# University of North Texas at Dallas
## FALL 2016
### PSYC 3480 Adult Development and Aging

<table>
<thead>
<tr>
<th>Department of</th>
<th>Psychology</th>
<th>School of</th>
<th>Social Science</th>
</tr>
</thead>
</table>

| Instructor Name: | Dr. Deb Yoder |
| Office Location: | By appointment, TBA |
| Office Phone: | 214-860-8725 (Email is the best way to contact me) |
| Email Address: | debra.yoder@untdallas.edu |

**Office Hours:** Cyber hours based on student need. Emails are answered within 24 hours on weekdays.

**Classroom Location:** Online

**Class Meeting Days & Times:** Online: no face-to-face meetings

**Course Catalog Description:** Personality, cognitive, social and sensory-perceptual aspects of development from early adulthood through death. Emphasis on the development of a comprehensive understanding of the adult portion of the life span.

**Prerequisites:** None

**Required Text:**
- **Author:** Barbara R. Bjorklund
- **Title:** Journey of Adulthood, updated 8th edition. Package with Books a la Carte Edition includes Access Card to REVEL for Journey of Adulthood (See specific instructions on page 2 of this syllabus for setting up REVEL correctly for this course)
- **Date:** 2017
- **ISBN:** 13:9780133973754

**Access to Learning Resources:**
- UNT Dallas Library:
  - phone: (972) 780-1616
  - web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)
  - email: library@untdallas.edu
- UNT Dallas Bookstore:
  - phone: (972) 780-3652
  - web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)
  - e-mail: untdallas@bkstr.com

**Course Goals or Overview**

In this course students will explore how we age—physically, psychologically, intellectually, and socially. Students will explore concepts, research and theories regarding aging and developmental processes throughout the adult years through old age. Attention to similarities and differences in adult development and change in societal position—ability, age, class, culture, ethnicity, family structure, gender, and marital status will be explored.

**Learning Objectives/Outcomes:** At the end of this course, students will be able to:

1. Demonstrate a basic social, psychological, and biophysical understanding of change that occurs in aging.
2. Demonstrate how roles and relationships change throughout the aging process.
3. Demonstrate how socio-cultural influences lifespan development processes.
4. Demonstrate how political, economic and cultural influences affect the individual aging experience.
5. Demonstrate how to use scholarly literature to examine gerontology.
6. Demonstrate critical, creative, and scientific skills to make ethical and logical decisions when examining gerontological topics.
7. Discuss the aspects of the aging process and apply this understanding of aging in the real world.
8. Discuss controversial issues around death and dying.
9. Effectively discuss changes in the biological processes affecting adult development.
10. Apply research and theories of adult development to the real world.
11. Evaluate the impact of aging on individuals by examining behavioral patterns and mental disorders of aging adult.
Online/Hybrid Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

IMPORTANT NOTE: Assignments may be completed early but not after the due date. Technical issues are not an acceptable excuse for missing due dates. Have a backup plan in case your primary computer/device fails.

Required Course Material:
REVEL: You are required to purchase the REVEL version of Bjorklund, Journey of Adulthood, 8e, for this course. I will assign reading, writing, and other homework activities in REVEL - they are worth 20% of your grade.

Student Registration Instructions
To access REVEL from your Blackboard course:
1. Start from your Blackboard course.
2. Select a content area (REVEL) from the left navigation.
3. Select Open REVEL.
   If you have a Pearson account, enter your username and password. Otherwise, create a new account.
   Note: If you are also registering for a Pearson MyLab (like MyMathLab or MyVirtualChild) this term, you must register for the MyLab first, in order to use the same username and password for REVEL.
4. When your accounts are linked, select an access option:
   - Redeem an access code purchased from the bookstore.
   - Buy access using a credit card or PayPal.
   - If available, get temporary access.
5. Your REVEL content appears.
   To go back to Blackboard, look for the Blackboard tab or window in your browser.
   That’s it. Throughout the semester, please access your REVEL content through Blackboard.

To upgrade temporary access to full access:
To upgrade your access before your temporary access expires, select the link in your confirmation email.

Once your temporary access expires, when you open REVEL from Blackboard, you’re prompted to upgrade your access. Redeem a pre-purchased access code, or buy access using a credit card or PayPal.

Need help?
If you have trouble getting access, make sure your laptop or other device is set up to work with REVEL.

Dedicated REVEL support line for students: (855) 875-1801

While access to REVEL is required, the printed version of this text is optional.
If you encounter any issues, support materials are available at www.pearsonhighered.com/revel/students/support/index.html, including a call in number: 855-875-1801.

Access to a computer or mobile electronic device (tablet or smartphone) with internet access is required to complete your REVEL assignments.
**REVEL assignments (reading and quizzes):** Log into REVEL frequently and check the assignment calendar to ensure you are keeping up with the assignments. You are required to complete all REVEL assignments before the due date. Late submissions will not be accepted, so plan accordingly.

*See below for tips on using REVEL to succeed in this course.

**Participation:** Students are expected to participate in weekly writing activities within REVEL. “Shared Writing” assignments within each REVEL chapter will require you to respond to a writing prompt and respond to your classmates’ responses. You will also see “Journal” opportunities within each REVEL chapter. Think of journaling as a form of guided note-taking.

*5 Tips for Using REVEL to Succeed in This Course*

1. Quizzes can help you learn more as you read.
2. Track your performance in REVEL throughout the semester.
3. Highlighting important sections in the chapter will allow you to easily refer to them later on in the semester. Be on the lookout for any **BLUE** highlights, as these are highlights or notes coming from me, your instructor!
4. You may want to try listening to the audio while you read.
5. If you forget your login information, go to the **Forgot Username or Password** link to retrieve your username or reset your password. Then, enter your email address and click continue. Check your email account for an email with the subject, “Pearson Username/Password Request.” The message will contain all of the usernames that are found for that email address. Choose one account to use with REVEL.

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**Grading Matrix:**

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Value (percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVEL Assignments: Chapter quizzes</td>
<td>10% (Completed in REVEL) multiple attempts allowed</td>
</tr>
<tr>
<td>REVEL Assignments: Writing activities</td>
<td>10% (Includes Shared Writing and Journaling in REVEL)</td>
</tr>
<tr>
<td>In Blackboard: Chapter Tests</td>
<td>40% (2 attempts allowed)</td>
</tr>
<tr>
<td>In Blackboard: Mid-term exam</td>
<td>20% (1 attempt allowed)</td>
</tr>
<tr>
<td>In Blackboard: Final exam</td>
<td>20% (1 attempt allowed)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Determination**

A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%
University Policies and Procedures

Students with Disabilities (ADA Compliance):
Chapter 7(7.004) Disability Accommodations for Students
The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system’s accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, Connect/LearnSmart, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor’s discretion while working in concert with the division/program’s guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board and REVEL Shared Writing assignments. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/ registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.
Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [http://www.untdallas.edu/dlit/ecampus/requirements](http://www.untdallas.edu/dlit/ecampus/requirements)
- [https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom](https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom)
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 17-20</td>
<td>Register for REVEL using the course invite link listed at the top of this syllabus.</td>
<td>Read Syllabus REVEL set up Due Jan 20</td>
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<td></td>
<td><strong>Due Jan 20</strong></td>
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</table>
| 2    | Jan 23-27  | Complete REVEL reading, quiz, and writing assignments for Chapter 1: Introduction to Adult Development  
1.1: Basic Concepts in Adult Development  
1.2: Sources of Change  
1.3 Sources of Stability  
1.4: A Word About "Age"  
• Journal Prompt: Biological Age  
1.5: Setting the Course  
• Journal Prompt: Bronfenbrenner’s System  
1.6: Developmental Research  
• Journal Prompt: Questionnaire  
• Journal Prompt: Adopted  
• Journal Prompt: Qualitative Research  
1.7: A Final Word about Adulthood Development  
Summary  
Shared Writing: Stable Themes  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Chapter 1: Introduction to Adult Development Due Jan 27 |
| 3    | Jan 30-Feb 3| Complete REVEL reading, quiz, and writing assignments for Chapter 2: Introduction to Physical Changes  
2.1: Theories of Primary Aging  
• Journal Prompt: Daily Meal Plan  
2.2: Physical Changes During Adulthood  
• Journal Prompt: BMI Scale  
• Journal Prompt: Anti-Aging Products  
• Journal Prompt: Hearing Loss  
• Journal Prompt: Menopause  
• Journal Prompt: GH Replacement  
2.3: Changes in Physical Behavior  
• Journal Prompt: Peak Ages  
• Journal Prompt: Sexual Activity  
2.4: Individual Differences in Primary Aging  
2.5: Can We "Turn Back the Clock" on Primary Aging?  
• Journal Prompt: Longevity  
2.6: Overview of the Physical Changes in Adulthood  
Summary  
Shared Writing: Physical Changes  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Chapter 2: Physical Changes Due Feb 3 |
<table>
<thead>
<tr>
<th></th>
<th>Feb</th>
<th>Assignment Details</th>
<th>Chapter Details</th>
<th>Due Date</th>
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| 4 | 6-10      | Complete REVEL reading, quiz, and writing assignments for Chapter 3: Introduction to Health and Health Disorders  
3.1: Mortality Rates and Causes of Death  
3.2: Morbidity Rates, Disease, and Disability  
3.3: Specific Diseases  
   - Journal Prompt: Alzheimer's Gene  
3.4: Mental Disorders  
   - Journal Prompt: Seeking Treatment  
3.5: Nonmedical Solutions  
3.6: Individual Differences in Health  
   - Journal Prompt: Impulse Control Disorders  
   - Journal Prompt: Health History  
Summary  
Shared Writing: Individual Differences and Health  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Chapter 3: Health and Health Disorders  
**Due Feb 10** |
| 5 | 13-17     | Complete REVEL reading, quiz, and writing assignments for Chapter 4: Introduction to Cognitive Abilities  
4.1: Intelligence  
   - Journal Prompt: Beneficial Games  
4.2: Memory  
   - Journal Prompt: Procedural Memory  
4.3: Decision Making and Problem Solving  
4.4: Individual Differences in Cognitive Change  
   - Journal Prompt: Veterans  
   - Journal Prompt: Cognitive Failings  
4.5: Cognitive Assistance  
   - Journal Prompt: Cell Phones  
4.6: Review of Cognitive Changes over the Adult Years and a Search for Balance  
Summary  
Shared Writing: Individual Differences in Cognitive Abilities  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Chapter 4: Introduction to Cognitive Abilities  
**Due Feb 17** |
| 6 | 20-24     | Complete REVEL reading, quiz, and writing assignments for Chapter 5: Introduction to Social Roles  
5.1: Social Roles and Transitions  
   - Journal Prompt: Behavior  
5.2: Gender Roles and Gender Stereotypes  
   - Journal Prompt: Retired Adults  
5.3: Social Roles in Young Adulthood  
   - Journal Prompt: Role Transition  
   - Journal Prompt: Cohabitation  
   - Journal Prompt: Marital Happiness and Stability  
5.4: Social Roles in Middle Adulthood  
   - Journal Prompt: Empty-Nest Syndrome  
5.5: Social Roles in Late Adulthood  
5.6: Social Roles in Atypical Families  
   - Journal Prompt: Divorce  
 | Chapter 5: Social Roles  
**Due Feb 24** |
<table>
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<th>Day</th>
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<th>Due Date</th>
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| 7    | Feb 27-Mar 3 | Complete REVEL reading, quiz, and writing assignments for Chapter 6: Introduction to Social Relationships  
6.1: Theories of Social Relationships  
6.2: Intimate Partnerships  
- Journal Prompt: Romantic Attachment  
- Journal Prompt: Cohabitation  
6.3: Relationships With Other Family Members  
- Journal Prompt: Advice  
- Journal Prompt: Relatives  
6.4: Friendships in Adulthood  
- Journal Prompt: Pets  
Summary  
Shared Writing: Major Caregivers  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Mar 3    |
| 8    | Mar 6-10   | Midterm Exam over chapters 1-6                                                                                                                                                                                    | Mar 10   |
| 9    | Mar 13-17  | Spring Break                                                                                                                                                                                                    |          |
| 10   | Mar 20-24  | Complete REVEL reading, quiz, and writing assignments for Chapter 7: Introduction to Work and Retirement  
7.1: The Importance of Work in Adulthood  
7.2: Selecting a Career  
- Journal Prompt: Twins  
7.3: Age Trends in Work Experience  
7.4: Work and Personal Life  
- Journal Prompt: Work  
7.5: Retirement  
7.6: A Concluding Note on Work and Retirement  
Summary  
Shared Writing: Career Selection  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Mar 24   |
| 11   | Mar 27-31  | Complete REVEL reading, quiz, and writing assignments for Chapter 8: Introduction to Personality  
8.1: Personality Structures  
- Journal Prompt: Closet  
8.2: Explanations of Continuity and Change  
8.3: Theories of Personality Development  
Summary  
Shared Writing: Career Selection  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Mar 31   |
<table>
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<tr>
<th>Date</th>
<th>Assignment Details</th>
</tr>
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</table>
| 12 Apr 3-7 | Complete REVEL reading, quiz, and writing assignments for Chapter 9: The Quest for Meaning  
9.1: Why a Chapter on the Quest for Meaning?  
9.2: The Study of Age-Related Changes in Meaning Systems  
9.3: Theories of Spiritual Development  
9.4: Integrating Meaning and Personality  
9.5: The Process of Transition  
9.6: Commentary and Conclusions  
**Summary**  
**Shared Writing: Personality Traits**  
**Chapter Quiz**  
See REVEL assignment calendar for specific assignment details, including due date and time. |
| 13 Apr 10-14 | Complete REVEL reading, quiz, and writing assignments for Chapter 10: Stress, Coping, and Resilience  
10.1: Stress, Stressors, and Stress Reactions  
10.2: Types of Stress  
9.4: Integrating Meaning and Personality  
9.5: The Process of Transition  
9.6: Commentary and Conclusions  
**Summary**  
**Shared Writing: Stress**  
**Chapter Quiz**  
See REVEL assignment calendar for specific assignment details, including due date and time. |
| 14 Apr 17-21 | Complete REVEL reading, quiz, and writing assignments for Chapter 11: Death and Bereavement  
11.1: Achieving an Understanding of Death  
11.2: The Process of Death  
11.3: After Death Occurs: Rituals and Grieving  
11.4: Living and Dying: A Final Word  
**Summary**  
**Shared Writing: Choosing When to Die**  
**Chapter Quiz**  
See REVEL assignment calendar for specific assignment details, including due date and time. |
| 15 | Apr 24-28 | Complete REVEL reading, quiz, and writing assignments for Chapter 12: Introduction to the Successful Journey  
12.1: Themes of Adulthood Development  
- Journal Prompt: Individualistic Worldviews  
- Journal Prompt: Clocks  
- Journal Prompt: Decline of Parent Role  
- Journal Prompt: Sport  
12.2: Variations in Successful Development  
- Journal Prompt: Journey  
- Journal Prompt: Paths  
Summary  
Shared Writing: Success in Life  
Chapter Quiz  
See REVEL assignment calendar for specific assignment details, including due date and time. | Chapter 12: The Successful Journey  
**Due April 28** |
| 16 | May 1-5 | Final Exam over chapters 7-12 | **Due May 5** |