APPLIED COGNITION AND AGING
HDE 207, Fall, 2016 (9.5.16)
Tues & Thurs, 12:10-2:00pm
109 Olson

Lisa M. Soederberg Miller, PhD
lmsmiller@ucdavis.edu
1319 Hart Hall, 530-752-3955
Office Hours: Tues, 2-4pm

COURSE GOALS: Through readings, class discussions, and writing assignments, we will examine how cognition (attention, comprehension, memory, and decision making) changes across adulthood, and learn how cognition relates to real-world concerns in the areas of health information processing, lifestyle interventions, technology use, and consumer choice.

COURSE REQUIREMENTS

Annotated Bibliographies. Reading assignments for each class, listed on the Reading List (next page), are available in Resources in Smartsite. For each reading, please write a ONE-paged, annotated bibliography (AB) of the paper followed by 1 discussion question that you’d like to bring up in class. Organize ABs into two Word files per class, one for each half of class (as shown on Reading List). Prior to uploading your ABs, 1) place the complete reference at the top of each AB; and 2) name the Word file with your last name and the date plus module (e.g., “Jan 10_1a”). ABs should be uploaded prior to the start of class on the day the readings are due. It’s a good idea to bring your ABs to class to facilitate discussion. If you need further background information on any of the topics in this course, please consult the reference books listed on the next page and consult with me. (Please turn in your ABs on time; there is a late-point deduction (10%) per day late).

Class Participation. Class time will be spent primarily in discussion of the research presented in the articles we read. Part of your grade is based on class participation so it’s important that you come to class prepared to discuss the readings in depth. In addition, you’ll be expected to lead the discussion of readings on a rotating basis throughout the quarter (i.e., present a brief overview of the paper 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 you can.

Grant Proposal. This writing assignment is described in detail in a .pdf in the Resources folder. Here is an overview the assignment: you’ll identify a grant proposal topic that overlaps with material covered in this class and write a pilot grant proposal designed to move the field forward. The assignment will be completed in stages including an outline, draft, and final paper (which will be turned in via Smartsite, in Assignments folder). In addition, you’ll formally present your paper to the class at the end of the quarter (via PowerPoint or something similar). (Assignments must be handed in on time; there is a 1/3 grade point deduction per day late).

GRADING: Course grades will be assigned based on:

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Annotated Bibliographies</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Grant Proposal</td>
<td>55%</td>
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<tr>
<td>outline</td>
<td>5%</td>
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<tr>
<td>draft</td>
<td>20%</td>
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<tr>
<td>final paper</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
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Due Dates for Paper:
First week of class: schedule meeting with me to discuss topic ideas.
Jan 17 - email me a brief description of your topic (1-2 sentences).
Feb 7 - outline due (via Canvas)
Feb 21 - draft due (via Canvas); feedback to you by 2/28
Final paper due two days after your presentation (via Canvas), Mar 9 or 17
**REFERENCE TEXTS**

For students desiring greater background in various topics dealing with the psychology of aging, the following resources are recommended:


**READING LIST**

Readings are available in Smartsite (in Resources folder)

**Please note that the schedule is subject to revision**  
Last Updated: 8/7/16

**MODULE 1: INTRODUCTION**

**Sep 22 (1) DEMOGRAPHIC ISSUES, GENERAL THEORIES AND ISSUES**


**Sep 27 (2) OVERVIEW OF APPLIED COGNITIVE AGING**


**MODULE 2: FUNDAMENTALS**

**Sep 29 (3) NEUROPSYCHOLOGY AND ATTENTION**


Oct 4 (4)  MEMORY AND DECISION MAKING

Oct 6 (5)  SOCIAL COGNITION AND MOTIVATION

MODULE 3: EDUCATION, LEARNING, TECHNOLOGY

Oct 11 (6)  EDUCATION AND PLASTICITY

Oct 13 (7)  LEARNING AND SELF-REGULATORY PROCESSES

Oct 18 (8)  TECHNOLOGY
MODULE 4: HEALTH

Oct 20 (9) HEALTH LITERACY (cont’d on next page)


Oct 25 (10) HEALTH COMMUNICATION


Oct 27 (11) ADHERENCE


Nov 1 (12) COMPREHENSION AND DECISION MAKING


Nov 3 (13) LIFESTYLE ENGAGEMENT


MODULE 5: KNOWLEDGE, WORK, AND DRIVING

Nov 8 (14) OVERVIEW


Nov 10 (15) KNOWLEDGE AND EXPERIENCE

Miller, L. M. S. (2013, working paper). Nutrition communication and aging: Knowledge is power.


Nov 15 (16) DRIVING


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

Nov 17-29