Time/Place: MWR 2:30-3:20 MacLaurin D109

Instructor: Dr. Andrea Piccinin, CORNETT A263, 853-3861, piccinin@uvic.ca

Office Hours: Thursday after class or by appointment.

Course description: In this advanced undergraduate seminar, theory and research on cognitive development during adulthood and aging will be reviewed and discussed. Conceptual frameworks and methodological approaches for studying cognition in adulthood will be emphasized. Specific topics include behavioural and neurological changes, and factors contributing to these changes. Although the focus will be on expected changes in normal adults, some discussion of pathological changes seen in age-associated brain diseases will be relevant.

Class Format and Learning Objectives: The advanced undergraduate seminar format requires that you read the relevant material prior to attending class. Class time is spent discussing issues (construct definitions, methodological problems, strengths and weaknesses of theoretical ideas) and reaching conclusions about an area of research, rather than on presenting information to be recalled at a later date. This is an opportunity to practice your reasoning and speaking skills. You are encouraged to participate as fully as possible; the quality of both individual and overall class experience depend on the degree to which everyone contributes. Course assignments, similarly, are intended to provide an opportunity to practice your writing skills. Again, the emphasis is on developing coherent written analyses of concepts, methods, and theories relevant to research on aging and cognition. The overall goal of the course is to help you achieve the following learning outcomes:

- To be able to communicate to a naive audience the major changes occurring in various aspects of cognitive functioning during adulthood and aging.
- To be able to apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to cognition and aging.
- To demonstrate increased confidence and effectiveness speaking in a small group setting, explaining psychological concepts, and working as a group to evaluate ideas.
- To demonstrate increased confidence and skill in scientific writing; particularly to engage in a critical review of relevant literature rather than simply summarize it.

Readings: Required readings include selected book chapters and journal articles as well as additional readings assigned during the semester. These will be made available to you through Moodle links. You should expect to read an average of 2-3 articles per week in advance of the class session in which it will be discussed, and in addition to the reading for your review paper. Readings prior to 22 February will be accompanied by a specific assignment. After reading week, you will be expected to email a question/comment as described under Evaluation below.
**Evaluation:** Evaluation of your performance in the course will be based on five components: (a) class participation; (b) class leader role; (c) two written tests; (d) practice writing assignments and (d) a review paper (including topic selection and article annotations).

**Class Participation:** You are expected to read the assigned material prior to class. As you read, generate at least one interesting question or comment (i.e., one that addresses a theoretical, methodological, or applied issue rather than one that requires rote repetition of material from the reading) about the reading(s), and email it to the instructor and class leader no later than noon on the day prior to class. You are encouraged to make use of these thoughts to participate as fully as possible in the class discussions. Observations from the readings, questions about the readings, and related personal observations are all relevant (in descending order of priority).

**Class Leader:** Following the introductory sessions, each of you will serve as co-leader for one topic/reading, usually along with another student in the course. Class leaders have four tasks: (a) make a brief (5-10 mins each) oral presentation outlining key issues related to the topic area; (b) select (from among those submitted) a set of questions designed to facilitate discussion of the issues in the topic area (the class leaders may generate additional questions), (c) develop specific strategies to promote discussion and debate among members of the class, (d) provide guidance to the group such that major points are covered, and the discussion does not become too diffuse or tangential.

For each class session, in addition to the leaders, other students will be asked to assist with occasionally summarizing the discussion, restating complex ideas and elaborating by making connections with other points or topics.

**Written Tests:** Two written tests, held on **Thursday February 4**th and **Thursday March 31**, will consist of short answer questions to evaluate understanding of course concepts.

**Review Paper:** This will be an analytic review of an area of research related to the topics of the course. The review should be an organized analysis of theoretical issues, methodological approaches, and empirical findings related to the theory or area of research you choose to examine. Your goal is to develop a "critical" review (not a summary of what has been said by others). Such a review requires at least a modest search of the literature in the domain of interest. In order to assist in pacing the progress of your work, and to provide feedback throughout its development, preparation of your review will adhere to the following schedule. I am happy to accept early submissions to help juggle deadlines for other courses.

All submissions must be typed. The final paper should not exceed 10 double-spaced pages, excluding references. Unexcused late papers will be reduced by one letter grade.

The UVic library has extensive resources to assist you in your research. Please make use of them: [http://library.uvic.ca/site/research/index.html](http://library.uvic.ca/site/research/index.html)
Grading:

Grades will be assigned according to the following scale: 90-100 = A+; 85-89 = A; 80-84 = A-; 77-79 = B+; 73-76 = B; 70-72 = B-; 65-69 = C+; 60-64 = C; 50-59 = D; 0-49 = F. Scores at the cutoff will be rounded up at values of .5 or greater (e.g., 84.5 rounded to 85.0, but 84.4 not).

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<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Throughout term</td>
<td>Class participation (reading &amp; discussion questions (Q), and participation in all class discussions (P, P+))</td>
<td>10 (4+3+3)</td>
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<tr>
<td>TBD</td>
<td>Class leader</td>
<td>10</td>
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<tr>
<td>Jan 28</td>
<td>Topic</td>
<td>2</td>
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<tr>
<td>Feb. 1</td>
<td>Summary &amp; evaluation</td>
<td>5</td>
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<tr>
<td>Feb 4</td>
<td>Test 1</td>
<td>15</td>
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<td>Feb 18</td>
<td>Comparison</td>
<td>10</td>
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<td>Feb 25</td>
<td>Annotated list of 4-5 empirical articles for your paper</td>
<td>8</td>
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<tr>
<td>Mar 31</td>
<td>Test 2</td>
<td>15</td>
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<tr>
<td>Apr-4</td>
<td>Final paper</td>
<td>25</td>
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**Academic Expectations** (see attached “Important Course Policy Information” document)

You are expected to attend class unless exceptional circumstances prevent it, as a portion of your grade is based on your contribution to the discussion in class. In such instances, you should inform the instructor of your absence, preferably in advance. If you miss class, you are still expected to read the material for that section and submit the related discussion question.

If you are unable to write a test or submit a written assignment on the specified date due to illness, accident, or family affliction, you should inform me as soon as possible, preferably in advance. Under normal circumstances, I will arrange a make-up exam or brief extension of the deadline. If you are unable to complete the required course work within the term, you should apply at Records Services for an Academic Concession within 10 days of the end of the semester. Please inform me in advance (if possible) of your situation. If a concession is granted, I will arrange an extension of assignment deadline consistent with deferred status. Students who do not complete each of the required assessment criteria and do not have deferred status will receive a grade of N.

You are expected to abide by the University's policy on plagiarism and cheating.

You are responsible for checking your registration status before the end of the add period (20 January). Students cannot be added after this deadline even if they have been attending class. Sunday January 17 is the last day for withdrawal with 100% reduction of fee. February 29 is the last day for withdrawing without penalty of failure.

**Prerequisites:** The prerequisites for this course are 100A, 100B, 201, 300A and one of the 300-level developmental courses (335, 336, 339, or 342). PSYC 300B is either a pre- or co-requisite. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program.
Prerequisites
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Program Requirements
For more information see pages 220-222 of the UVic Calendar 2015-16.

Registration Status
Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity
The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2015-16, p. 36)

● What to do if you miss an exam other than one scheduled during the formal examination period

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

● What to do if you miss an exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

● What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html, p. 33-35, UVic Calendar 2015-16). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 33-35 in 2015-16).

The definitive source for information on Academic Integrity is the University Calendar (p. 33-35 in 2015-16) (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html)

Other useful resources on Plagiarism and Cheating include:

2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. The English Department: http://web.uvic.ca/wguide/Pages/CitPlagiarism.html