

Syllabus



Adulthood and Aging

HDE 100C

Human Ecology

University of California, Davis

Spring 2023

Instructor

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Office Hours: Tuesdays, 3:30-4:30 pm and by appointment on Zoom

Teaching Assistants:

Jamila Espinosa (jfespino@ucdavis.edu (<mailto:jfespino@ucdavis.edu>)) Office Hours: TBA

Kelsey Haydon (krhaydon@ucdavis.edu (<mailto:krhaydon@ucdavis.edu>)) Office Hours:

Thursdays, 12pm to 2pm (<https://calendly.com/krhaydon/2023officehours> )

(<https://calendly.com/krhaydon/2023officehours>.)

Jing Li (jngli@ucdavis.edu (<mailto:jngli@ucdavis.edu>)) Office Hours: TBA

Meeting Times

Lessons: Mondays and Wednesdays, 4:10-6:00 pm in Kleiber Hall

Assignments and Activities: Monday through Friday on Canvas

Prerequisites

To take this course, students must have completed PSC 001 or PSC 001Y.

Course Resources

Website

The syllabus, schedule, reading material, gradebook, and assignment information will be available to you on Canvas.

Live chat and phone support for Canvas is available 24 hours a day, 7 days a week for students. To access, click on the "Help" link in the lower left corner of any page, or call UC Davis' Canvas hotline: 844-303-8285. You can also contact IT Express (<http://itexpress.ucdavis.edu/> (<http://itexpress.ucdavis.edu/>), 530-754-4357) for assistance.

Please check the website and your e-mail regularly and ask any questions you have about the course schedule, expectations, and due dates.

Course Goals and Keys to Success

Course Goals

This course is designed to extend students' knowledge about how humans grow and change biologically, cognitively, socially, and emotionally during adulthood. Adulthood begins with emerging adulthood, which is the period that immediately follows adolescence, and continues throughout the lifespan. Students will:

- learn about changes in various aspects of adults' lives as they age, how these changes affect people, and causes of

Required Text

Bjorklund, B. & Earles, J. (2020). *The Journey of Adulthood (9th Ed.)*. San Francisco, CA: Pearson.

Please be sure to use the 9th edition.

To access the text through Canvas and see more information about available options, please click "Bookshelf" in the Canvas menu bar on the left side of the Canvas course site page.

Schedule

The Schedule is available through Canvas Home Page.

Keys to Success

I encourage active learning. Please watch and participate in lectures, think critically, and participate in and make valuable contributions to online class discussions and activities.

Please contribute to a respectful, safe, and supportive class environment.

Lectures are designed to complement course readings, and may not necessarily overlap with them. Reading assigned materials before the class for which it was assigned and participation during activities

these changes

- evaluate current research methods in the field of adulthood and aging
- consider current challenges and lack of needed resources facing today's older adults
- consider ways to improve the situation for aging baby boomers and the challenges we face as the aging population continues to grow
- weigh arguments in debates in the medical field about preserving longevity versus preserving quality of life
- understand and critically evaluate empirical research in first-hand observation of developmental processes
- examine species-universal and unique sources of change and growth in development

assigned and participation during activities and class discussions is imperative for success.

Tests will cover information presented in the text book and not lecture, presented in lecture and not the text, and material that is presented in both settings.

Graded Course Components

Exams (450 points possible)

You will be asked to complete 3 non-cumulative, in-person exams (Exams 1, 2, and 3). Each exam will be worth 150 points.

Paper (460 possible points)

You will be asked to complete one paper composed of three parts. Paper Part 1 will be worth 10 points, Paper Part 2 will be worth 200 points, and Paper Part 3 will be worth 250 points.

In this course, we will use TurnItIn, an electronic resource that compares your work to online sources and a comprehensive database of other papers for all writing assignments. TurnItIn creates an originality report identifying whether parts of your work match or are similar to any of their sources.

Participation (50 possible points)

On Canvas, students will be asked to participate in five discussions or activities. Your participation grade will be determined by the quality of your participation in these discussions and activities. Participation in each discussion or activity will be worth 10 points.

Quizzes (50 possible points)

On Canvas, students will be asked to complete five quizzes. You will have two opportunities to take each quiz. For each quiz taken twice, the higher of the two scores will be retained and included in your course grade.

The work submitted to TurnItIn will be retained as source documents in the TurnItIn reference database to be used solely for the purpose of checking future submitted work for originality. For more information, please visit [TurnItIn for Students](https://servicehub.ucdavis.edu/servicehub?id=ucd_kb_article&sys_id=fcbf67461b58d8103d18ddbcdd4bcb23)

(https://servicehub.ucdavis.edu/servicehub?id=ucd_kb_article&sys_id=fcbf67461b58d8103d18ddbcdd4bcb23).

Course Grade Calculation

To reward effort and student assets, the course is built on a point system instead of a percentage-based system. A student who earns 1000 points in this course will be considered to have earned full credit. However, it is possible to earn a total of 1010 points.

A student who earns full credit on every test (3 exams x 150 points/exam = 450 points), full credit on Paper Part 2 and Paper Part 3 (450 points), full credit on five Weekly Quizzes (5 x 10 points/assignment), and full credit on five Participation Assignments (5 x 10 points/assignment) would have a course total of 1000 points. However, if that student also submitted a Paper Idea Draft (Paper Part 1; 10 points), this student would have a course total of 1010 points. This means that a student does not need full credit on every course component to earn 1000 points total.

Grading Scale

Letter Grade	Points
A	930 through 1000+
A-	900 through < 930
B+	870 through < 900
B	830 through < 870
B-	800 through < 830
C+	770 through < 800
C	730 through < 770
C-	700 through < 730
D+	670 through < 700
D	630 through < 670
D-	600 through < 630
F	< 600

Policies

e-mail

Your TAs and I will make every effort to respond to each Canvas message or e-mail within two weekdays. To maintain a quick response time, e-mails should be brief.

When e-mails exceed 6 lines or require long responses, we may request that you attend office hours to discuss the topic. Please include **HDE100C** in the subject line of your e-mail to decrease the chance that it gets filtered into junk mail.

Submitting Assignments

Please submit work on Canvas according to assignment instructions. It is your responsibility to confirm that each assignment has been submitted correctly and is available in the Canvas system.

Unsuccessful attempts to submit assignments do not count as submissions, and if an assignment is not submitted correctly, points will be deducted according to course policy. If your assignment is not visible to us on Canvas, you will receive point deductions according to course policy.

If you have questions about successful assignment submission, please contact Canvas or IT Express.

Quizzes will not be accepted after the due date under any circumstances. If your Paper Part 1, Paper Part 2, Paper Part 3, or a Participation assignment is not submitted on time or is not submitted correctly, you will have the opportunity to submit it for partial credit. Assignments submitted within the first 24 hours after the due date and time will be eligible for a maximum of 90% of full credit. Ten percent (10%) of the total possible

Quizzes and Exams

Exams will cover material that is presented in lessons, course reading material, and on the Canvas course site. Material covered in one type of course material (e.g., lessons, text, Canvas materials) but not in the other types of course materials may appear on tests.

Students are responsible for knowing the dates and times of exams (found in the course schedule). Unless you experience a documented emergency at the time of the exam, you must obtain prior permission from the instructor to make alternative arrangements to receive credit for the exam. In the absence of such permission, the exam grade will be 0.

No make-up exams will be scheduled or accepted without a certified medical or documented family emergency excuse. Special arrangements will be made only to the extent that these arrangements are justifiable given the documentation. The instructor will decide what arrangements are justifiable. In fairness to the class as a whole, we can make no exceptions to this policy.

Lessons

Abbreviated lesson slides are provided on Canvas. These contain few words and most information is conveyed in lessons orally and through class discussions. This method encourages students to summarize information in their own words and think critically, facilitating learning. If you miss an in-person lesson, I recommend asking for notes from a reliable classmate. Our classroom is configured to

ten percent (10%) of the total possible points for the assignment will be deducted for every 24 hour period past the due date and time. When five 24-hour periods have passed, or when graded assignments are returned to students (whichever occurs first), late assignments will no longer be accepted.

In fairness to the class as a whole, there will be no exceptions to this policy.

Lessons

Before attending an in-person lesson, please complete the [UC Davis Daily Symptom Survey](https://campusready.ucdavis.edu/symptom-survey) (<https://campusready.ucdavis.edu/symptom-survey>) and confirm that your results indicate that you are Approved to enter campus. If you are Not Approved to enter campus, please do not attend class in person.

Academic Honesty

I expect every student to display the highest level of academic honesty. It is your responsibility to know what the University considers academic honesty.

(<http://sja.ucdavis.edu/publications.html>) I expect all students to abide the UCD Code of Academic Conduct, i.e., the policies and procedures regarding academic honesty and integrity: *"Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior."* Any student who cheats on an assignment or exam will be referred to the Office of Student Support and Judicial Affairs.

facilitate lecture capture, and to the extent that the technology works correctly, lessons will be recorded. If you have a documented health issue that prevents your ability to attend class, please send an e-mail to the instructor and all TAs with the subject "HDE 100C recording request" and attach your documentation to the e-mail. If adequate documentation is provided, the instructor or a TA will make a recording available to you for the particular lesson that was missed.

If you are unsure about a situation, ask your instructor (in this class or any other). More resources on UCD's criteria for academic honesty are available at <https://ossja.ucdavis.edu/code-academic-conduct> (<https://ossja.ucdavis.edu/code-academic-conduct>).

Examples of academic misconduct include: receiving and providing unauthorized assistance on examinations, using unauthorized materials during an examination, plagiarism – using materials from sources without citations, altering an exam and submitting it for re-grading, fabricating data references, and using false excuses to obtain extensions of time.

Copyright

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Davis [Code of Academic Conduct \(https://ossja.ucdavis.edu/code-academic-conduct\)](https://ossja.ucdavis.edu/code-academic-conduct). Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

University Resources

Student Academic Success Center

<http://lsc.ucdavis.edu>

<http://lsc.ucdavis.edu>

(530) 752-2013, 2205 Dutton Hall,

The center offers appointments and drop-in consultations on writing. Clear and correct writing as a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.

Student Disability Center

<http://sdc.ucdavis.edu>

<http://sdc.ucdavis.edu>

(530) 752-3184 (voice) or (530) 752-6833 (TTY)

The staff at SDC ensure and arrange accommodations for students with disabilities.

AB540 and Undocumented Student Center

Student Health and Counseling Services

<https://shcs.ucdavis.edu>

<https://shcs.ucdavis.edu>

(530) 752-2300, Locations at Student Health and Wellness Center and North Hall

SHCS provides mental health and wellness services to registered UC Davis students regardless of insurance coverage. If urgent issues are life-threatening or suicidal, please contact 911 instead of CAPS.)

Center for Advocacy, Resources, & Education (CARE)

<https://care.ucdavis.edu/about-us>

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We provide confidential advocacy, support, and healing services to survivors of sexual harassment and all forms of sexual violence, including sexual assault, intimate partner violence, and stalking. We also facilitate prevention programming and professional

<https://undocumented.ucdavis.edu>

Built on the foundation of educational equity and opportunity, the AB540 and Undocumented Student Center at UC Davis strives to empower undocumented students, their families and members of the community in being informed leaders and active participants in our communities. The Center strives to educate and build awareness of changing policies affecting California's undocumented population. We acknowledge that immigration status is one aspect of an individual's identity that does not solely define a person or their capacity. We promote a holistic approach to recruitment and retention of students in higher education, taking into account a student's mental, emotional, and financial well-being.

<https://shcs.ucdavis.edu/services/mindspa.html>

training, and serve as subject matter experts with regard to victim dynamics, impact of trauma, bystander intervention, and social norm change.

Academic Assistance and Tutoring Centers (AATC)

<https://tutoring.ucdavis.edu>

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Academic Assistance and Tutoring Centers (AATC) exist to help undergraduate students thrive at UC Davis and beyond. We provide an inclusive and interactive environment where students participate in reinforcing and retaining knowledge in multi-disciplinary writing, math, and science+ through co-curricular academic services provided by both professional staff and peer tutors. We strive to support students in developing the academic competence and confidence that will empower them to succeed at UC Davis.

National Child Abuse Hotline: 1-800-422-4453;

<https://www.thehotline.org> 

<https://www.thehotline.org>

National Domestic Violence Hotline: 1-800-799-

7233; <https://www.thehotline.org> 

<https://www.thehotline.org> (online chat available)

National Suicide Hotline: 1-800-273-8255

(English); 1-888-628-9454 (Spanish)

National Suicide Chat Online:

<https://suicidepreventionlifeline.org/chat/> 

<https://suicidepreventionlifeline.org/chat/>