

Psychology of Aging

PSYC 114

Fall 2026 Section 02 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/18/2026

Contact Information

Instructor: Dr. Désia Bacon

Name Pronunciation: Day-sha Bay-cun

Email: desia.bacon@sjsu.edu

Office: Dudley Moorhead Hall, Room 323

Phone: 408-924-5640

Pronouns: she/her

Office Hours (beginning August 25th; DMH, 323): Tuesdays 1:00 - 2:00PM and Thursdays 7:30 - 8:30AM.
Available via Zoom upon request.

I am looking forward to meeting each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by when in DMH to say hi and grab a quick snack.

Course Information

Class Days/Time: Tuesdays and Thursdays, 9:00-10:15AM

Classroom: Dudley Moorhead Hall, Room 358

Canvas Course: <https://sjsu.instructure.com/courses/1629965/>

Course Description and Requisites

Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

Prerequisite: PSYC 001.

Letter Graded

* Classroom Protocols

Contacting me

Your best contact method, outside of class, is going to be via Canvas message. Professors get a lot of emails, but Canvas is special because only our course enrolled students can access us that way - which means you! Please, if you really want me to see something, message me on Canvas. You'll get the quickest response!

If you do decide to email me, to help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-114, your class meeting time, and the message/email topic in the subject line, e.g., "Psyc 114, 9:00A, Selling group project"
2. Please understand that I will do my best to reply to your communications (via Canvas message or email) within 24 business hours [Monday through Friday, 8 AM to 5 PM]; however, I do not guarantee a response on the weekend or on a holiday. That means that if you message or email me on Friday at 3PM, you may not get a response until Monday or Tuesday (or even Wednesday!). Please make note of deadlines and plan accordingly.

Class Citizenship

I expect you to be attentive in class, participate in discussions and assigned pairs/groups, and limit other distractions.

Please place cell phones on silent during class unless there is an emergent reason (e.g., you need to have calls from your childcare provider ring through). If you must make or answer a call, please excuse yourself from class.

Please do not browse the web during class, as it is distracting to both you and peers.

Most importantly, please be respectful of your classmates' opinions; we are all learning and growing together, and we are here to critique ideas, not each other.

Attendance is expected for each class in order to help you get the most out of the course. If you do not attend classes, you will miss lectures, activities, and discussions that will help you better understand the material that will be necessary to help you demonstrate your knowledge of course materials on your class assignments and projects, as well as activities that will impact your course grade.

Please use your best judgement when posting on Canvas and interacting in the classroom. I encourage your questions, comments, and sharing, but try to monitor yourself. We want to cultivate a community where we treat others with fairness and respect.

We are all beholden to the SJSU expectations for treating one and other with respect and dignity. Please make sure you maintain being collegial and kind, and reach out to me with any concerns, and I will do my best to ensure we maintain a safe and effective learning environment. If you experience distressing interactions in the course, whether in person or online, or receive a distressing message from someone else in the course, that is the one time you are allowed to take a screenshot of that message or content and reach out to the appropriate resource, whether that is me or the appropriate authority dependent on the messaging. Let's keep this a safe and conducive learning environment!

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording them, and university policy dictates needing permission to do so for course materials. You may not make photographic, audio, or video recordings of this class, including from the lectures I give and any content I post for you and the content others post. The materials in this class can be used for your private study purposes only. They should not be posted online in any format outside of our course Canvas. 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 may not share other students' discussion material outside of the classroom or Canvas environment.

Conflicts with class

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications:

1. students must make requests to the instructor in writing by the semester Add deadline;
2. reasonable limits will be set on the total number of days claimed by any one student.

If you have to miss a class for any excused reason (e.g., university-sponsored athletics, unforeseeable medical event), please let me know ahead of time, or when is reasonably possible (e.g., if you have a religious observance or planned athletics event, tell me at the beginning of the semester; however, I do not need you to email me from the Emergency Room, but once you are back home, safe, and getting better is fine!).

Make-up assignments (TL;DR - case by case basis)

If you have to miss a few classes, please make an appointment with me (Dr. Bacon) so that we can discuss your progress in the course and your reasons for not attending class.

Make-up assignments will be discussed on a case-by-case basis and formatting is at the discretion of the instructor, and may not be in the same format of the original assignment. Make up assignments may not be made available if there is not an excused absence.

Child Care

Parenting or kinship care should not restrict your access to class. If there is an emergency that causes an immediate change to your childcare plans for that day, you are invited to bring your child/sibling to class, provided that the child does not prove a disruption to the others in the room, the child is not sick, and we are within the fire code allowance for the room. Please be prepared to step out with your child/sibling if they begin to become a distraction.

Please also note that this does not include when a child is sick - please do not bring a sick child to class, just as I ask that you do not come to class sick. If you know in advance that a child is coming, please let me know and I would be happy to bring a few children's books from my office for them to read.

Tips for success

1. I encourage you to **attend and participate in every class**, as well as the Canvas community! A classroom is a community of learners, and attendance and engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer. On Canvas, there are discussion boards where you can request slides from me, notes from classmates, ask questions, and can share things from the news, YouTube, TikTok, etc. that you find relevant to the course content. Active engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer.
2. **Read** the assigned readings before the class lecture on the topic and be sure to fully read them again before the class discussion on the topic. The lecture will help you gain a better framework on a topic, and then you can follow-up what you learned in lecture by reading the more detailed coverage in the text. The ideal strategy is to *at minimum* skim the reading before the first class, attend class, and then read the text carefully soon after lecture and complete your pre-discussion questions.
3. Please use your best judgement when speaking in class. I encourage your questions and comments, but try to monitor yourself if you find that you are commenting very frequently; given the size of the class, we must work together to make sure that everyone who wants to speak gets a turn. You are always welcome to write down your questions for us to discuss during office hours, or chat with me before and after class!
4. Do your best to **manage your time** by getting started on your assignments and your research project early. Deadlines can sometimes sneak up on us, but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt. Please be mindful of my 24 hour Monday through Friday response policy, and plan accordingly.
5. Approach the course material with an open mind and bring your unique perspective. We all are coming in with different levels of knowledge, familiarity, and experience with the topics we will be discussing. Aging is not a one-size-fits-all sort of thing, and each culture approaches aging differently. Even the languages you speak can impact your aging, and the way that we think about and talk about aging. Some of the topics we will be discussing are culturally relevant practices that we are connected to differently, and we should be mindful of that in the way we speak about them; just because something is not scientific does not mean it is not important or relevant. These experiences are things you bring with you into the course, and thus into our learning community. I encourage you to bring your open

mind to learning about other people's perspectives and experiences, just as I encourage you to share how your experiences and perspective impact how you perceive the material.

Course AI Policy

Generative artificial intelligence (AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images, as well as things like Grammarly or using a translator for translating your paper from one language to another. This policy governs all such tools, including those released during our semester together. You may use generative AI tools on assignments in this course when I explicitly permit you to do so. **Otherwise, you should refrain from using such tools.**

When using AI tools for specified assignments, you are to:

1. properly cite the tool you used, following the pattern for computer software given in the specified style guide (APA 7) and
2. provide a screenshot of the input you provided to the AI tool as well as the specific output provided by the AI tool with your assignment submission.

You are responsible for any use of the AI generated content, and any plagiarism that may arise due to the use of these AI tools. Additionally, please include a brief description of how you used the tool (approximately 3-5 sentences in length). This description is not included in the page limits of the assignment, and should be included in the Appendix of the assignment, after your References.

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. If you are reading this thoroughly, send me a picture on Canvas message of your pet, your favorite stuffed animal, or something that brings you joy (and is appropriate) for one extra credit point by end of day on 8/30. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course will require electronic submission of essays, papers, or other written projects through the originality assessment service TurnItIn. TurnItIn will also attempt to detect AI-generated text.

You are responsible for any work you submit in this course, and any work submitted that includes any plagiarism, AI tool usage, or non-cited AI tool use on an assignment when it was permitted is in direct violation of this course policy and of the SJSU Academic Integrity Policy. In addition, you must be wary of unintentional plagiarism or fabrication of data. **Please act with integrity, for the sake of both your personal character and your academic record.**

I am not grading you on your grammar, your spelling, or your ability to "sound smart" - but rather your ability to understand and synthesize information. Therefore, if you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, you will have a meeting with me,

may receive a lower grade on the assignment (ranging from a 50% deduction to a zero), and I will report the violation to the Office of Student Conduct and Ethical Development (SCED).

For repeated violations, your grade on the assignment will be a zero, you may be given a deduction of an entire letter grade in the course, and each violation will be reported to SCED. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation and whether further investigation or sanctions are necessary.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. 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.
 3. Critical Thinking Skills. 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.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Explain and identify changes in the structure of our population with regard to the changing demographic of older adults in the U.S. and internationally.
2. Explain and identify the normative biological/physical processes that occur during the aging process.
3. Identify and discuss typical research designs used in the study of aging.
4. Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantively with age.
5. Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.)
6. Report on the aging process through the perspective of an older adult to better understand how culture impacts the aging experience, integrating these experiences with theoretical models presented in class.
7. Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

This course addresses all five of the **Psychology Department's Program Learning Outcomes (PLO)**. The relationship between each of the Program Learning Outcomes and the course are explained below.

PLO 1 – Knowledge Base of Psychology: You will develop an understanding of the roots of human culture by studying both the universals and individual differences observed in aging and the older adult experience across cultures, and will learn new ways to think about the interplay between culture and the natural world. You will learn more about how aging is not just something that happens to us, but that we play an active role in.

PLO 2 – Research Methods in Psychology: During this course you will engage in assignments that help you to develop a better understanding of how research with older adults requires additional design considerations, how research with older adults is conducted, and how data can be interpreted to better inform our understanding of aging across cultures.

PLO 3 – Critical Thinking Skills in Psychology: A key goal of this course is to enhance your critical thinking skills by encouraging you to question how conclusions are drawn and to improve your understanding of how data can provide insight into important interpersonal and societal issues related to older adults.

PLO 4 – Application of Psychology: Psychology of Aging requires you to synthesize all the fields of psychology together, from neurons to neighborhoods, with attention to other themes from myriad disciplines (e.g., physiology, philosophy, genetics, economics, public policy, art, sociology, legal system) to understand how all aspects of our society impact the aging process and older adults.

PLO 5 – Values in Psychology: We will consider aging through multiple lenses, including such issues as social justice, poverty, and disabilities, with the goal of giving you new ways to think about both your own and our society's responsibilities towards older adults, as well as how you can impact your own aging.

Course Materials

Textbook

For this course we will be using *Psychology of Aging: A Biopsychosocial Perspective*, Second Edition, (Woodhead & Yochim (Eds.), 2024; ISBN: 9780826166166). You may use whatever format of the course textbook you prefer, but it does need to be the second edition (the chapters are different and the information is updated). The MLK Library has an eBook version that you have access to as an SJSU student as long as you are logged into your one.SJSU account (search for "woodhead yochim").

There you can read the book online or download it by chapter. You have a page limit per day for downloads, so I recommend you go on once per day for the first week or two to download a chapter, so you have your full book to access whenever you need it.

Other Readings

There will be additional readings and materials for the course. Additional materials will be posted on the course Canvas page. This additional material may either be part of an in class assignment, project, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during lecture. All additional materials and readings will be accessible on the course Canvas page or through the MLK library, via a link posted on Canvas.

Other technology requirements / equipment / material

In this course, you will need access to the textbook and regular access to a computer/tablet with internet access and a word processor to complete assignments and assignments on the Canvas page for the course.

Additionally, you will occasionally need to bring an electronic device with wi-fi access to class to complete web-based activities in groups. Only 1 group member will be required to have one of these devices, and a tablet or cell phone will be fine for these tasks, though a laptop or tablet is recommended.

Please be prepared each class with something to write with and paper to turn in assignments like your daily questions and activities.

There are also activities you will be doing at home where you will need to write and/or draw, and you have more creative freedom to use colored pencils, stickers, etc. though using regular pen and paper is fine! Additional art supplies are optional, and some will be provided in class if we are doing activities that call for them.

Please come prepared to class with whatever additional materials you personally need to be successful. Does that mean your lucky colored pencils? Your highlighters that smell like fruit? Bring those things. Note taking is recommended, and you are welcome to bring a computer, tablet, or paper and a writing utensil to do so. If you have questions about other note taking methods, please let me know and we can discuss what may work for you.

University Resources for Students

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

Psychology Librarian:

Lauren DeCelle, lauren.decelle@sjsu.edu (mailto:lauren.decelle@sjsu.edu)

Student Technology Resources

Computer labs and other resources for student use are available in:

- Associated Students Print & Technology Center (<https://www.sjsu.edu/as/departments/print-shop/index.php> (<https://www.sjsu.edu/as/departments/print-shop/index.php>)) in the Student Union (East Wing 2nd floor Suite 2600) where you can go for printing (not necessarily free)
- Student Computing Services (<https://library.sjsu.edu/student-computing-services> (<https://library.sjsu.edu/student-computing-services>)) where SJSU students can borrow laptops, iPads, hotspots, and more for free with a current Tower Card. Located on the 1st floor of the King Library at the Circulation Desk. All SCS equipment loans (except semester-long laptops and tablets) are done in-person and are on a first-come, first-served basis.
- Computers at the Martin Luther King Library (<https://www.sjpl.org/sjaccess> (<https://www.sjpl.org/sjaccess>)) for the public at large (which still includes you!) where you can borrow a Chromebook, iPad, or laptop, get tech support, and take free tech courses. You can also get your SJPL library card free while you're there!
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for free student checkout with your Tower Card from Collaboration & Academic Technology Services (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/> (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/>)) located in the IRC Building. 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.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

Visit the Writing Center (<https://www.sjsu.edu/writingcenter/> (<https://www.sjsu.edu/writingcenter/>)) website to make an appointment, or to use the many resources available online. This is an amazing resource to help you with grammar, APA style writing, writing personal statements for scholarships or graduate school applications, writing professional emails, and everything in between. Please utilize this resource!

Mental Health and Basic Needs

You can access a host of Mental Health and Basic Needs Resources on the Psychology Department website by going to: <https://www.sjsu.edu/psych/resources/mental-health-and-basic-needs.php> (<https://www.sjsu.edu/psych/resources/mental-health-and-basic-needs.php>)

The page has resources ranging from information for local [Bay Area], state, and national resources for mental health and basic needs, including warmlines and crisis hotlines, as well as campus affinity group resources, local clinics, links to free guided meditations in multiple languages, and more. If you ever

encounter an issue with the page, please contact Dr. Désia Bacon at desia.bacon@sjsu.edu (<mailto:desia.bacon@sjsu.edu>)

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In-class daily questions: There will be daily questions in class that you will be expected to submit for a grade. These questions may be based on a video you will be responding to, related to the textbook chapter assigned, a reflection question posed by the instructor, or some other aspect of the course material. These questions will be due at the time they are assigned in class. The activity question may occur at any time during the class period; therefore, coming late to class and missing the activity will result in you having missed the opportunity to complete the activity.

Class Activities

Each week students will turn in a class activity that is done individually or together during class time (except when not completed in class and allowed to complete it outside of class time for credit). Typically this work is done with at least one other classmate. You will pass the activity if you follow the directions and write in complete sentences in your responses. No bullet point lists unless the instructor specifies that in the instructions.

Home Activities

There are occasional Home Activity assignments that are small in nature that require you to complete them in order to be prepared for an in class activity or discussion, or to scaffold your research project.

Reading Questions

To facilitate critical thinking about the content of our textbook and help you relate the information to popular science communication and people in your community, on most weeks you will complete and upload a set of reading questions. These will be completed online through Canvas and be due Monday mornings by 9 AM each week. For the reading questions, I will give you five questions and you are to respond to 3 of the questions of your choice. Reading questions will be graded as passing if you accurately express your understanding of a theory or concept in your own words. Reading questions are to be

completed independently. Please respond in complete sentences in paragraph form for your responses. No bullet point lists. Each response should be around 5 sentences. This is regardless of whether you choose to submit your question responses via audio format, video format, or written format.

Bi-monthly Letters to an Older Adult

Twice a month, you will select an older adult to write a letter to from that month's posted older adults on Love For Our Elders (<https://loveforoureldesters.org/letters> (<https://loveforoureldesters.org/letters>)). In order to aid you with learning more about how to form relationships with older adults, and gain a better understanding of older adults, this activity has you write letters to nominated older adults. You will be able to read profiles about the older adults and select who you would like to write a letter to. Older adults are not a monolith, and you will hopefully find that you have much more in common with older adults than you previously thought! You will be responsible for taking a picture (or video) of your letter/card and submitting the photo or video of your letter/card to the monthly assignment pages on Canvas for proof of completion. You will also need to submit a paragraph with each letter submission to Canvas describing why you chose to write to that specific older adult and how writing to this specific older adult connects to what you have learned in the course thus far.

You do not have to mail the letters yourself. You can bring the letters to Dr. Bacon and she will mail them for you in a package at the end of the month. Imagine how excited that older adult will be getting letters from 1-40 students in a package!

Healthy Aging Project - Checkins, Midterm, and Final Project

Instead of exams, this course will require a midterm and final project. This will be the same project, with different parts of the project due at mid-semester and at the end of the semester, submitted online through Canvas. One of the themes of our course is that people can adopt behaviors now that have a positive influence on their aging process - that we have some agency in aging. For this project, you will choose three behaviors that you can engage in now to improve your aging experience and track your engagement in those activities during the semester, based on the feedback you receive from the Living to100 assessment you complete at the start of the semester.

Checkins

In order to make sure that you are on the right track (tracking your behaviors, doing research, etc.), I want you to submit checkins throughout the semester at pre-determined timepoints. By having these checkins, you will hopefully be encouraged to be working towards your goal and maintain honest data collection. I am not here to judge you on your habits, but I am here to help you gain skills as a scientist, which includes having identified your habits and clear tracking methods, accurate and honest data collection, and clear reporting and interpretation of data. Checkins are one way to help you do that, and they are really for you to submit the data you have collected up to that time point. There are 5 Checkins total.

Midterm Project

For the midterm project, you will write a paper that summarizes the 3 behaviors you are choosing, how they are relevant to aging, as summarized in our textbook and the broader research literature, and you will devise a system for tracking your engagement in these behaviors. This will require you to find journal articles and may require that you read ahead in the textbook to learn more about how specific behaviors are related to your selected behaviors. A full rubric will be provided in the assignment page on Canvas.

Final Project

For the final project, you will provide the tracking data you collected for your three behaviors and write a report on how successful you were in engaging in your healthy aging behaviors during the semester. Part of this will be a reflection paper on how you can improve your aging process through material you learned in class. You should include a basic graph of your tracking data for the purposes of the final project. A full rubric will be provided in the assignment page on Canvas.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

The final exam/evaluation for this course is your final Healthy Aging Project, as noted above. The final Healthy Aging Project is due by the end of our university assigned final exam time slot, **due Thursday, December 10th by 10:30 AM PST**, as noted on the course schedule later in this syllabus. **A final Healthy Aging Paper submitted more than 5 minutes late, up to 24 hours late, will get an automatic 50% total value deduction on the grade. No submissions will be accepted 24 hours after the original deadline.**

✓ Grading Information

Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf> (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>))

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

1. My work will be my own in this course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.

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.

Grades will be based on 30 Daily Questions (1 points each; (30*1) 30 points total), 15 Class Activities (5 points each; (15*5) 75 points total), 4 Home Activities (3 points each; (4*3) 12 points total), 14 Reading Questions (6 points each; (13*5) 65 points total), 6 Bi-monthly Letters to an Older Adult (10 points each; (6*10) 60 points total), 5 Healthy Aging Project Checkins (plus your topic!) (3 points each; (6*3) 18 points total), Midterm Healthy Aging Project (50 points), and a Final Healthy Aging Project (50 points), for a total of 330 points. There will be occasional extra credit opportunities.

You can miss (or just not turn in) 1 set of reading questions because there are 14 total.

Make-up policy

The only acceptable reason for missing an in-class activity or daily question is illness or an excused absence due to a University-sponsored activity (i.e., athletics). Absences due to any other reason will be evaluated for make-up opportunities on a case-by-case basis, so please contact the instructor. If you will be absent due to a previously discussed religious observance or previously discussed University-sponsored event, we will work out a plan for you to do the in-class activity and daily question in a way that accommodates both of our schedules. Make-up activities are formatted at the discretion of the instructor.

Late work policy

Please plan ahead and know that the due date is not the do date! An assignment is considered "late" anytime it is submitted after the assigned deadline. I have a 5-minute grace period for the initial submission deadline, since sometimes logging into your oneJSU account and navigating to the submission page takes a couple minutes. That being said, any submission 5-minutes or more after the deadline is late (e.g., if your assignment is due at 11:59 PM, a 12:03 AM submission will be accepted without penalty, but a 12:06 AM submission will be considered late and subject to the late penalty).

I will accept late submissions for most outside of class assignments (excluding any extra credit opportunities, and there is a special Final Exam late policy) until it is 96 hours plus late, with a 20% late penalty per day. 5 minutes up to 24 hours past the deadline will be an automatic 20% deduction. 24 to 48 hours late is an automatic 40% deduction. This continues until you can earn 0%.

Any extra credit opportunities will receive no extension of the deadline, including no grace period. If the extra credit is not submitted on time, it will not be eligible to be considered for extra credit. This is non-negotiable. A given deadline is the solid deadline for extra credit since it is an extra grade booster, and above and beyond the typical curriculum.

Emergency Button

All students will be granted one "Emergency Button" to use at some point in the semester where they can, no questions asked, receive an extension of 48-hours on any individually-submitted outside of class assignment (excluding the Final Exam, in-class assignments, or any extra credit opportunities). Once you use your Emergency Button, I will record that on the assignment and give you the extension. You must request to use your Emergency Button before the assignment deadline. I may not respond to you right away, especially if you contact me outside of working hours, but rest assured that if you contact me to use your Emergency Button and it is an eligible assignment, I will apply it for you.

Breakdown

Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers. Due to the extra credit opportunities offered throughout the semester, and some rounding I already do in the chart below, I do not round grades at the end of the semester. Please do not ask me to round your grade, as I do not make any exceptions in an effort to maintain fairness to all students across the course, and I appreciate your understanding.

Remember that your grade is out of a total of 330 points, so you can calculate your final grade at any time by dividing the total points you have earned by 330.

Grade	Range	Notes
A+	97-100	
A	93-96	96.5 is rounded up to the next grade range, below is not.
A-	90-92	92.5 is rounded up to the next grade range, below is not.
B+	87-89	89.5 is rounded up to the next grade range, below is not.
B	83-86	86.5 is rounded up to the next grade range, below is not.
B-	80-82	82.5 is rounded up to the next grade range, below is not.
C+	77-79	79.5 is rounded up to the next grade range, below is not.
C	73-76	76.5 is rounded up to the next grade range, below is not.
C-	70-72	72.5 is rounded up to the next grade range, below is not.
D+	67-69	69.5 is rounded up to the next grade range, below is not.

Grade	Range	Notes
D	65-66	66.5 is rounded up to the next grade range, below is not.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The dates and readings are subject to change. Please check in on Canvas to read course announcements regularly to keep yourself informed of any changes.

Note: All assignments are due by 11:59 PM (unless otherwise specified) in the current Pacific Time Zone.

Daily questions (done in-class) are not included in the Assignments due section of the schedule but will be done daily in class every day, nor are the Activities since they are listed on the dates we will be completing them in class, and you typically do not need to complete them or submit them outside of class time (though if your group does not complete the task, you may be permitted to do so).

This table contains the course schedule by class meeting date. It includes the semester week and class date meeting schedules with the topics, readings, and assignment deadlines.

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
1 - R	8/20	Course Introduction and Syllabus Review	Syllabus	1. Week 1 Home Activity - Age IAT due on 8/24 2. 2pt Extra Credit Syllabus Quiz on Canvas due on 8/24

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
2 - T	8/25	Introduction to the Psychology of Aging	Chapter 1	1. Week 2 Home Activity - Living to 100 quiz due on 8/26 2. Ch 1 Reading questions due on 8/30
2 - R	8/27	Introduction to the Psychology of Aging	Chapter 1	1. Submit your 3 healthy aging behaviors for Healthy Aging Behaviors topic by 8/31
3 - T	9/1	Library day - Meet in MLK Library Room 213 to learn from Library Liaison Lauren		1. Week 3 Home Activity - Library Scavenger Hunt due by 9/2 2. Future alert: Two September Letters to Older Adults due on 9/30
3 - R	9/3	Cultural Variations in Aging Experiences of Ethnically and Sexually Diverse Older Adults	Chapter 2	1. Healthy Aging Project Checkin 1 due on 9/6 2. Ch 2 Reading questions due on 9/13
4 - T	9/8	Cultural Variations in Aging Experiences of Ethnically and Sexually Diverse Older Adults	Chapter 2	
4 - R	9/10	Models of Aging	Chapter 3	1. Ch 3 Reading questions due on 9/20

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
5 - T	9/15	Models of Aging	Chapter 3	
5 - R	9/17	The Aging Body	Chapter 4	1. Ch 4 Reading questions due on 9/28
6 - T	9/22	The Aging Body / Age-Related Illnesses	Chapter 4 Chapter 5	
6 - R	9/24	Age-Related Illnesses	Chapter 5	1. Ch 5 Reading questions due on 9/28 2. Two September Letters to Older Adults due on 9/30
7 - T	9/29	Changes to the Brain: Methods of Investigation, Aging, and Neuroplasticity	Chapter 6	1. Ch 6 Reading questions due by 9:00 AM on 10/4
7 - R	10/1	Changes to the Brain: Methods of Investigation, Aging, and Neuroplasticity	Chapter 6	1. Healthy Aging Project Checkin 2 due on 10/4 2. Future alert: Two October Letters to Older Adults due by 11:59 PM on 10/31

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
8 - T	10/6	Personality and Emotional Development	Chapter 7	1. Ch 7 Reading questions due on 10/11
8 - R	10/8	Personality and Emotional Development	Chapter 7	
9 - T	10/13	Mental Health and Aging	Chapter 8	1. Ch 8 Reading questions due on 10/18
9 - R	10/15	Mental Health and Aging	Chapter 8	

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
10 - T	10/20	Cognition and Aging	Chapter 9	1. Ch 9 Reading questions due on 10/25 2. Healthy Aging Project Checkin 3 due on 10/25
10 - R	10/22	Cognition and Aging	Chapter 9	
11 - T	10/27	Neurocognitive Disorders in Late Life	Chapter 10 article: Should we discontinue HS football?	1. Ch 10 Reading questions due on 11/1
11 - R	10/29	Neurocognitive Disorders in Late Life	Chapter 10 article: Should we discontinue HS football?	1. Future alert: Two November Letters to Older Adults due on 11/30
12 - T	11/3	Death and the Dying Process, Bereavement, and Widowhood	Chapter 11	1. Ch 11 Home Activity- Go Wish due on 11/4 2. Ch 11 Reading questions due on 11/8 3. Healthy Aging Project Checkin 4 due on 11/8
12 - R	11/5	Death and the Dying Process, Bereavement, and Widowhood	Chapter 11	
13 - T	11/10	Relationships, Families, and Aging: Changes in Roles With Aging	Chapter 12	1. Ch 12 Reading questions due on 11/15

Semester Week/Day	Date	Topics	Reading	Assignments (done outside of class)
13 - R	11/12	Relationships, Families, and Aging: Changes in Roles With Aging	Chapter 12	
14 - T	11/17	Aging, Work, and Retirement	Chapter 13	1. Ch 13 Reading questions due on 11/22
14 - R	11/19	Aging, Work, and Retirement	Chapter 13	
15 - T	11/24	Aging and the Legal System	Chapter 14	1. Healthy Aging Project Checkin 5 due by 11/30
15 - R	11/26	No class - university closed		
16 - T	12/1	Aging and the Legal System	Chapter 14	1. Ch 14 Reading questions due on 12/6
16 - R	12/3	The Social Context of Aging	Chapter 15	
Finals - Thursday	12/10	Finals - Final Healthy Aging Project		Final Healthy Aging Project due by 10:30 AM PST