HDFS 314: ADULT DEVELOPMENT AND AGING
Course Syllabus

Instructor: Dan Romo
Location: Ecampus, Blackboard
Email: romod@onid.orst.edu

Communication:
Please use the discussion board “General Discussion” forum for all inquiries related to content, format, or expectations for the course, reserving email communication for personal questions and concerns. I check email often and will do my best to respond within 24 hours. When emailing, please put HDFS 314 at the beginning of the subject line, followed by the purpose or content of the email, plus your last name. (Example: HDFS 314 Question about assignment: Johnson.) You may email me either through your mail client or from within Blackboard.


Blackboard Announcements:
I will post announcements often, so it is a good idea for you to get in the habit of checking for announcements regularly. All announcements will show up in Blackboard Announcements, and will remain available for viewing for the entire term.

Course Description:
This course will provide an introduction to advanced theories and research related to developmental changes and stability in early, middle, and late adulthood, as well as gender issues, personality, cognition, and adaptation. A biopsychosocial perspective will provide a framework for understanding the multiple influences on adult development. Content areas to be surveyed in this course include demographic, biological, psychological and social processes, and policy issues. Prerequisite: Sophomore standing.

Learning Objectives:
Successful completion of this course means that students will:

- Acquire an interdisciplinary, lifespan perspective on adult development from early through later adulthood
- Understand the developmental tasks at different life stages
- Understand the various biological, social, historical, and cultural factors associated with typical and atypical development
• Gain necessary skills to think critically about research and theory
• Appreciate cultural and historical factors that impact societal contexts and influence development
• Reflect on their personal development and engage in thinking about strategies to optimize developmental outcomes for themselves and their own families

COURSE REQUIREMENTS/ASSIGNMENTS/EXAMS

Readings, Lectures and Study Guides:
There is a lot of reading to be completed for this course and it is essential that you keep up with the reading so that you will be prepared to participate in the discussion board and weekly class activities, be prepared for exams, and have information to work on your papers in a timely manner. You will have 1-2 chapters of reading per week and will have 1-2 posted lectures to review that accompany chapter reading. Study guides will be posted for both the midterm and final exams in the Blackboard “course information” folder. I strongly recommend printing these out and reviewing the chapter questions throughout the term, as you read and think about each chapter. These study guides should also be helpful for participating in Blackboard discussion board forums, weekly assignments, and your final paper.

Exams:
There will be two exams (a midterm and a final) that will consist of multiple choice, true/false, and matching questions. Exam questions will reflect material from readings and lectures. Once you open the exam page, the timer will start and you are expected to finish in 90 minutes. The exam will not close after 90 minutes. It is up to you to make sure you finish in the 1 hour and 30 minutes allotted. Please take the exam by yourself. You may consult your notes, textbook, and other materials during the exam, but you may not have time to search for the answers because of the time constraint. I strongly advise you to be prepared in advance. The exam page will be available for a block of several days, so that you may open and take the exam at your convenience. Prior arrangements must be made at least 24 hours in advance of the due date if you will be unable to meet the deadline.

Discussion Board:
You will be required to participate in eight discussions accessible through the Discussion Board area of Blackboard. Each discussion will focus on a specific question or group of questions that I will post at the start of every week. Your initial response is due no later than Friday of each week by 8 pm. You will then have until Monday at 8 pm to read your classmates’ contributions and respond to at least one discussion post.

Regular, timely, and meaningful participation throughout the term is worth 56 points (7 points possible each week; 4 points allocated to your initial response and 3 points to your follow-up discussion post). In terms of grading your discussion board posts, I will assess your contributions on their relevance, thoughtfulness, and degree to which they reflect
engagement with the course material and not just with unsubstantiated opinions. Short answer/paragraph responses will be sufficient. What is most important is to thoroughly address each question. Responses to discussion posts by peers will generally be much shorter than your initial posting. You can pose a question, extend upon ideas put forth by your peers, or comment on thoughts your peers express. Please note that you are graded on the quality of your posts. A comment such as “You have a very interesting viewpoint. I agree with you” would NOT be considered a quality post. Please explain and defend your comments and thoughts. Also, please make sure to write in complete sentences and check over your work for correct spelling and grammar.

Weekly Assignments:
You will be required to complete eight weekly assignments. These are short assignments I will post at the start of each week designed to further explore concepts introduced in weekly readings and lecture materials. Some examples of weekly assignments could include taking a survey and answering some questions or exploring a website and answering related questions. These assignments are due each Friday no later than 8 pm. Each assignment is worth 6 points; all eight assignments together are worth 48 points.

Short answers will also be sufficient for these assignments; though it will be important to make sure you answer assignment questions using specifics. For example, if a question is “What features do you think are useful on this website for people who are seeking information on retirement?” be specific about what features you think are useful. An answer such as “everything was useful” is not sufficient.

Paper:
You will be required to write a 5-7 page paper based on an interview assignment. You will need to interview one middle-aged adult (30-60 years old) and one older adult (60+ years old) about a normative event (events which are commonly experienced by most people, such as marriage, parenthood, children leaving home), a non-normative life event (events which do not happen or are not expected to happen to most people, such as living in another culture, having adult children return home to live, having a life-threatening illness at a young age.), and their aging process. You will explore how these events have influenced the development of each respondent, how their responses relate to course content, and what you learned from conducting the interviews.

This paper is worth 90 points and will be due no later than 8:00 pm on Friday, March 4, 2011. Detailed information will be posted in the Blackboard “course information” folder.

Extra credit:
You may accumulate up to 6 points of extra credit by posting one or two examples of successful aging or older adults who have positive attitudes toward aging and enjoy their lives. You will earn 3 points as extra-credit for each example. Peers who post their response to their course mates’ thread(s) will earn 1 point for each meaningful response.
Evaluation of Student Performance:
Midterm Exam: 50 points
Final Exam: 56 points
Discussion Board: 56 points (7 points each)
Weekly Assignments: 48 points (6 points each)
Paper: 90 points
Total: 300 points

Grading will be based on the following scale:

282-300 points = A  
270-281 points = A- 
261-269 points = B+  
254-260 points = B  
240-253 points = B-  
231-239 points = C+  
222-230 points = C  
210-221 points = C-  
201-209 points = D+  
192-200 points = D  
180-191 points = D-  
0-179 points = F

Diversity Statement:
The College of Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics. If anyone notices discriminatory behavior, or if you feel discriminated against, please bring it to my attention.

Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Academic Dishonesty:
Oregon State University provides clear definition and sanctions for academic dishonesty. I follow these guidelines in defining and handling dishonest behavior in this class. As a result, academic dishonesty of any kind is not tolerated. For suspected academic dishonesty, a meeting with the student will take place and a formal report to the Chair of the Department, to the student’s Dean, and to the Student Conduct Office may follow. Students found cheating, plagiarizing, or participating in any form of academic dishonesty may receive an F or other penalty on the assignment or test, and possibly in the course. If you have any questions about the definition of academic dishonesty or the extent of sanctions that may result from dishonest behavior, it is important to access information on the OSU Student Conduct Website at http://oregonstate.edu/admin/stucon/facacdis.htm
If you are having difficulty with this class or have any questions, please do not hesitate to contact me, as I am happy to make an appointment to meet with you either in person or online. In addition, the OSU Academic Success Center in Waldo 102 (737-2272) can assist you with time management skills, help you set priorities in a study plan and share strategies for effective studying.

**Course Evaluation**

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Religious Holidays:**

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**Online Classroom Conduct:**

Students are expected to conduct themselves in this course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility ([http://oregonstate.edu/admin/stucon/regs.htm](http://oregonstate.edu/admin/stucon/regs.htm)). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations ([http://oregonstate.edu/admin/stucon/oars.htm#classdis](http://oregonstate.edu/admin/stucon/oars.htm#classdis))

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**TENTATIVE COURSE SCHEDULE:**

Note: This is a tentative schedule. It is intended to provide the student with topics to be covered. I have the discretion to adjust this calendar (topics or dates) to fit instructional needs and concerns.

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading Assignment</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Studying Adult Development &amp; Aging</td>
<td>Chapter 1</td>
<td>Discussion Board (Initial Post &amp; Response)</td>
<td>Post - 8:00 pm Friday Response - 8:00 pm Monday</td>
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<td></td>
<td>Weekly Assignment</td>
<td>8:00 pm Friday</td>
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This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu
Email: ecampus@oregonstate.edu
Tel: 800-667-1465
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Discussion Board</th>
<th>Weekly Assignment</th>
<th>Post -</th>
<th>Response -</th>
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<tr>
<td>3</td>
<td>Clinical Assessment, Mental Health, &amp; Mental Disorders</td>
<td>Chapter 10</td>
<td>Post - 8:00 pm Friday</td>
<td>8:00 pm Friday</td>
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<td>4</td>
<td>Memory Intelligence</td>
<td>Chapter 6</td>
<td>Post - 8:00 pm Friday</td>
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<td>5</td>
<td>Social Cognition</td>
<td>Chapter 8</td>
<td>Post - 8:00 pm Friday</td>
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<td>6</td>
<td>Personality</td>
<td>Chapter 9</td>
<td><strong>MIDTERM</strong></td>
<td>Midterm will be available from 12:00 A.M. Monday, until 11:55 P.M. Friday</td>
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<td>7</td>
<td>Relationships</td>
<td>Chapter 11</td>
<td>Post - 8:00 pm Friday</td>
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<td>Monday</td>
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<td>8</td>
<td>Work, Leisure, &amp; Retirement</td>
<td>Chapter 12</td>
<td>Post - 8:00 pm Friday</td>
<td>8:00 pm Friday</td>
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<td>Monday</td>
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<td>9</td>
<td>Dying &amp; Bereavement</td>
<td>Chapter 13</td>
<td><strong>PAPER DUE</strong></td>
<td>8:00 pm Friday</td>
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<td>10</td>
<td>Person-Environment Interactions &amp; Optimal Aging</td>
<td>Chapter 5</td>
<td>Post - 8:00 pm Friday</td>
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| 11 Finals | **FINAL EXAM** | Final Exam will be available from 12:00 A.M. Sunday, until 11:55 P.M. Wednesday |