COURSE DESCRIPTION:
This seminar is designed to review theory and research on psychological processes during adulthood and aging. Specific topics include memory, intelligence, personality, coping and adjustment, and wisdom. Attention may also be given to the biological, socio-cultural, and historical contexts of these developments.

Prerequisites: PSYC 300A/B, PSYC 339, and PSYC 335 (or PSYC 336). Please check your registration status before the course-add deadline (January 22) to ensure you are registered and have the required prerequisites. According to University policy, I am unable to facilitate a course addition after this date even if you have been attending class. Also note that the drop deadline is January 19. University policy states that failing to attend lectures does not constitute official withdrawal.

TERRITORY ACKNOWLEDGEMENT
We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE FORMAT & LEARNING OUTCOMES:
The class is structured as an advanced seminar and presupposes that you have read the relevant material prior to attending class. This seminar on adult development and aging is specifically designed to promote learning through dialogue and sharing of ideas. During each meeting, we will hold discussions of issues (e.g., definitions of constructs, methodological approaches and problems, theoretical strengths and weaknesses) with the goal of forming conclusions about a given week’s topic, rather than on memorizing and testing with exams.
Upon completion of the course, my goal is for you to achieve the following learning outcomes:

1. Better understand the major characteristics and changes relevant to psychological functioning during adulthood and aging and to be able to communicate this knowledge to professionals and members of the community.

2. Apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development during adulthood and aging, and to work as a group to evaluate ideas.

3. Enhance your communication skills (e.g., sharing ideas with others, explaining psychological concepts, critical thinking, presentation skills) and confidence when speaking among your peers.

4. Further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in particular your ability to (a) write a critical review of a key topic on development during adulthood and aging and (b) form your own conclusions about select topics in the literature (as opposed to summarizing views of others).

**EVALUATION AND GRADING**
Evaluation of your progress toward the course objectives will be based upon several graded requirements including your: (a) weekly questions and participation, (b) performance as seminar leader, (c) review paper outline, and (d) written review paper. The expectations and rationale for each are briefly outlined below.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Questions</td>
<td>Each week</td>
<td>10%</td>
</tr>
<tr>
<td>Participation Quizzes</td>
<td>Each student-led presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Seminar Leader Presentation</td>
<td>Selected dates</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper Outline</td>
<td>February 14th</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>April 1st</td>
<td>30%</td>
</tr>
<tr>
<td>Commentary</td>
<td>TBA</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Weekly Questions & Participation**
Reading and reflecting upon assigned articles prior to class is essential. I ask that each of you come to class prepared with discussion points and questions for each week’s topic. Observations from the readings, questions about the readings, and related personal observations are all relevant. For all material presented by the instructor, bring a hard copy of your discussion points
and questions to class. For all student-presented lectures, to facilitate weekly group discussions, I ask that each of you circulate several (2-3) interesting questions by email to each class member by noon on the day prior to class (instructions for the mailing list are provided on course spaces).

Rather than rote repetition of the content that you read, the questions should instead address theoretical, methodological, or applied issues. I am excited about learning each of your personal observations, comments, and questions on the weekly readings. In evaluating your participation, in addition to the handed in weekly questions, I will also consider the level of participation (e.g., posing and answering questions, building on others’ views, showing creativity).

**Seminar Leader & Presentation**

You will be asked to serve in the role of seminar leader for one class. This will entail a 20-30 minute presentation with a 10 minute quiz and 10 minutes of discussion time. A sign-up list will be circulated for you to choose your topic and presentation date.

As seminar leader you will be expected to:

1. lead the class in a 20-30 minute presentation, give a 10-minute quiz, and lead a 10 minute discussion for the topic/theme that you have selected. Your presentation may overview some aspect (e.g., summarizing key findings or theories, identifying controversies) of the weekly topic/theme that you have selected. For example, you may choose to focus on one of the following: (a) creating an overview and describing key theories/issues related to the topic and summarizing some of the major findings or conclusions that have been drawn to date in the area, (b) describing the history/background of the area of study and how researchers arrived at the present state of knowledge (an alternate to history is to provide an in depth presentation on a specific sub-topic, with instructor permission), or (c) defining the current state of knowledge and proposing questions/controversies that remain to be addressed both in research and as a focus for our discussion. It is expected that you will consult literature beyond the assigned readings in developing this presentation.

2. select (from among the submitted weekly question) some questions designed to facilitate discussion of the issues in the topic area (you may generate additional questions), use the questions as well as your own critical insights to facilitate group discussion of the issues identified in your oral presentation.

3. employ strategies that ensure lively group discussion and debate. This may involve application of a number of strategies such as asking the group to respond to one or more of the submitted questions, asking the group to generate a list of items, splitting the group into sub-
groups to argue opposing theoretical positions, or dividing the group into several small groups with instructions to generate positions or questions and report back.

(4) Design a 10-minute quiz using the template provided in course spaces. The quiz should be 2-3 short questions that reflect the key points of your presentation. Quizzes will be evaluated based on completion.

(5) Moderate and guide engaging discussions surrounding your topic. The goal is to provide guidance to the group so that major points are covered and the discussion does not become too tangential. Use of interesting engagement techniques are welcome.

Evaluation will be based on your ability to synthesize and present key information as well as your ability to effectively guide group discussion.

**Outline for Review Paper (Due Feb 14th)**
The first written assignment is a brief (2-3 page) outline of the review paper (see below). The purpose of this assignment is twofold: (a) to have you read and organize your topic information, and (b) to facilitate early progress on writing the review paper to reduce demands on your time during the busy end-of-term period. This assignment is intended to emulate the planning and reflection required to produce effective scientific writing. Performance will be evaluated on (a) your ability to identify key issues and controversies for the topic, (b) the relevance of scientific and review articles that you intend to cite (choose 5-6 citations and reference using APA format), and (c) your own novel identification of strengths/weaknesses of the literature in this area.

**Review Paper (Due April 1)**
For the primary writing assignment, you are asked to write an analytic review of your selected topic. The topic must be chosen from the selections outlined in this syllabus and both your presentation and review paper should be on the same topic (instructor permission is required to compete the paper and presentation on different topics and for special topics). The review of your chosen topic should include an organized overview of theoretical issues and controversies, a synthesis of empirical findings, and a synopsis for future research in the area. Your focus will be to synthesize and critique a body of research, as opposed to merely summarizing what has been said by others. The format of your review paper should be structured according to the review article styles adopted in various publications (e.g., Psychological Bulletin, Developmental Review) and edited volumes (e.g., The Handbook of Cognitive Aging). Your review will require a detailed search of the literature on your chosen topic. The review must be typed with citations.
referenced using APA style. The length of the review should be around 20 double-spaced pages, excluding references, figures, and tables.

Please do not attempt to provide the most comprehensive review imaginable. Instead, evaluation will be based on your: (a) ability to review and synthesize the most pertinent information or a specific aspect, (b) capacity for critical thinking and making novel arguments, and (c) writing style.

Commentary
Based on an in-class special guest presentation, you will be asked to write a 1-2 page APA formatted commentary. This commentary can reflect opinions, observations, or critical insights you have about the experience.

Readings Assignments
The readings for each class will be provided in list format with required readings identified by an asterisk (*). The reading list is available to download on course spaces. Additional readings relevant to the topic are also listed. These additional readings are included as potential entry points to assist you in preparing for your role as seminar leader, or as resources for the written assignments.

Topics & Tentative dates
Week 1: Lifespan Perspectives
Week 2: Positive Aging and Adaptation
Week 3: Aging in Context
Week 4: Brain and Processing Resources (Class leader presentations start)
Week 5: Attention, Memory, and Language
Week 6: Intelligence and Knowledge (Outline due Feb 14)
Week 7: Reading Break
Week 8: Personality
Week 9: Emotional Regulation and Perceived Control
Week 10: Identity and Self Concept
Week 11: Stress and Coping
Week 12: Moral Reasoning and Wisdom
Week 13: Special Guests TBA (Review paper due April 1st)

Please familiarize yourself with the Important Course Policy Information (attached at the end).
Grades

The final letter grade obtained in the course will be based on your total scores for all the assignments and exams. Rounding will occur only once: when calculating your final grade. Grades are assigned using the following criteria from the 2018-19 University Calendar.

Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Final 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.

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage For Instructor Use Only *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>COM</td>
<td>Excluded Grade</td>
<td></td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
</tbody>
</table>

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Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 309-312 of the UVic Calendar September 2019.

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, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the last day of classes

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 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 course. 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
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 [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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. 46 in September 2019).


**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: **ombuddy@uvic.ca**; Web: uvicombudsperson.ca.
Wellness Statement

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. 
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email:svpcoordinator@uvic.ca

Web: www.uvic.ca/svp