

# Psychology of Aging

## PSYC 114

Fall 2025 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/18/2025

### Contact Information

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Instructor: Dr. Désia Bacon

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Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

### Office Hours (beginning August 21st)

**Office Hours (DMH, 323):** Mondays and Wednesdays, 10:30am-11:30am and by appointment. Also available via Zoom! I will have the Zoom room open during my regular office hours. If you are stuck in the waiting room, I am with another student. Office hours are first come, first served - so please just wait your turn and I will chat with you!

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!

### Contacting me

Your best contact method is going to be via Canvas message, and then email. I get so many emails; no exaggeration, upwards of 10-20 an hour some days. Canvas messages are only from my currently enrolled course students, so you can get in contact with me so much faster!

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, Online, Public Health Message"
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 cannot guarantee a response on the weekend or on a holiday. That means that if you message or email me on Friday at 3 pm, you may not get a response until Monday or Tuesday. Please make note of deadlines and plan accordingly.

## Course Information

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Class Days/Time: Online, Async

Classroom: NA - Canvas

Canvas Course: <https://sjsu.instructure.com/courses/1614272>  
(<https://sjsu.instructure.com/courses/1614272>).

## \* Classroom Protocols

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### Class Citizenship

Please use your best judgement when posting on Canvas and interacting in the classroom. Regular logging in and course interaction is expected each week in order to help you get the most out of the course. If you do regularly log in to Canvas, you will miss lectures 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. 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, so if you wouldn't say it in the classroom in front of me and your classmates on campus, you may want to think twice before posting it on Canvas. 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.

Despite our class being in a digital environment, 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 post 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 this 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.

## Tips for success

1. I encourage you to participate in the Canvas community! A classroom is a community of learners, and this being an online course means that Canvas is our classroom. There are discussion boards where you are asked to interact with 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. Please skim the assigned readings before watching the lecture on the topic and be sure to fully read them after the lecture on the topic. It may be helpful for you to watch the lecture first to gain a general framework on a topic, and then follow-up what you learned in the lecture by fully reading the more detailed coverage in the text. The ideal strategy is to skim the reading before the lecture, watch the lecture, and then read the text carefully soon after the lecture and complete your reading questions.
3. 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.

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. 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. 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. 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. 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 the end of the second week of classes. 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 or non-cited AI tool use 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.

If you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, your grade on the assignment will be 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 is necessary.

# Program Information

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**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)

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### 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 regards to the changing demographic of older adults in the U.S. and internationally.
2. Explain and identify the biological/physical processes that occur during the aging process.
3. Be able to 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 substantially 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 through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.
7. Discuss different viewpoints on the aging process gleaned from interactions with your peers.
8. 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 can 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

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### 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. The MLK Library has an eBook version that you have access to as an SJSU student (search for "woodhead yochim").

### 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.

## 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. You will also need access to a video recording device [that can also capture audio] to record yourself regularly for this course. You can use a tablet, a computer webcam, a camera on your cell phone, or a separate video recording device.

There are also activities you will be doing where you will need to write and/or draw on plain unlined paper or use a card (like a greeting card), and you have more creative freedom to use colored pencils, stickers, etc. though using regular pen and paper is fine! I want to be clear, I will not dock you points for doing a nice submission using regular plain paper and a pen - though you are free to add your own additional flair!

## 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:

Christa Bailey

[christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

408-808-2422

## 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>) 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>) 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>) 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/>) 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/>) website to make an appointment, or to use the many resources available online.

## Other Resources

I have created a Mental Health and Basic Needs Resources page in the Additional Resources module with information for local [Bay Area], state, and national resources for mental health and basic needs. The page has resources ranging from warmlines and crisis hotlines to campus affinity group resources to local clinics to free guided meditations in multiple languages and beyond.

# Course Requirements and Assignments

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"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."

## Online Course Readiness Assessment

This is a survey to get you thinking about your readiness for an online course, as well as ensuring you have read through the syllabus and have the opportunity to tell Dr. Bacon anything you think she needs to know. There are no correct answers for these items, aside for the 3 related to the syllabus. These questions are to get you thinking about the workload and expectations of an online course. Please complete this by Wednesday 9/27 at 11:59 p.m.

### **Introduction Video Post**

You will create a video introducing yourself to your professor and your classmates, and upload the video to the Course Introduction discussion board. You will also need to respond to at least one classmate's video.

### **Weekly 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 four 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.

### **Weekly Activities**

Each week students will turn in a class activity that is done individually. You will pass the activity if you follow the directions completely and follow the prompt in your responses. No bullet point lists unless the instructor specifies that in the instructions.

### **Public Health Message assignment**

This is a multi-part assignment where you will be making a public health message related to aging.

You get to pick your topic, though you need to submit it to Dr. Bacon for approval. For example, some potential topics include: relating to gen-z and gen-alpha grandchildren – a survival guide for grandparents; the real story of vitamins, supplements, and aging; how hobbies assist with aging.

You will research your topic and create a report that is 3- to 5-double-spaced pages in length about your topic, accompanied by a separate reference page with at least 10 relevant references that may include published material such as course readings, scientific papers, published chapters or books, and "grey" literature (e.g. government reports). You will then use this information to create a video that is no more than 5 minutes in length to inform the public about your topic. Remember, you want this to be accessible to members of the community - so you will need to define terms that are unfamiliar, and use accessible language and examples!

See the assignment page on Canvas for more information, including the rubric.

### **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>). 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) and submitting the photo or video of your letter 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 if you choose to do so. Imagine how excited that older adult will be getting letters from 1-40 students in a package! Note that you will not be penalized if the letter/card does not get sent [by either yourself or the professor].

### **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 to 100 assessment you complete at the start of the semester.

#### **Checkins**

In order to make sure that you are on the right track, 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 timepoint. 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.

## 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.

## 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 Friday, December 12th by 9:45 PM, 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

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### Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.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 Online Course Readiness Assessment (5 points), Introduction Video Post (7 points), Weekly Reading Questions (6 points each; (15 \*6) 90 points total), Weekly Activities (4 points each; (17 \*4) 68 points total), Bi-monthly Letters to an Older Adult (10 points each; (10 \*6) 60 points total), Public Health

Message assignment (35 points), Healthy Living Project Checkins (3 points each; (5\*3) 15 points total), Midterm Healthy Living Project (50 points), and a Final Healthy Living Project (50 points), for a total of 320 points. There will be occasional extra credit opportunities.

### **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 oneSJSU 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 9:00 AM, a 9:04 AM submission will be accepted without penalty, but a 9:06 AM submission will be considered late).

I will accept late submissions for most outside of class assignments (excluding the Midterm, Final Exam, or any extra credit opportunities) 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.

### **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.

# 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, 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.

Letter Grade	Points	Percent
A+	310 plus	97 or higher
A	297 to 309	93 to 96.9
A-	288 to 296	90 to 92.9
B+	278 to 287	87 to 89.9
B	265 to 277	83 to 86.9
B-	256 to 264	80 to 82.9
C+	246 to 255	77 to 79.9
C	233 to 245	73 to 76.9
C-	224 to 232	70 to 72.9
D+	214 to 223	67 to 69.9
D	201 to 213	63 to 66.9
D-	192 to 200	60 to 62.9

F	0 to 191	<60
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## 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 9 AM (unless otherwise specified) in the Pacific Time Zone.*

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 and due dates
1 - M	8/20	Course Introduction and Syllabus Review	Syllabus	1. Week 1 Activity - Age IAT due by 9:00 AM on 8/25 2. Online course readiness assessment due by 8/27 at 11:59 PM 3. Introduction Video Post due by 9/1 at 9:00 AM

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments and due dates</b>
2 - M	8/25	Introduction to the Psychology of Aging  The Social Context of Aging	Chapter 1  Chapter 15	1. Ch 1 Activity - Living to 100 quiz due by 9:00 AM on 9/3 2. Ch 1 Reading questions due by 9:00 AM on 9/2 3. Two September Letters to Older Adults due by 11:59 PM on 9/30
3 - M	9/1	<b>No class - Campus Closed (Labor Day)</b>		
3 - T	9/2	Cultural Variations in Aging Experiences of Ethnically and Sexually Diverse Older Adults  The Social Context of Aging	Chapter 2  Chapter 15	1. Ch 2 Activity due by 9:00 AM on 9/8 2. Ch 2 Reading questions due by 9:00 AM on 9/8 3. Healthy Aging Project Checkin 1 due by 9:00 AM on 9/8
4 - M	9/8	Models of Aging  The Social Context of Aging	Chapter 3  Chapter 15	1. Ch 3 Activity due by 9:00 AM on 9/15 2. Ch 3 Reading questions due by 9:00 AM on 9/15
5 - M	9/15	The Aging Body	Chapter 4	1. Ch 4 Activity due by 9:00 AM on 9/22 2. Ch 4 Reading questions due by 9:00 AM on 9/22 3. Healthy Aging Project Checkin 2 due by 9:00 AM on 9/22
6 - M	9/22	Age-Related Illnesses	Chapter 5	1. Ch 5 Activity due by 9:00 AM on 9/29 2. Ch 5 Reading questions due by 9:00 AM on 9/29

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments and due dates</b>
7 - M	9/29	Changes to the Brain: Methods of Investigation, Aging, and Neuroplasticity	Chapter 6	1. Ch 6 Activity due by 9:00 AM on 10/6 2. Ch 6 Reading questions due by 9:00 AM on 10/6 3. Two October Letters to Older Adults due by 11:59 PM on 10/6
8 - M	10/6	Personality and Emotional Development	Chapter 7	1. Ch 7 Activity due by 9:00 AM on 10/13 2. Ch 7 Reading questions due by 9:00 AM on 10/13
9 - M	10/13	Mental Health and Aging	Chapter 8	1. Ch 8 Activity due by 9:00 AM on 10/20 2. Ch 8 Reading questions due by 9:00 AM on 10/20
9 - F	10/17	<b>Midterm Healthy Aging Project Paper due 11:59 pm Friday, October 17th, on Canvas</b>		
10 - M	10/20	Cognition and Aging	Chapter 9	1. Ch 9 Activity due by 9:00 AM on 10/27 2. Ch 9 Reading questions due by 9:00 AM on 10/27 3. Healthy Aging Project Checkin 3 due by 9:00 AM on 10/27
11 - M	10/27	Neurocognitive Disorders in Late Life	Chapter 10  article: Should we discontinue HS football?	1. Ch 10 Activity due by 9:00 AM on 11/3 2. Ch 10 Reading questions due by 9:00 AM on 11/3 3. Two November Letters to Older Adults due by 11:59 PM on 11/30

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments and due dates</b>
12 - M	11/3	Death and the Dying Process, Bereavement, and Widowhood	Chapter 11	1. Ch 11 Activity due by 9:00 AM on 11/10 2. Ch 11 Reading questions due by 9:00 AM on 11/10 3. Healthy Aging Project Checkin 4 due by 9:00 AM on 11/10
13 - M	11/10	Relationships, Families, and Aging: Changes in Roles With Aging	Chapter 12	1. Ch 12 Activity due by 9:00 AM on 11/17 2. Ch 12 Reading questions due by 9:00 AM on 11/17 3. Submit for Public Health Message topic approval by 9:00 AM on 11/17
14 - M	11/17	Aging, Work, and Retirement	Chapter 13	1. Ch 13 Activity due by 9:00 AM on 11/24 2. Ch 13 Reading questions due by 9:00 AM on 11/24 3. Healthy Aging Project Checkin 5 due by 9:00 AM on 11/24
15 - M	11/24	Aging and the Legal System	Chapter 14	1. Ch 14 Activity due by 9:00 AM on 12/1 2. Ch 14 Reading questions due by 9:00 AM on 12/1
16 - M	12/1	The Social Context of Aging	Chapter 15	1. Ch 15 Activity due by 9:00 AM on 12/8 2. Ch 15 Reading questions due by 9:00 AM on 12/8
17 - M	12/8	<b>Public Heath Message Video and Paper due on Canvas by 9:00 AM</b>		

<b>Semester Week/Day</b>	<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>Assignments and due dates</b>
17 - F	12/12	Finals - Healthy Aging Project		Healthy Aging Project due Friday, December 12th by 9:45 PM

Course Syllabus Schedule