DEVELOPMENT IN ADULTHOOD

COURSE GOALS: In this course, we will explore psychological development in adulthood (the period in which we spend most of our lives). We will explore the nature of age-related changes in a wide array of domains such as perception, cognition, personality, health, and relationships. We will review the empirical evidence for development within these areas and evaluate the major theories of aging that have been used to account for these findings.

REFERENCE TEXTS

COURSE REQUIREMENTS
Class written preparation. There is a relatively short list of assigned readings for each class. You are encouraged to supplement these readings with chapters from the reference books to provide background information as needed. Reading assignments are listed on the Reading List (next page) and readings are available in Resources in Smartsite. For each assigned reading, you'll write a very brief annotated bibliography (AB) followed by 1 discussion question that you want to raise in class. Each AB (including discussion question) is limited to one page, single-spaced. All ABs for a class need to be placed within a single Word document and uploaded to Assignments in Smartsite prior to noon on the day the reading is due (1/3 grade deduction per day late). To facilitate deeper/more integrated learning, I strongly recommend that you create a notebook of ABs and bring it to each class so that you can more readily make connections between current readings and past readings. (If you also make notes regarding such connections, you will be better prepared for our “integration class” as well as more long-range learning goals (e.g., prelims)).

Class attendance/participation/in-class activities. Class time will be spent in lecture, discussion, and in-class activities. A significant portion of your grade is based on class participation so it is important that you come to class prepared to discuss the readings in depth. On most days, you'll also lead the discussion of the readings (i.e., present brief overview and ask thought-provoking questions to stimulate discussion). If you need to miss a class because of extraordinary circumstances, please email me as soon as possible.

Research paper. The research paper will be in the form of a grant proposal (similar in format to, but shorter than, an NIH R03; no longer than 9 pages, single-spaced; details are posted on Smartsite). During office hours (or another mutually convenient time), you and I will work together to identify a research topic from the areas listed on the Reading List along with additional readings for your project (typically one review chapter/paper and 3-4 empirical papers). We'll devote a class to applying for and preparing proposals with a guest speaker from the Med School who is an expert in this area. Proposal drafts will be due May 6. At the end of the quarter, you will present your proposal to the class in a formal presentation and turn in a written proposal within 2 days following your presentation. Presenters will assign 1 or 2 of their key outside readings to the class so we can better appreciate your presentation. The proposal draft and final version of the proposal will be turned in via Assignments. (1/3 grade deduction per day late)

GRADING: Final grades will be assigned based on:

- Attendance, student-led presentations, in-class participation: 35%
- Annotated bibliographies: 20%
- Research Paper, draft: 10%
- Research Paper, presentation: 5%
- Research Paper, final paper: 30%
Mar 30 (1) CHANGING TIMES

Apr 1 (2) GENERAL THEORIES

Apr 6 (3) BIOLOGICAL AGE

Apr 8 (4) NEUROCOGNITION

Apr 13 (5) SENSATION AND PERCEPTION

Apr 15 (6) GRANT WRITING
NIH documents on grant process and writing
http://grants.nih.gov/grants/funding/r03.htm

Version 2 - I-2-112 (not human subjects section)
http://grants.nih.gov/grants/writing_application.htm

Apr 20 (7)  COGNITION AND COGNITIVE PLASTICITY

Apr 22 (8)  KNOWLEDGE AND LANGUAGE PROCESSING

Apr 27 (9)  HEALTH INFORMATION PROCESSING

Apr 29 (10)  PERSONALITY AND SELF PERCEPTIONS

May 4 (11)  EMOTION AND SELF-REGULATION

May 6 (12)  GENERATIONS  (DRAFT DUE)
May 11 (13) SOCIAL SUPPORT


May 13 (14) ENGAGEMENT


May 18 (15) END OF LIFE


May 20 (16) DRIVING


May 25 Memorial Day – no class

STUDENT PRESENTATIONS *(Readings for student presentations will be provided by the presenters at least 48 hours prior to class)*

May 27
June 1
June 3