

**PSYC21: Adulthood and Aging**  
University of Toronto, Scarborough (Fall 2018)

Wednesdays, 3:10-5:00PM, HW216

Prerequisites: PSYB20, [PSYB01, PSYB04, or PSYB70], and [PSYB07, STAB22, or STAB23]

	<b>Instructor:</b> Kyle Danielson, PhD k.danielson@utoronto.ca Office: PO 103, Room 108 Office Hours: Wed., 1:45-2:45pm	<b>Dr. Kyle Danielson</b> is an Assistant Professor, Teaching Stream in the Department of Psychology, where he teaches undergraduate courses in developmental psychology across the lifespan, as well as PSYA02 (Introduction to Psychology, Part 2). His primary research interests are in language acquisition and maintenance across the lifespan.
	<b>TA for Surnames A-L:</b> Nayani Ramakrishnan nayani.ramakrishnan@mail.utoronto.ca	<b>Nayani</b> is a PhD student in Experimental Psychology. She completed a Bachelor of Science in Neuroscience and English at UTSC. Her research interests include elucidating the relationship between early life adversity, reward processing, and substance-use.
	<b>TA for Surnames M-Z:</b> Michelle McPhee michelle.mcphee@mail.utoronto.ca	<b>Michelle</b> is a third-year PhD candidate in Experimental Psychology. Michelle obtained her Bachelor of Kinesiology with High Honours and Master of Science at the University of Toronto, St. George Campus. She is currently pursuing research in developmental social psychology and is interested in studying how infants understand the world around them.

**Contacting the instructor and TAs:** We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. **When writing to us, please put “PSYC21” in the subject line of the email to help us get to it faster.** We will respond to all emails within two business days (not counting weekends and statutory holidays). Please address emails to **your TA** (by surname) when enquiring about textbook material, exam preparation, paper questions, grades, or to review exams after they are marked. Please address emails to Kyle for clarification on anything that he

presents during lecture, for academic or professional questions, or if you are unable to address your concern with your TA.

**Course Description:** This course is an examination of human development from the end of adolescence (ages 18-25) through the end of life. The course will explore cognitive, emotional, social, linguistic, perceptual, and motor development throughout adulthood, and will also investigate age-related psychological disorders. Topics that will be explored include: marriage and divorce, child-rearing, careers, memory development, changes in friend groups, and many more.

**Learning Outcomes:**

By the conclusion of this course, you should...

- ...have a **deep understanding** of the various psychological processes and phenomena that occur after the end of adolescence through the end of life.
- ...be able to **articulate** the major questions in the field of adult development and **be familiar with** the methods used to test those questions.
- ...have **experience** writing a proposal for a novel research project, including conducting a background literature review, proposing a methodology, and assessing a project for its applications and limitations
- ...be able to **apply** findings from within the field of psychological science to everyday life, including to phenomena described in the popular media

**Prerequisites and/or Course Restrictions:** Enrollment in this course is typically restricted to students in the Specialist and Major programs in Psychology, Mental Health Studies, Paramedicine, and Psycholinguistics. Students in the Minor program in Psychology will be admitted if space permits. The course builds on material learned in PSYB20, a prerequisite for the course. Students are also required to have taken a B-level Psychological Research Methods course and a B-level statistics course.

**Course Materials:**

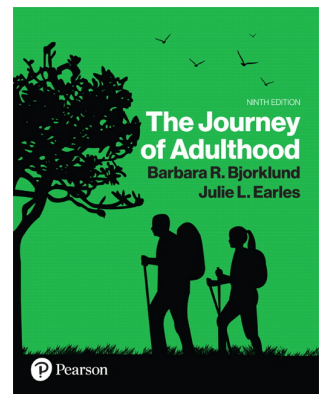
**Required Textbook:**

Bjorklund, Barbara R. (2020). *The Journey of Adulthood* (9th Edition). Boston, MA: Pearson.

You may access the textbook online via the publisher's portal, Revel, or in hard copy. Online activities will be available via Revel, but are **optional**. They do not count for marks. To use Revel, navigate to this URL:

<https://console.pearson.com/enrollment/xcdrc1>

**Additional required journal article readings will also be required some weeks and can be accessed through the University Library.**



**Required Class Participation Software:**

All students are required to have a **Top Hat subscription** for this course. You may choose to purchase Top Hat for just this term, or for the entire year if you will be enrolled in another course that uses Top Hat. You may sign up for Top Hat by navigating to <https://app.tophat.com/register/student/> and using our course ID: **272496**.

**Quercus:**

You can access the course website through Quercus at <http://q.utoronto.ca> using your UTORid. Please check the course website frequently (e.g., at least once a week, before class) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), view your grades, see important announcements, and turn in assignments. Lecture slides will also be posted on this website **after** each lecture.

*A note about posting lecture slides online:*

We are aware that some students prefer to take notes on printed lecture slides as the lecture progresses, but we have made the determination that posting slides *after* lecture creates a more collaborative learning environment during class. Page numbers will be prominent on lecture slides both during class and when posted on Quercus, to provide you with the opportunity to take notes on individual slides by number.

**Class attendance:** It is essential that you attend each class. Top Hat assignments will be presented in class, and missing too many of them will negatively affect your mark in the course (see Top Hat information later in this syllabus document). Moreover, a large proportion of material tested on exams will be covered verbally in lecture, so it is essential that you attend. Lecture slides that are posted on Quercus will serve as an outline of what is covered in each class, but may not be complete. Note that you are responsible for points that are covered verbally in class, even if they are not in the textbook, readings, or on the lecture slides (but rest assured that the instructor will make these points very clear when they are made verbally!). This class will include lots of student participation and conversation, hopefully providing a great learning environment for us all.

**Course Requirements and Grading:** Your mark for PSYC21 will consist of the following:

- Top Hat exercises (8%)
- Real-world reading reflection (15%)
- Midterm Exam 1 (26%)
- Midterm Exam 2 (26%)
- Final Paper (25%)

### ***Top Hat Exercises (10%)***

We will be using Top Hat in this course throughout each lecture, in order to facilitate participation, conversation, and collect data on your opinions and impressions of the course material.

You should sign up for Top Hat **prior to attending your first class** (see course materials above). That way you will be ready to participate. However, Top Hat exercises on the first day of class, January 8, **will not count for marks**. This will give you some time to get used to the software.

After that time, Top Hat exercises will count for 10% of your mark. Any Top Hat exercises that you miss after January 8 will negatively affect your mark.

### ***Real-world reading reflection (15%)***

For this assignment, you should relate one of the course readings (see *Supplemental Reading List*) to a real-world news story. The most efficient way to do this is to pick one of the readings, read through it thoroughly, and then to use a news aggregator (e.g., Google News, Apple News) to search for stories relating to the topic. The news article should come from the popular press (e.g., CBC News, CTV, The Globe and Mail, The New York Times), *not* from a scholarly source. Often (but not always) these stories will take the form of health or science news. Your task is, first, to **briefly** summarize the news article, making note of its main points and features. Then you should **compare and contrast** the claims of the news article with the findings of the scholarly article from the course reading list that you have chosen. You should **critique, support, and/or question** the news article using the scholarly article. As a requirement of the assignment, you must also use and cite one additional scholarly source (from a scientific journal or book, and not the textbook) to bolster your comparison and contrast. A-level papers will cite more than one additional paper. A rubric for this assignment will be posted on Quercus. The final due date for this assignment is **Wednesday, March 11 at 11:59pm**, but you are strongly encouraged to submit before that date by choosing a reading occurring earlier in the term. The end of the term will be busy!

This reflection paper should be no longer than 800 words. In-text citations and a reference list are required and must be in APA format. No running header, abstract, or title page are necessary.

### ***Midterm Exams (26% each)***

The midterm exams will be comprised of all material immediately preceding the exam date (see course calendar below for more details). They are not cumulative. Exams will be written in class on the dates listed in the calendar, and will consist of multiple-choice questions.

### ***Final Paper (25%)***

For the final research paper in this course, you should propose a **novel research study** that explores one of the two final topics in the course that is not covered by an

exam (Stress, Coping, and Resilience OR Death and Bereavement). In this research proposal, you should include three main sections:

- Introduction, background, and literature review
  - What previous research has been conducted on the topic? What has that research shown? What holes exist in that research that motivate your research question?
  - What is your research question, and what hypotheses do you have about it?
- Methodology
  - How will you test your research question?
  - With what population will you test your question, and what will your sample characteristics be?
  - What specific questionnaires, physiological measurements, neurological measurements, etc. will you use?
    - Note that you may want to use existing questionnaires, which you may find using PsycTESTS, a resource available through the University of Toronto Library system.
  - What are the independent and dependent variables (if you plan to conduct an experiment) or correlates (if you plan to conduct a correlational study)?
  - Briefly, how do you plan to analyze your data? What would your data look like if your hypotheses are supported?
- Applications and limitations
  - What limitations are there to your study? What holes might a critic poke in your design? What might be some alternative explanations of your hypothesized results?
  - Why does this study matter? How will it improve our understanding of the phenomenon that you're exploring and/or help people in the population that you're exploring?

A detailed marking rubric will be posted on Quercus in advance of the assignment due date. The first section of the paper **must** include and cite four or more scholarly sources, but A- and B-level papers will include more than that. In-text citations and a reference list in APA format are required. No title page, abstract, or running header is required. The entire paper should be 1500 words or fewer.

This paper is due at **11:59pm on Wednesday, April 1**. However, you should plan to get the paper done early as the end of the semester will be very busy!

### Course Calendar

- *Required textbook readings are listed below for each class.*
- *Required journal article readings can be found through the University Library.*
- *Please read these assignments **BEFORE** class on the day on which they are listed.*
- *Remember to check Quercus each week for any changes!*

<b>Class Date</b>	<b>Topic</b>	<b>Required Readings</b>
January 8	Introduction & Physical Changes (Part 1)	Chs. 1-2 (to be read after lecture)
January 15	Physical Changes (Part 2) Health & Health Disorders	Ch. 3 Wetherell, Gatz, & Craske, 2003
January 22	Cognitive Abilities	Ch. 4
January 29	Social Roles	Ch. 5 Goldberg, Smith, & Perry-Jenkins, 2013
February 5	Midterm Exam 1	Covers lectures and readings from January 8 through January 29
February 12	Social Relationships	Ch. 6 McConnell et al., 2011
February 19	<b>NO CLASS: Reading Week</b>	
February 26	Work & Retirement	Ch. 7 Hunyh, Xanthopoulou, & Winefield, 2013
March 4	Personality	Ch. 8
March 11	The Quest for Meaning	Ch. 9 <b>Real-world reading reflection due @ 11:59pm</b>
March 18	Midterm Exam 2	Covers lectures and readings from February 12 through March 11
March 25	Stress, Coping, & Resilience	Ch. 10 Väänänen et al., 2005
April 1	Death & Bereavement	Ch. 11 <b>Final paper due @ 11:59pm</b>

### **Supplemental Reading List (in order of assignment)**

Wetherell, J.L., Gatz, M., & Craske, M.G. (2003). Treatment of generalized anxiety disorder in older adults. *Journal of Consulting and Clinical Psychology*, 71(1), 31-40.

Goldberg, A. E., Smith, J. Z. & Perry-Jenkins, M. (2012). The division of labor in lesbian, gay, and heterosexual new adoptive parents. *Journal of Marriage and Family*, 74, 812-828.

McConnell, A. R., Brown, C. M., Shoda, T. M., Stayton, L. E., Martin, C. E. (2011). Friends with benefits: On the positive consequences of pet ownership. *Journal of Personality and Social Psychology*, 101(6), 1239-1252.

Huynh, J. Y., Xanthopoulou, D., & Winefield, A. H. (2013). Social support moderates the impact of demands on burnout and organizational connectedness: A two-wave study of volunteer firefighters. *Journal of Occupational Health Psychology*, 18(1), 9-15.

Väänänen, A., Buunk, B. P., Kivimäki, M., Pentti, J., & Vahtera, J. (2005). When it is better to give than to receive: Long-term health effects of perceived reciprocity in support exchange. *Journal of Personality and Social Psychology*, 89(2), 176-193

## **Policies**

Please read the course policies below carefully. No exceptions can be made to the following.

1. **Ethical and Responsible Conduct:** Always treat yourself, your classmates, and your instructional team with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off or silence all mobile phones before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, messaging, Facebook, games, etc.), or sit in the back of the room where others cannot see your screen. Note that, for Top Hat, you must bring a device of some sort to every class in order to participate.
2. **Academic Integrity:** The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.  
Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
3. **Turnitin.com:** Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.
4. **Late Work Policy:** Late work is not accepted in PSYC21. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the following section: "Missed Term Work".
5. **Missed Term Work:** Everything described above is considered a required part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. However, in the case of **some** extenuating circumstances, you may apply to the Department or to the University for an exception to this missed work policy, using the procedures below. **Note that Top Hat exercises are not eligible for Missed Term Work exceptions. Note also the clause regarding term work due at the end of the semester: because the**



**final paper is due on the last day of class, only extensions of 5 days or fewer can be administered by the Psychology Department. Longer extensions must be petitioned through the Registrar's Office.**

**Missed Term Work due to Medical Illness or Other Emergency:**

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

**Appropriate documentation:**

*For missed **MIDTERM EXAMS** due to **ILLNESS**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

*For missed **MIDTERM EXAMS** due to **ACCESSABILITY REASONS**:*

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

*For missed **ASSIGNMENTS** due to **ILLNESS**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

*For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:*

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

*For missed exams or assignments in **OTHER CIRCUMSTANCES**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

### **Procedure:**

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

**You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other

documentation, then a new medical note/other appropriate documentation must also be submitted.

**Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

**NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.uts.utoronto.ca/registrar/term-work>).

**6. Department of Psychology position on Grade Norms:**

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all C-level courses' final course averages are around 72%. That ensures that C-levels are marked consistently across instructors and terms. **Typically**, the average for Kyle's C-level courses fall below 72%, and he then **adds** points to everyone's mark. However, the opposite is also theoretically possible, where the course average falls above 72%, and points have to be subtracted. This has never happened before, but the course instructor reserves the right to modify marks across the board (for all students) to conform to these averages. Note that midterm and other assignment scores may fall well below 72%, but that the **average course mark** will be raised at the end of the term if so. Kyle will release the average scores for each assessment so that you have an idea as to how your mark will be changed at the end of the term. For example, if the average score on a midterm exam is 65% and you scored 65%, you can expect that your score on that exam will be raised by roughly 7% at the end of the term.

**7. Grade Changes:**

Under **no circumstances** will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is **no circumstance** (not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. The **only changes** made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. **Again, there are no exceptions here.** Every semester Kyle has to tell students "no", even when they present compelling excuses. Please do not put Kyle in the awkward position of telling you "no" when you ask for a grade change. It will absolutely, under no circumstances, ever happen. You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

**8. AccessAbility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**9. Religious Accommodation:** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.