 14</td>
<td>1) Reading quiz 9</td>
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<td>2) Class Activity 13</td>
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|   |   | Aging | with discussion posts and replies  
| **No Reading Questions due to Veterans Day Holiday** |
| 14 | 11/16/15 – 11/22/15 | Long-Term Care/Nursing Homes | Ch. 12 |
|   |   |   | 1) Reading quiz 10  
|   |   |   | 2) Class Activity 14 with discussion posts and replies  
|   |   |   | 3) Group Assignment 4 |
| 15 | 11/23/15 – 11/29/15 | Death and Dying | Ch. 13 |
|   |   |   | 1) Class Activity 15 with discussion posts and replies  
|   |   |   | **No quiz or reading questions due to Thanksgiving Holiday** |
| 16 | 11/30/15 – 12/8/15 | Final Week: Course wrap up | none |
|   |   |   | 1) **Final Paper Due Friday 12/4 by 11:59pm**  
|   |   |   | 2) Class Activity 16 with discussion posts and replies due 12/8 by 11:59pm |

**Final Exam (Chapters 10-14):** Available December 10th at 9am until December 16th at 11:59pm (120 minute time limit; 50 questions; not cumulative)