COURSE GOALS: There are many challenges that interfere with older adults’ ability to live independently. Some of these challenges can be addressed through older adults’ use of technology, but with varying levels of success due to age-related changes in cognitive and other abilities. In this class, we will learn about normative changes in cognition in later life as well as the cognitive abilities required to use technology to maintain health/prevent disease, manage chronic conditions, and live independently. There is no textbook for this class so we will use a combination of review chapters/papers as well as empirical papers (those that describe original research where new data are collected and analyzed), which may be challenging for students who have not been exposed to research methods. The majority of class time will be spent in small-group and class-wide discussions centered on the assigned readings. Students will take turns leading group discussions and reporting to the class. The major writing assignment centers on the Edited Book Project involving a combination of individual and team work (writing and presenting). We strongly encourage students to come to office hours to get help with in-class and out-of-class activities and assignments.

COURSE REQUIREMENTS

Daily Reading/Writing Assignments. There are 2-4 required readings per class; please look ahead and plan your time accordingly. Each reading has a writing assignment, which must be completed in Word, saved with your name and the date in the name of the file, and uploaded to Canvas by 7am on the due date (1/3 grade point deduction per day late). Print out a copy to bring to class to facilitate discussion (they will not be collected).

Class Participation**

A large part of your grade is based on participation in class discussions and group activities (in and outside of class) so it’s important that you come to class prepared to discuss (and then actually discuss) the readings in depth. Class participation grades will also be based on the completion of group discussion feedback forms due at end of class. Use of class time (e.g., in groups, on laptops, phones, tablets etc.) for non-class activities will result in lower participation scores. Your participation grade is also based on team project work as well as in-class group leader activities. Students will take turns being a group leader for roughly 3 classes (depending on class size). Leader dates will be assigned and listed in “Group Leader Dates” in Canvas. If you know you will not be here on your group leader day, you will need to find someone to switch with you (Chat room is a good place to do this). If you and another student agree to switch, notify me and the TA asap via email (but BEFORE the class you're assigned to lead). Group leaders provide an overview of the assigned readings to the group (5-10 min), using “Reading Assignment Summary Instructions” and then ask thought-provoking questions to stimulate discussion. Group leaders will also lead other group activities and communicate group outputs to the class for discussion.

All students will comment on the quality of group discussions at the end of class using the following criteria: our group discussion was good (interesting, educational); the leader provided a good overview of the assigned reading(s) and led the group with thought-provoking questions; team members were prepared and contributed to the discussion; I was well prepared and contributed to the discussion.

** In-class participation cannot be made up. Given the heavy emphasis on class participation, frequent absences from class will likely impact your course grade. Absences on days when you are group leader are particularly unfair to the group members assigned to your group. In very rare situations, I may approve an absence (these cases require very specifically worded documentation from a doctor).
Edited Book Project
The project contains team (aka group) work as well as individual work. As a team, you and your teammates will define an overall book topic and write the Introduction to the book. As individuals, you will each contribute a Chapter to your team’s book. Also as an individual, you will prepare peer reviews of your teammates’ Chapters and prepare peer reviews of other teams’ Introductions.

As part of the preparation for the project, teams will create and present a Multimedia Presentation (#1) on your prospective book topic. Shortly after, teams will prepare a set of expectations, “Project Task Outline and Contract” to define how you will write your book (when /where meetings will occur, deadlines for team members to complete various tasks, strategies for writing the Introduction so it flows as one voice, consideration of additional peer review tasks as needed) and prepare the final group presentation.

At the end of the quarter, teams will do a final book project presentation, Multimedia Presentation (#2), along with self-reflections on the process.

All assignments must be uploaded to Canvas by 7am on the due date (1/3 grade point deduction per calendar day late). Please name your files with your last name prior to uploading.

Exam. You will have an exam designed to assess your knowledge of the assigned readings (chapters, and empirical papers) and class discussions (including materials presented by classmates).

GRADING
Course grades will be assigned based on a total of 1000 points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Reading Assignment Summaries (10 points per 14 days)</td>
<td>140</td>
</tr>
<tr>
<td>Class Participation</td>
<td>200</td>
</tr>
<tr>
<td>Edited Book Project</td>
<td>530</td>
</tr>
<tr>
<td>Team Multimedia Presentation 1</td>
<td>(40 points)</td>
</tr>
<tr>
<td>Team Project Task Outline and Contract</td>
<td>(30 points)</td>
</tr>
<tr>
<td>Chapter Review Paper (150-draft; 100-revision)</td>
<td>(250 points)</td>
</tr>
<tr>
<td>Chapter Peer Reviews</td>
<td>(60 points)</td>
</tr>
<tr>
<td>Book Introduction Peer Reviews</td>
<td>(30 points)</td>
</tr>
<tr>
<td>Book Introduction (30-draft; 40-final)</td>
<td>(70 points)</td>
</tr>
<tr>
<td>Team Multimedia Presentation 2, Self-Reflection</td>
<td>(50 points)</td>
</tr>
<tr>
<td>Exam</td>
<td>130</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY & COURTESY
You will be working in writing assignment teams and in-class small group activities, which is an important aspect of the learning environment for this class. We also encourage you to form study groups outside side of class to help you learn the course material. However, independent assignments (e.g., daily reading/writing assignment, chapter portion of the book project, exam) should reflect your work and yours alone. We will not hesitate to report students who do not do their own original work to Student Judicial Affairs (http://sja.ucdavis.edu) and if you cheat, you risk receiving an F for the course. Examples of cheating include, but are not limited to, using someone’s words as your own (plagiarism) when writing a paper, your eyes falling on another student’s desk during an exam, completing group discussion evaluations for another student (or having someone do it for you), copying and pasting from articles into your writing assignment.

In-class etiquette reflects courtesy and respect, which are essential for a healthy and productive learning environment. Please show courtesy and respect by using class time for class work (not power naps, social media, or doing other non-course activities) and by staying engaged and paying attention to speakers/presenters. Please remember to silence your phone for the duration of the class.

REFERENCE MATERIALS
ASSIGNMENTS AND DUE DATES

Readings are available in Canvas

Please note that the schedule is subject to revision (Last Updated: 3/24/17)

INTRODUCTION

Apr 3 (1) DEMOGRAPHIC TRENDS and PHYSICAL CHANGES

Apr 5 (2) COGNITIVE AND SENSORY CHANGES

Apr 10 (3) COGNITION AND HEALTH LITERACY GUEST SPEAKER: TEAM WRITING

Apr 12 (4) TECHNOLOGY AND DISABILITY LIT SEARCH CLASS: MEET IN SHIELDS, RM 165

Apr 17 (5) DESIGNING FOR OLDER ADULTS

CONTENT AREAS (use “noticing” writing assignment)

Apr 19 (6) INTERNET USE MULTIMEDIA PRESENTATION 1 DUE; PROJ OUTLINE AND CONTRACT DUE
Apr 24 (7) MEDICATION OPTIMIZATION / ADHERENCE  


Apr 26 (8) TEACHING WITH TECH  


May 1 (9) ROBOTS  


May 3 (10) PHRs AND ACTIVITY TRACKERS  


May 8 (11) TELEHEALTH AND SMART HOMES  


May 10 (12) SOCIAL MEDIA AND INTERACTIONS  


May 15 (13) SOCIETY AND CULTURE  


May 17 (14) OUTLOOK: COMMERCIALIZATION  

May 22 (15) Group Presentations  MULTIMEDIA PRES 2 DUE  INTRO DRAFT FOR PEER REVIEW DUE

May 24 (16) Group Presentations  INTRO PEER REVIEWS DUE

May 29 Memorial Day – No class

COGNITIVE ENHANCEMENT

May 31 (17) EXAMPLES


Jun 5 (18) REVIEWS  INTRO AND REVISED CHAPTER DUE


Jun 7 (19) ESSAY EXAM