

**San José State University**  
**College of Social Sciences / Psychology Department**  
**PSYC 114-81, Psychology of Aging, Spring, 2025**

**Course and Contact Information**

<b>Instructor:</b>	Alen Yaghoubi, Ph.D.
<b>Office Location:</b>	Online - via Virtual Platform
<b>Telephone:</b>	None, email preferred
<b>Email:</b>	<a href="mailto:alen.yaghoubi@sjsu.edu">alen.yaghoubi@sjsu.edu</a> (respond within 24-48 hours)
<b>Office Hours:</b>	Fridays 1:00 – 2:00p
<b>Class Days/Time:</b>	Online Only - Asynchronous
<b>Classroom:</b>	Online Only - Asynchronous
<b>Prerequisites:</b>	PSYC 001

**Canvas: SJSU Course Management**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on Canvas learning management system course website. You are responsible for regularly checking the Canvas course shell to learn of any updates.

**Course Description**

Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to understand and explain:

CLO1: Explain and identify changes in the structure of our population with regards to the changing demographic of older adults in the U.S. and internationally.

CLO2: Explain and identify the biological/physical processes that occur during the aging process. CLO3: Be able to identify and discuss typical research designs used in the study of aging.

CLO4: Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantially with age.

CLO5: Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.).

CLO6: Report on the aging process through the perspective of an older adult through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.

CLO7: Discuss different viewpoints on the aging process gleaned from online interactions with your peers.

CLO8: Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements:

**PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

**PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

**PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

**PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

### **Required Texts/Readings Textbook**

Moody, H.R. & Sasser, J.R. (2020). *Aging: Concepts and controversies* (10<sup>th</sup> ed.).  
ISBN: 9781544371696

### **Library Liaison**

San José State University Library (408) 924-2823, <http://library.sjsu.edu>  
Christa Bailey, Reference Librarian and Liaison for the Psychology Department [Christa.Bailey@sjsu.edu](mailto:Christa.Bailey@sjsu.edu),  
(408) 808-2422

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

#### **\*\*For all assignments:**

- **More information and detailed grading guidelines are posted on Canvas.**
- **APA 7th edition formatting is required for all coursework** (double spaced, 1" margins, 12 pt Times New Roman font). Outside sources should be scholarly and should be cited in accordance with APA 7th edition requirements.

### **Class Participation (45 points)**

According to University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Throughout the course, students will have to engage in *six Discussions* on Canvas, worth six (7.5) points each. Students are expected to have completed reading and homework assignments before each class to be able to discuss course content.

### **Quizzes (3 x 10 points = 30 points)**

You will have three quizzes throughout the semester to test your knowledge on various forensic psychological concepts, principles, and facts. Quizzes will comprise of questions from, but not limited to, lectures, textbook, and the documentary.

### **Podcast Assignment (2 x 12.5 points = 25 points)**

Choose 2 episodes from the *70 Over 70* podcast, listen to them, and write a summary of each episode. Incorporate reference to our textbook in terms of any topics that come up that are covered in our book. This does not need to be a formal paper with an introduction, conclusion, etc. You can simply write a 1-1.5-page summary for each episode (double spaced).

Assignment	CLOs	Due Dates	Points / Percentage of Grade
Discussion/Participation (Canvas)	CLOs 1, 2, 3, 4, 5, 6, 7	1/24, 2/6, 3/6, 3/20, 4/10, & 4/24	45 / 45%
Quizzes	CLOs 1, 2, 3, 4, 5, 6, 7	2/21, 3/28, & 5/9	3 x 10 = 30 / 30%
Podcast Assignment	CLOs, 1,2, 3, 4, 5, 6, 7	2/14 & 3/14	2 x 12.5 = 25 / 25%
Total			100 / 100%

### **Grading Policy:**

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

**Note:** A minimum aggregate 3.0 GPA is required to maintain satisfactory status as a graduate student within the department and university.

**Note:** “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See

University [Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

**Note: No late assignments will be accepted. Exceptions can be made with instructor approval.**

### **Classroom Protocol**

Active participation and positive engagement are essential to the quality of the course. You are expected to review all lectures on time and actively engage in class discussions and exercises relevant to the course content. You are also expected to listen attentively to your classmates' ideas and provide constructive feedback when appropriate.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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*The schedule is subject to change with fair notice and such changes will be announced via email.*

Course Schedule:

Week	Date	Topics	Readings	Assignments	Due Date
<b>BASIC CONCEPTS I: A LIFE COURSE PERSPECTIVE ON AGING</b>					
1	1/23	• Introduction & Review Syllabus	Syllabus	(1) Week 1 Discussion on Canvas	Friday, 1/24, by 11:59p
2	1/27	• A Life Course Perspective on Aging	Part I – Overview	None	None
3	2/3	• Does Old Age Have Meaning?	Controversy 1	(2) Week 3 Discussion on Canvas	Thursday, 2/6, by 11:59p
4	2/10	• Why Does Our Bodies Grow Old?	Controversy 2	Podcast 1	Friday, 2/14 by 11:59p
5	2/17	• Do Intelligence and Creativity Decline with Age?	Controversy 3	Quiz 1	Friday, 2/21 by 11:59p
<b>BASIC CONCEPTS II: AGING, HEALTH CARE, AND SOCIETY</b>					
6	2/24	• Aging, Health Care, and Society	Part II – Overview	None	None
7	3/3	• Should We Ration Health Care for Older People?	Controversy 4	(3) Week 7 Discussion on Canvas	Thursday, 3/6, by 11:59p
8	3/10	Should Families Provide for Their Own?	Controversy 5	Podcast 2	Friday, 3/14 by 11:59p

9	3/17	• Should Older People Be Protected from Bad Choices?	Controversy 6	(4) Week 9 Discussion on Canvas	Thursday, 3/20, by 11:59p
10	3/24	• Should People Have the Choice to End Their Lives?	Controversy 7	Quiz 2	Friday, 3/28, by 11:59p
11	3/31	• SPRING BREAK	SPRING BREAK	None	None
<b>BASIC CONEPTS III: SOCIAL AND ECONOMIC OUTLOOK FOR AN AGING SOCIETY</b>					
12	4/7	• Social and Economic Outlook for an Aging Society	Part III – Overview	(5) Week 12 Discussion on Canvas	Thursday, 4/10, by 11:59p
13	4/14	• Should Age or Need Be the Basis for Entitlement?	Controversy 8	None	None
14	4/21	• What is the Future for Social Security?	Controversy 9	(6) Week 14 Discussion on Canvas	Thursday, 4/24, by 11:59p
15	4/28	• Is Retirement Obsolete?	Controversy 10	None	None
16	5/5	• Aging Boomers: Boom or Bust?	Controversy 11	Final Exam	Friday, 5/9, by 11:59p