Instructor Information

Instructor  Valerie Hoffman PhD MPH
Office Location  DMH 324
Telephone  (408) 924-5648 during office hours only. Do not leave messages!
Email  Mail function through course Desire2Learn (D2L) or valerie.hoffman@sjsu.edu
Class Days/Time  Tuesdays & Thursdays, 4:30-5:45 pm
Office Hours  Tuesday & Thursdays 3:45-4:30 pm
Classroom  DMH 355

Course Description

This course emphasizes developmental patterns of aging from middle to older adulthood. The concepts of interpersonal relationships, cognition, psychology and physiology of health, and death and dying will be discussed. Special attention will be given to socioeconomic status, gender, and ethnic variations. The implications of mental health care services and long-term care facilities will also be examined.

Learning Outcomes

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. Upon successful completion of Psychology 114, students will...

1. Understand current theories and issues related to the psychology of aging.
2. Become familiar with research methods used to study aging.
3. Have an awareness and understanding of aging in other cultures.
4. Know about “healthy” aging and adaptation in late adulthood.
5. Learn how to conduct qualitative research interviews to explore concepts related to aging and development.
6. Develop critical thinking, research, analytical, and writing skills.
### Required Texts/Readings

**Required Text:**

**Additional readings will be distributed in class or posted on D2L.**

### Assignments

There will be several assignments. Some assignments are from the questions at the end of the chapters. These will require you to answer some essay questions and to integrate concepts from the lectures and readings. Some assignments may become questions on the midterms. There are no late assignments accepted. There are no make-ups for assignments! Assignments must be typed and will not be accepted via email.

### Interview Project and Paper

The main project in the class involves interviewing an elderly person over age 65 and writing up the results.

The in-depth interview that you will conduct and write up may become one of the most valuable and memorable experiences you have in college. This assignment gives you the opportunity to conduct your own research by conducting an interview with an older adult, synthesizing the findings, and writing up your results. This assignment can be tailored to fit your interests. It will provide you with experience with interacting with an older person while also collecting data for the project. In the past, some students have told me they can't find any old people to interview. My answer—"They are everywhere!" You may not have noticed them or you may need to go to different places to find someone for this project. There are obvious places such as hospitals and nursing homes. But there are also parks, museums, cafes, shopping malls, and even the SJSU campus. You may NOT interview your parents, relatives, or grandparents. These people may be convenient, but you might not be able to ask the questions you want to ask and they might not want to reveal things about themselves. Some of the best interviews have been conducted with people that students had just met.

Find someone over the age of 65 that you can interview about how they have adapted to aging. There are many nursing homes, homeless shelters, and programs for the aged that may allow you to conduct an interview. You might consider going as a group to one place and each choosing a different person. You will need a tape recorder and tape to record your interview. We will go over the details of the project in class. We will go over other procedures in class such as gaining consent, developing rapport, asking questions, and guiding the interviewee. We will also discuss how to analyze the data and how to organize and write the paper.

The paper must be 8-10 pages, typed, double-spaced, using a 12 pt. font and one-inch margins on all sides. You should follow APA style. There is information about APA style at the APA website, on the first floor of the library, and in the APA style manual. You should use at least three references from peer-reviewed journals. You may also use the book as a reference but you will still need at least three journal articles.

The paper will be evaluated on the clarity of your writing, content, inclusion of relevant material from class, the text, and other readings. The paper should **not** be written in question-answer format (i.e. “I asked this, he said this”) but as a report, a story that tells us about the person’s life and
experiences with aging. You should include quotes from the person, but they should be integrated into the paper. Quotes over four lines should be set off from the main part of the paper in a separate paragraph, single-spaced, and indented. Quotes shorter than four lines can appear in the body of the paper. Points will be deducted for late papers!

The paper should be organized as follows:

**Part I (1 - 2 pages)**

Briefly describe your interviewee's life chronologically, highlighting events of major importance. This is a minor part of the paper and is intended to provide basic information about the individual.

**Part II (7 - 8 pages)**

Describe the circumstances, relationships, and events that have shaped this person's life. Include the interviewee's interests, ideas, and attitudes as they have changed over the years. In this part, you are expected to relate the events in this person's life to major concepts covered in the course, including theories, ideas, or the description of psychological phenomena that you have learned about in class. Underline each concept as you apply it to the individual's life. There must be a minimum of 8 concepts from the course described and illustrated (concepts must be terms or theories specific to this course). It should be clear from what you have written that you understand the concepts. On a separate sheet you are to summarize the 8 concepts IN YOUR OWN WORDS, NOT VERBATIM FROM THE TEXT OR LECTURE NOTES. If these instructions are not followed you will lose points from your paper. Do not use quotes from articles. However, when you quote the person you interviewed, you must use their own words and not paraphrase. We will discuss this in class.

**Part III (1 - 2 pages)**

Provide your reactions to having completed this life history report, focusing on how your attitudes and feelings toward older adults and the aging process were affected by completing this project.

**References**

On a separate page, list all references you have cited in the paper. References need to be from PRIMARY sources such as a journal article. Do not use internet references.
The course Desire2Learn (D2L) site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Grade roster

Check this site regularly for course announcements.

### Accessing Course Desire2Learn (D2L) site

To access the site go to [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

**Username** = `firstname.lastname`, but may have an appended number (e.g., `joshua.doe2`)

**Password** = Your initial D2L password is your 9 digit SJSU ID number.

See the online tutorial for additional login and usage information:

**Desire2Learn Student Tutorial:** [http://www.sjsu.edu/ecampus/students/D2L_students/](http://www.sjsu.edu/ecampus/students/D2L_students/)

*Email me immediately if you are still unable to access the site.*

### Cengage Website

The textbook has a website: [www.cengage.com](http://www.cengage.com). Type in the author’s names to be directed to the companion site. From there, pull down the menu and select the chapter. You will see that there are tutorial quizzes, essay questions, and flashcards. There are also links to other interesting websites.

You should do the tutorial quizzes after reading the chapters and to prepare for exams!

You will also have assignments based on some of the material on the website.

### Assignments and Grading Policy Overview

Your grade will be determined by three exams (two midterms and a final), assignments, and the interview paper.

- **Midterm #1** 20%
- **Midterm #2** 20%
- **Final Exam** 20%
- **Interview** 30%
- **Assignments** 10%
Course Grade

Course grades will be based on your weighted average throughout the semester and is calculated as follows:

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<th>Percent</th>
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<td>A</td>
<td>76 – 73</td>
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<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
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<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
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<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
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<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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Make-up Exams

No extensions or make-up exams will be given except in cases of documented emergencies, serious illness, or a Dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Late assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Major assignments (10 or more points) will lose a full letter grade (10%) for each day late. Graded assignments more than 3 days late will not be accepted.

Classroom Protocol

Contacting Instructor

1. I will answer emails M - F, 9:00 - 6:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. Through Desire2Learn (D2L) mail function. Best for private questions and comments.

3. Through regular email. valerie.hoffman@sjsu.edu. Please put the course # in subject line.

4. By phone. Do not use the phone to contact me. Many people share the office.

Read the syllabus!

You are responsible for knowing the details in this syllabus. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given. There may be changes to the syllabus. These changes can be due to a guest speaker appearance, a film, or because we need to spend more (or less) time on a topic. I will announce changes to the syllabus in class and also post changes on D2L under “News”.
Time Management & Regular Attendance

As in the workplace, deadlines are real. The purpose of the assignments is to help you integrate material in the class. The major assignment for the class, the interview, requires that you begin planning immediately! There may be people in class that know elderly persons you can interview. Obviously, you cannot interview me! You may need to see the person more than once. They may not be able to be interviewed for a long period of time and you also might have questions after you have interviewed them.

Your regular attendance is important to the course. I will be adding to the material in the book and although slides will be posted, you need to arrange to get notes from someone if you miss class.

Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cell phones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. Your phone must not be visible during class! If you consult your phone to check for messages, updates, text, etc. your phone will be confiscated.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication

Use email!! Come to my office hours! Even if you don’t think you have a question to ask, just come to talk! You should get the email or phone number of someone else in class in case you need notes or miss class.

Check the course D2L site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

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Student Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors. The library also has ipads you can use and computers that can be checked out.
Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

Other Resources
Your instructor will inform you of any other resources that may be available to you (e.g., online tutorials, etc.).

University Policies

Academic Integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.
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<thead>
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<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<td>Demography, Myths</td>
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<td>Policy, Aging in other cultures</td>
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<td>TBA + Review</td>
<td>Chapters 1, 2, 8, 9, 14 + cultural issues</td>
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<td>4-3</td>
<td>Intelligence</td>
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* Subject to change; students will be informed on D2L and in class about changes to syllabus*