Welcome!
by Dr. Multhaup

This semester we will cover many topics. A few examples include:

- **stereotypes of older adults** – Are older adults the worst drivers on the road?
- **memory** – Is there any aspect of our memories that doesn’t decline with increasing age?
- **personality** – Do people become more rigid and grumpy with age?
- **disease** – Is Alzheimer’s disease simply accelerated aging?

**Learning Outcomes**

*Students will be able to:*

- explain the global theories of aging (e.g., general slowing).
- identify and articulate how research designs (e.g., cross-sectional, longitudinal) differ, with pros & cons of each.
- identify an experiment’s independent & dependent variables based on data shown in a figure or table.
- distinguish between myths and facts about age-related changes.
- articulate examples of how human factors can be used to create safer environments for older adults.
- author a commentary modeled after a *Scientific American* blog post to share findings from the research literature with a general audience.

**Theoretical & Real Aging**

We will use lectures and readings to explore the typical age-related patterns reported in the peer-reviewed literature. In addition to discussing “theoretical older adults” (averages across individuals), we will talk with real older adults about their particular aging experiences. We will explore the extent to which these real cases illustrate the typical data patterns or are exceptions.
Materials

A copy of the text book is on Reserve in the library. Please treat it with gentle care as you are not the only student who may be using it (e.g., do NOT highlight or write in it).

Textbook


Journal Articles

Articles will be posted on Moodle at the appropriate times in the course.

In addition, students will be assigned to locate articles (e.g., when writing a commentary). The on-line library tutorial posted on Moodle will help with this.

Resources to Promote Success

Student-Professor Partnership

To achieve the learning outcomes on page 1, we need to work together. I highly encourage you to ask questions in class when all students can benefit from hearing questions and answers. If further clarification is needed, please make use of my office hours—I am fascinated by the course material so it is fun for me to talk about it with you! Office hours are also a good time to talk over questions you have about the psychology major, career options, etc. Don’t be surprised if we also get talking about what interests you outside of academics, including books and movies you like, because I enjoy getting to know each of my students.

I recognize that students have different learning strategies and time pressures. For example, some students read the text before class meetings and others read it afterwards. After almost every class, several short questions will be posted on Moodle. Students should answer the questions via Moodle without using class notes. Such attempts to answer questions are highly effective in helping students retain material because they require students to practice retrieving information (e.g., Karpicke & Blunt, 2011, published in Science). My goal in assigning these “daily questions” is to give students retrieval practice. To maximize the benefits while minimizing stress, these are scored pass/fail and each is worth ½ point (there are over 400 points in the course). Again, we are doing this to facilitate your learning. Study groups or individual students are encouraged to extend this model to more class material to further their learning.

Should you wish to discuss study strategies for this course and/or others, please come by my office hours (and see the Additional Resources section on p. 3).

Finally, I realize that talking with professors can be a bit scary at first, but making use of office hours to have such conversations helps you practice skills needed to interact as a young professional. In other words, it is another way to prepare for post-Davidson life.

More Science of Learning

Several prominent researchers in memory, meta-memory, and applying lessons from cognitive psychology to education wrote a Scientific American MIND article about the effectiveness of different study techniques. View it at http://tguifoyle.cmswiki.wikispaces.net/file/view/What_works,_What_doesn’t.pdf

Similarly, the professor who taught Dr. Multhaup cognitive psychology when she was an undergrad is now at Samford, and he created several short yet helpful videos that apply cognitive psychology principles, called How to Get the Most Out of Studying. You can see the list of Dr. Chew’s videos and access them at http://www.samford.edu/how-to-study/
## ADDITIONAL RESOURCES

- Please make use of the **Writing Center** as you work on writing assignments. More information about available Centers, including their hours, is at [http://sites.davidson.edu/ctl/students](http://sites.davidson.edu/ctl/students)

- If you are concerned about plagiarism, check out the definition & examples roughly half-way down the page at [http://davidsonwriter.redbrickroad.net/ethical-use-of-sources/](http://davidsonwriter.redbrickroad.net/ethical-use-of-sources/)
  
  See also a tutorial from Indiana University's School of Education: [https://www.indiana.edu/~istd/test.html](https://www.indiana.edu/~istd/test.html)

- Additional campus resources to support student success are at [http://www.davidson.edu/academics/academic-support/access-and-disabilities-resources](http://www.davidson.edu/academics/academic-support/access-and-disabilities-resources)

## COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews &amp; Final Exam</td>
<td>44%</td>
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<tr>
<td><strong>Reviews &amp; Final Exam</strong>: each of 4 review are 7%, Final exam is 16%</td>
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<tr>
<td><strong>Moodle quizzes</strong>: each of 4 unit textbook quiz is ~2.3%, daily questions total 4%</td>
<td>13%</td>
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<tr>
<td><strong>Commentary</strong>: library tutorial is 1%, commentary question is 1.5%, adding 3 sources is 1.5%, draft is 3%, peer review is 3%, final commentary is 16%</td>
<td>26%</td>
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<tr>
<td><strong>Thought Assignments</strong></td>
<td>11%</td>
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<tr>
<td><strong>Class participation &amp; mini-assignments</strong> (1 activity &amp; 2 research credits required)</td>
<td>6%</td>
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## Reviews & Final Exam

We will be using the **Lockdown browser** and Moodle for reviews and the final exam. **If you do not have access to a laptop** (e.g., some students borrow a friend's for review days), **please speak with me ASAP** so we can make arrangements (e.g., I have research laptops we might use).

The four **in-class reviews** will be a mixture of questions (e.g., multiple choice, true-false, fill-in-the-blank, short-answer questions). Each midterm review will include material covered in lecture since the previous review (see Moodle Quizzes section regarding unit textbook quizzes).

**Late exams will be given ONLY in rare circumstances.** Being as fair as possible to EVERY student in the course is the principle that guides my decisions about whether or not a late review will be given, and I may consult with others (e.g., the Dean of Students office, the rest of the class) before making my decision.

If you have special testing needs (e.g., extra time), please speak with me privately ASAP.

The **final exam** will be set up like the in-class reviews but will be longer. The majority of the final will be cumulative about what was covered on in-class reviews 1-4. We will use the last few days of classes to look over the prior reviews to help you identify the areas in which you need to focus your studying.

### Moodle Quizzes

There are two types of quizzes that will be posted on Moodle:

- **Daily questions** (see page 2 regarding the Student-Professor Partnership) are a low-stakes way for students to regularly review material.

- The **four unit textbook quizzes** will assess each student's mastery of the textbook material. The textbook will cover information that we do not have time to discuss in class, as well as material that overlaps with portions of what we explore together in class. To maximize the benefits of students reading the textbook to supplement our in-class work while minimizing stress, I will select options that allow students to take each unit textbook quiz as many times as they would like up until the in-class review for that unit. This
means that if you are OK with 60% and/or are having a tough week, you can stop but if you really want a score over 90%, you can take the quiz again and (hopefully) get a higher score. Again, please realize we are doing this to facilitate your learning. As stated in the prior section about Reviews, this choice means that in-class reviews will focus only on lecture material. The Final Exam may draw from big themes in the textbook.

Commentary
A detailed Commentary assignment is posted on Moodle. As an overview, students will write a 1200-1500-word commentary modeled after a Scientific American blog post (for an example, Why Does Time Fly as We Get Older?, see

http://blogs.scientificamerican.com/min
d-guest-blog/2013/12/18/why-does-
time-fly-as-we-get-older/).

Given this is a PSY course, you should use APA style in all written work, particularly on the commentary. The references (both in the text and on the reference list) must be APA style (see Moodle assignment with APA-style examples).

Students will do peer reviews of two other students’ commentaries. You are welcome to arrange for similar peer reviews of revisions that you complete before turning in your final commentary; just use the same system outlined for the required peer reviews.

Thought Assignments
These are designed to help you better understand concepts and methodology in the psychology of aging; they SHOULD BE TYPED. Each will be explained in a Moodle handout at the appropriate time in the course (roughly one week before it is due).

Note that Thought Assignment #4 requires students to interview a person at least 60 years old. If you do not have a family member or friend who could help you with this assignment, please let me know by Monday, 10/3, and I will provide you with contact information for a local older adult who will be your interviewee for this assignment.

As with all written work, please pledge each Thought Assignment (for reference, the pledge is in a box on the next page).

Class Participation & Mini-assignments
Your participation is needed. Your thoughts are as interesting and important to the discussion as everyone else’s. In lectures I encourage you to speak up. If you don’t understand something, you can bet that other students are also confused, and it’s in your best interest to get that information clarified immediately.

Mini-assignments will be given at least a week before they are due and will be graded pass/fail. For example,
- during the week of 9/5, students must view a video on Moodle (~6 min) and complete a 2-question quiz.
- Students must complete 2 research credits by (a) participating in an experiment and writing ONE paragraph about how they think older adults would perform compared with young adults on the task (1 credit) and/or (b) going to a talk or viewing a talk from the Psy Pool website and writing one paragraph about how the content relates to aging (1 credit).

Grading
Grades will be based on the percentage of points accumulated. The anticipated grade distribution will be approximately:
- 90+% is an A;
- 80-89% is a B;
- 70-79% is a C;
- 60-69% is a D;
- below 60% is an F.

“Plus” and “minus” grades may also be assigned. This means that 82% may be a B- rather than a B, for example, and 88% may be a B+ rather than a B.
Supplemental Helpful Information
from Dr. Burkhard Henke (personal communication)

Email Netiquette:

- Use only your Davidson email account to correspond with your professor—or any employee of the College, for that matter. (Number of students with an email account like Quirkygirlie476@aol.com to receive a Dean Rusk grant: 0).
- Be courteous and respectful. Of course. That also means: fill in the subject line, DO NOT SHOUT, and begin your message with Dear Dr. Soandso.
- Quickly get to the point. Be specific and present what you have to say in a cohesive manner and in good English.
- At Davidson, you’ll get a prompt reply amazingly often but don’t expect it. Always allow at least one business day for a response.
- Always be the one to conclude the correspondence.

An additional point from me is that if you receive an e-mail message from any Davidson professor or staff member who is seeking information from you, I strongly encourage you to be respectful and reply in a timely manner. Take it as another opportunity to practice responding professionally to e-mail—something you will likely do often in your post-Davidson life.

Course Policies

Academic Honesty

Academic dishonesty of any form will not be tolerated. As always, you are expected to follow the Honor Code.

Please note that I encourage students to discuss the course material, particularly data and what it means. That said, when talking about individual projects, such as a Thought Assignment, discussion must stop before writing begins (e.g., students cannot be discussing the results of an assigned reading and then immediately write out the ideas that were just articulated—instead AFTER the discussion each student must write a report that reflects the student’s own understanding of the results). Students must do their own assignments (e.g., peer reviews).

For this course, it is an honor code violation to (a) make use of old review or final exam items (spots) or (b) make spots by copying or paraphrasing test items. I keep all reviews and exams for this course so any spots have been taken without my permission. It is important that students study the material in the course, rather than memorize answers to questions, so that they actually learn about the psychology of aging. Any spots found for this course should be reported immediately to the Dean of Students Office or to me.

On my honor I have neither given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violation of the Honor Code by others.

Make sure to pledge all written work. For reference, the pledge is in the box below. Please write or type that onto your assignments before you sign your name.

DAVIDSON COLLEGE PLEDGE

On my honor I have neither given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violation of the Honor Code by others.

Attendance

Although attendance is not required, I strongly recommend that you attend class if you wish to do well in this course. Material presented in class will be assessed on the in-class reviews as well as part of the daily questions. If you must miss a class, it would be to your benefit to get notes from two classmates (you never know when one person missed something). Read through the notes and if you have questions, come in and talk with me.

Finally, note the following policy taken from the Registrar’s Office web page:

“...schedules for athletic and other college-sponsored extracurricular activities may not require any student to miss more than three MWF or two TTH...”
classes or laboratories. In addition, students may not be required to miss two consecutive regular class meetings in any course or to miss days set aside for examinations or the reading day without special permission from the Committee on Educational Policy. In the case of conflicts, class attendance shall always take precedence over other college-sponsored activities.” (p. 6 of the Davidson College Academic Regulations posted at http://www.davidson.edu/offices/registrar/academic-regulations, accessed 08/05/2016)

Audio & Video (& Photo) Recording of Classes

Davidson College policy prohibits audio/video recording of classes by students without permission of the instructor. You may not record class sessions or portions thereof unless the Dean of Students has authorized recording as an academic accommodation for a qualified student with a disability and has notified me of that authorization. All such recordings are for the sole use of the individual student and may not be reproduced, sold, posted online, or otherwise distributed. This policy also applies to photographs.

Health Policy

If you are ill, PLEASE practice good public health: stay home to get well! This is particularly important if you have flu symptoms. Please do NOT come to my office to tell me you are sick; e-mail and voice mail are the best ways to communicate that situation. Get well, and then we will work on getting you caught up.

Please remember that Davidson’s Honor Code and Code of Responsibility leads me to assume that you will be honest with me on all matters, and specifically in this context, when you tell me that you are ill.

Late Assignments & “Free” Extensions

In addition to this section, please read the page 3 section about late reviews.

The late assignments policy for this class is as follows. Each day an assignment is late, including weekends, 5% of the points will be deducted from the total score. You can decide whether an extra day will make your work so much better that it is worth the late penalty, but I encourage you to practice hitting deadlines to prepare for post-college life.

Each student has up to two “free” 24-hr extensions to use as needed; enact by emailing me to make arrangements.

Student Responsibility

Your first step toward success in this course is to read this syllabus. When in doubt about anything related to PSY 245, your first action should be to check this document.

You are responsible for checking Moodle AND your syllabus to help you keep track of when assignments are due and the like. I recommend that you put everything you need to remember to do onto one calendar that shows all of your responsibilities in one place. This will allow you to plan ahead and know if/when you will need the two 24-hr “free extensions” (see center of this page).

Reminders

Counseling & Safety

Your success as a student is affected by your mental and physical health. Information about the Counseling Center can be found at http://www.davidson.edu/student-life/health-and-counseling/counseling Public Safety information is at http://www.davidson.edu/offices/public-safety

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc.

The college is committed to providing maximum support for all students who have experienced sexual misconduct and strongly encourages students to report any incident. All college services are available to survivors of sexual misconduct regardless of whether or not a student intends to file a formal complaint. Resources for students may be found at http://www.davidson.edu/offices/dean-of-students/sexual-misconduct.
Over the semester we may need to make some changes that will be announced in class. The reading for this course, particularly the journal articles, may take you longer than you think. A suggested estimate is 1 hr per 10 pages. Below ThA = Thought Assignment

If you have a college-sponsored extracurricular activity or religious observance conflict with the schedule, please see me ASAP.

<table>
<thead>
<tr>
<th>Week</th>
<th>due Monday</th>
<th>due Wednesday</th>
<th>due Friday</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Chapter 1. Danowski &amp; Robinson (2012) for ThA #1 (posted on Moodle). Review schedule for college-sponsored extracurricular activity or religious observance conflicts; contact KM if any. Contact KM if you will not have access to a laptop on days we take in-class reviews (noted below).</td>
<td>ThA 1 due Fri 8/26 5PM (hard copy to KM’s office)</td>
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<td>8/29</td>
<td>Chapter 2 (KM will begin lecturing in this material on Wednesday). Hebb (1978). Hebb (1978) discussed in class Library Tutorial done (see Moodle)</td>
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<td>9/5</td>
<td>Chapter 3 (ONLY pp.61-69 [thru Primary &amp; Secondary Aging]) &amp; Chapter 4 (ONLY pp.108-121-stop before Attention) Mini-assignment due (see Moodle) Mini-assignment due (see Moodle) Commentary Question due</td>
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<td>9/12</td>
<td>Chapter 3 (ONLY 86-92, 97-99) BEFORE Wednesday’s review. Chapter 4 (ONLY pp. 101-108 AFTER the review). Review 1 in class, 9/14</td>
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<td>9/26</td>
<td>Chapter 5. Also, KM will begin lecturing on next week’s reading on Friday</td>
<td>Commentary sources due</td>
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<td>10/3</td>
<td>Chapter 6 (review pp. 166-176 as needed; DO read Fig 6.1 and pp. 168-170; then read ONLY pp. 176-188, 195-198). Interviewee requests (if needed for Tht.A. 4) due by 10/03 Review 2 in class, 10/5</td>
<td>Friday’s lecture has no readings associated with it.</td>
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<td>10/10</td>
<td>Chapter 7 (ONLY pp. 205-210, 214 [starting with Solving Interpersonal Problems]-233);</td>
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<td>10/17</td>
<td>Chapter 8 (ONLY pp. 235-249, 253-264). KM will start lecturing on Chapter 9 material on Friday.</td>
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<td>10/24</td>
<td>Chapter 9. Review 3 in class, 10/28</td>
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<td>10/31</td>
<td>Chapter 10. Commentary Draft due</td>
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<td>11/7</td>
<td>Chapter 11 Commentary Peer Reviews due</td>
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<td>11/14</td>
<td>Chapter 12 NO class 11/18 (KM at conference)</td>
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<td>11/21</td>
<td>Chapter 12. ThA 3 hard copy due in class</td>
<td>NO class 11/23 (Thanksgiving) NO class 11/25 (Thanksgiving)</td>
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<tr>
<td>11/28</td>
<td>ThA 4 hard copy due in class Meet with Pines Residents Sprinkle Room of Union Review to prepare for cumulative Final</td>
<td>REVIEW 4 in class, 11/30 In-class activity is ThA 5</td>
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<tr>
<td>12/5</td>
<td>Final Commentary due wrap up in class Review to prepare for cumulative Final</td>
<td>wrap up in class 12/9: Finals begin</td>
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<tr>
<td>Finals</td>
<td>Final Commentary due wrap up in class</td>
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<td>Finals done by 12/15</td>
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