GERO 625 Spring 2015

UNIVERSITY OF NORTHERN COLORADO: College of Natural and Health Sciences
School of Human Sciences – Gerontology Program

Psychosocial Aspects of Aging - GERO 625/Spring 2015

<table>
<thead>
<tr>
<th>This course is completely online: <a href="http://unco.blackboard.com/">http://unco.blackboard.com/</a></th>
<th>Instructor: Susan Collins. Ph.D. email: <a href="mailto:susan.collins@unco.edu">susan.collins@unco.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Office: Gunter 1260 On Campus Mailbox: Gunter 1250 box# 132</td>
<td>Phone: (970) 351-2464</td>
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Course Description
Later life issues are explored using an ecological approach that highlights the benefits and consequences of aging for the individual, family, and society.

Learning Objectives:
With active participation in this class, students will:
1. Discuss and critique in writing a variety of theoretical and empirical literature related to psychological, developmental and socio-cultural theories relating to psychosocial issues in later life;
2. Cite research about growth, development, change and adaptation in later life, through course written projects and exams.
3. Demonstrate knowledge of later life personality, cognition, memory, identity, and emotions, including an understanding of how these factors interplay to influence individual development, interpersonal relationships, and coping with the challenges of aging, through discussion, written projects, and exams;
4. Explore and discuss death, dying, grief, loss and ethics related to end of life;
5. Demonstrate awareness and appreciation for challenges diverse populations of older adults may face, and their resilience for achieving a good quality of later life;
6. Demonstrate understanding of the importance of empirical investigation and research on psychosocial aspects of aging, through discussion, a writing project, and exams.
7. Explore and analyze a topic in psychosocial aging in depth, in writing, presentation of work, and discussion.

Required Textbooks: Used books are fine, as long as they are the correct editions.

Recommended Books:
Additional Readings: Students will also read relevant research articles from professional journals and book chapters. Copies of assigned book chapters are available at UNC Online Reserve, accessed through the library webpage [http://www.unco.edu/library/](http://www.unco.edu/library/) under the Reserve Materials link. To find assigned journal articles online, students will use the UNC library website page to find the assigned articles in full text. All of these sources are available both on and off-campus (by entering username and password when prompted) for UNC students. Some components will also have uploaded lecture materials, video, or websites to explore.

EVALUATION OF STUDENT WORK: All assignments and exams must be completed to earn a passing grade in the course. The number of points earned will determine the final course grade:

<table>
<thead>
<tr>
<th>Assignment Points</th>
<th>% for Letter Grade</th>
<th>Letter Grade Points</th>
</tr>
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<tbody>
<tr>
<td>Online Topic Discussions 7 Topics @ 20</td>
<td>90+</td>
<td>301+</td>
</tr>
<tr>
<td>Exams 2 @ 50</td>
<td>80-89%</td>
<td>268-300</td>
</tr>
<tr>
<td>Literature Review (95 total)</td>
<td>70-79</td>
<td>234-267</td>
</tr>
<tr>
<td>Proposal</td>
<td>60-69</td>
<td>201-233</td>
</tr>
<tr>
<td>Review</td>
<td>&lt;60</td>
<td>&lt;233</td>
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<tr>
<td>TOTAL</td>
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ASSIGNMENTS AND ASSESSMENT of STUDENT LEARNING

Assigned Reading (See topic component and reading schedule, toward end of syllabus)

Students should be prepared to discuss all assigned readings, and to actively participate in online discussion posts that explore component topics. Students are expected to participate in assignments and discussion sessions by asking questions and offering opinions, examples, critique, and comment on the material. Discourse among students is encouraged!

- **Purpose of the Readings:** We read a lot in this class, and I hope you will read a lot more on your own! The textbook chapters, other book chapters, and journal articles on the schedule were carefully selected to give students the opportunity to explore our topics in some depth, but of course each topic has much more information available, and I encourage you to seek additional information on topics of greatest interest to you. You are expected to demonstrate knowledge from the readings and discussion on exams. If we are not covering a specific topic of interest to you (e.g. Alzheimer’s disease, older prisoners, spirituality, etc.), this could be the topic of your own extensive scholarship for the literature review.

- **The psychosocial aspects of aging have perhaps the most theoretical writings of all the disciplines we study in gerontology. The topics we cover in this course are researched in terms of trying to explain why, as well as describing how people actually develop, behave, and experience later life. Because we don’t stop with theorizing, researchers conduct empirical studies, testing different theoretical perspectives that may influence the real lives of older people. It is because we seek a deeper understanding of the more ambiguous aspects of later life that we become students of this research. As you read and compare the more abstract and ambiguous ideas for this class, keep in mind that such theorizing and perspective-taking helps us to think about aging in new ways, perhaps differently than what we have presumed or have experienced for ourselves.**
**Topic Discussion Online (7 @ 20 = 140 pts): Each Sunday** there is at least *one post* due, and more are required by each topic component date (see rubric below). *Although some of our topics are several weeks long, we’ll keep in touch each week through the discussion board,* and this is the main way we’ll communicate, as a class. Requiring posts by a specific day for multi-week topics helps to make sure that we have a real “discussion,” rather than isolated posts at the last minute on the due date. You do not need to have completed all readings and assignments in order to begin posting.

- Both the quality *and* quantity of your posts count toward your grade. Enter discussion from the topic component page for that time period, or the Discussion Groups link on the front menu. Note on the rubric that there are also quantitative requirements, for example, to earn the highest points possible for each topic component (in addition to the required responses to each instructor original question) by the component due date.

- Discussions are asynchronous *(meaning, your discussion will be posted online, but not everyone needs to be online at the same time).*

- **Context of Discussion:** Discussion and critique should focus on the topics for each component and address/critique information found in the course readings and other materials. This is particularly true regarding the textbook/reserve materials and articles assigned from peer reviewed journals. Many of you have personal or work experience related to aging, and while bringing your experience into the class adds richness for everyone, it is also important that each individual gain new knowledge, and be able to express that in discussion. At the graduate level, we study aging mostly in the context of research findings, and how these may be applied to practice. For discussion posts, descriptions of personal experience that relate specifically to what you are learning in the course is fine, but please include how what you are learning is stretching (or not stretching!) your understanding. In addition, web links you wish to add with additional topic information should be confined to substantive facts based on research.

- For each topic component, I will post questions for you to discuss together as a class. You must post at least once in response to each of my original thread questions, in addition to the other requirements shown on the rubric. My questions will simply be to start the discussion, and your first post may be to answer them, but the intent is to engage the whole class with each other about any aspect of the component topics you wish to discuss. I will occasionally enter the discussion with replies and comments.

- **Discussion format and “tone.”** Discussion posts may be conversational and less formal than the written work you’ll submit for the literature review or exams. We’ll follow a protocol of respect for others’ opinions, concerns and arguments, and should stay focused on the topics rather than personality differences.

- A safe place to ask questions: Some of the concepts, theories and other materials will be completely new for some of you in this class. In discussion it is perfectly appropriate to express that you do not understanding something. A willingness to ask questions (and to question results!) is the essence of learning, and in itself demonstrates a striving toward understanding.
The discussion RUBRIC is below:

<table>
<thead>
<tr>
<th>Category</th>
<th>0 Points for Component</th>
<th>Average Quality</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>No posts at all by Sunday 11PM each Week..</td>
<td>At least one post by 11PM each Sunday (to answer instructor original question or reply to another student) (2 Points)</td>
<td></td>
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<tr>
<td>Initiative</td>
<td></td>
<td></td>
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<tr>
<td>Instructor Original Questions</td>
<td>Does not answer all instructor original questions for a component</td>
<td>Answers all instructor original questions for a component, by no later than component due date/time (2 Points)</td>
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<tr>
<td>Worth 2 pts</td>
<td></td>
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<tr>
<td>Quality of Posts in Relation to Topic</td>
<td>Posts do not reflect understanding of the readings and other assignments. Mostly from personal experience only, not specifically demonstrating what has been learned.</td>
<td>Most posts are related to topics with some depth and detail, with comments that demonstrate some understanding of component material. (6 points)</td>
<td>Consistently posts in-depth comments related to component topics or related topics; makes reference to specific course content learned, demonstrating understanding of the component material. (9 points)</td>
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<tr>
<td>Worth 10 pts</td>
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<tr>
<td>Engagement with Class</td>
<td>Fewer than 3 total responses to instructor replies or other class members by component due date and/or responses have no connection to what other class members are posting. (You may open new topics but replies to others should also address what they have written)</td>
<td>Responds with at least 3 total responses by component due date from other students or instructor replies during the component period, but provides minimal information or ideas to which others may respond. (5 points)</td>
<td>Responds with at least four responses by component due date to other students or instructor replies, and prompts further discussion of topic by posing new issues related to topic. Takes initiative to discuss topic in more depth, beyond instructor questions. (7 points)</td>
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<tr>
<td>(in addition to answering</td>
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<tr>
<td>Instructor original questions)</td>
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<tr>
<td>Worth 8 pts</td>
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For full credit? Follow the criteria on the right side of the rubric. For example, topic component 5 (mental health) has a discussion forum with five question threads. For full discussion credit, you need to post at least one response to each of my five original questions on those threads, as well as at least four additional replies, either to other student posts, or to my reply to yourself or another student. Nine posts are the minimum for component 5. There is no maximum!
Review of Literature (Total 95 Points): This project consists of two parts, a proposal and a written paper. You will choose a topic of interest to you that is related to psychosocial aspects of aging, and write a formal review of current research on that topic. Final Paper DUE April 5

Proposal (Due March 8: 15 points): The proposal is a one or two page report describing the topic that you will write about for your literature review. Include the focus of your topic and your rationale for why it is important. The proposal should include at least three citations from literature you have already read (not including any you intend to use from course readings). Include a reference list for your citations, APA style. The proposal should be uploaded to the Blackboard LIT PROPOSAL link, by the due date.

Literature Review paper (80 points): Each student will write a literature review about a topic in aging that may be related to class topics, but not specifically covered in depth in the course components. You will critically review previous research and/or interpretations of research on your topic, including identifying the strengths and weaknesses of existing research, and making suggestions for research directions in the future. Your paper should be written using APA format, and consist of the following sections: 1) an introduction and rationale for reviewing the topic you chose, 2) discussion and synthesis of relevant research, interpretations, and theory, 3) your conclusion about the topic, based on the literature used for the paper, including your discussion of strengths, weaknesses and gaps in the existing research, 4) recommendations for future research, 5) a conclusion that includes how the research may inform practice with, or understanding of the lives of older adults, and 6) references.

Topic Ideas: peer relationships in later life; intergenerational relationships, gender and aging, ethnicity, rural elders; cross-cultural comparisons of aging; aging and living environment; aging and developmental disabilities; stress and coping with physical conditions; specific mental health problems; elder abuse in particular settings, spirituality; individual life themes, attitudes towards aging; education in later life; long-term care or caregiving, retirement. You may also choose an applied topic that integrates scholarly and applied knowledge, such as how psychosocial aging research assists practitioners in serving older adults, e.g. counseling, social support, end of life, etc. These are just suggestions based on prior student interests. The literature review must focus on the psychosocial contexts of your topic. If you have any question as to whether a topic is appropriate, please contact me at least one week before the proposal is due. I recommend that you choose a topic you care a lot about! Using resources that you have used for other courses is acceptable, but you may not simply plagiarize yourself by turning in work you have turned in before.

Format of the Paper (See information on the Start Here link in Blackboard for APA examples, and guides)
• The paper must be written in APA format, in literature review/term paper style (see start here link for example) including spacing, section headings, in-text citations of scholarly readings you use to support your assessments, and an APA style reference list at the end of the paper.
  - Remember not to cite anything in text that you don’t include on the reference list, and don’t put anything on the reference list that was not cited in the paper. You are providing a reference list, not a bibliography (which is a list of works that informed your project, even if not cited directly in the project).
  - This is a formal literature review, so please write in the third person.
• You may use some readings from class, but the topic you choose should be specific and focused enough that most of the information is obtained on your own.

• There is no minimum number of sources you should read for this paper, however, all sources should be highly relevant to your topic, and cited in the correct context. For example, don’t just read an abstract with a title relevant to your topic and presume that it can be cited as a reference. Make sure that the findings or conclusions reported are really relevant to the point you are making.

• Although much of the older scholarship in psychosocial aspects of aging may be considered important and may be included in your paper, (e.g., developmental theories of Jung, Levinger, Baltes, etc.), your paper should cite mostly recent scholarship in order to provide the most up to date information. For example, citing theoretical scholarship on successful aging should not stop with the traditional activity/disengagement/continuity approaches, although those formative theories may be discussed in your review. You would need to include more recent research (i.e., since 2000 at least) on the topic of successful aging.

• See below for the rubric I will use to grade the literature review.

• I will read drafts, but no later than two weeks before the final due date, and not during spring break.

• Turn in your final literature review by uploading it to LIT REVIEW UPLOAD on Blackboard.

Here are the standards I will use to evaluate the literature review: Meets all requirements explained above and:

1. Proposal (turned in on time, includes introduction to the topic and at least three citations, APA format for paper structure, in-text citations and reference list.) (15 pts)

2. Introduction (description of specific topic, reason topic is important) (10 pts)

3. Description and Synthesis of Literature (coverage of all relevant aspects of topic as described in introduction, research and/or practice findings integrated and compared/contrasted with each other). Literature cited is from professional peer reviewed journals or from research-oriented books. (35 pts)

4. Conclusion (integrated summary of findings, suggestions for future research – including gaps that remain in knowledge about the topic, - your own assessment of the current state of knowledge about the topic, how the research on this topic may be used to inform practice with, or understanding of older adults, and limitations of the current research) (25 pts)

5. Format (spelling and grammar, third person, APA style references and formatting) (10 pts – although extensive lack of APA style throughout your paper will result in the loss of more than 10 points).

Exams (2 @ 50 = 100 pts): There are two open-book essay exams, due on March 1 and April 26. You have a week to complete each exam, and the questions will be available through the EXAMS link, on Feb. 22 and April 18, respectively. Upon completion, upload your exam by the due date through the EXAM UPLOAD link. The focus of your answers should be to use your own words to demonstrate knowledge, by integrating and synthesizing issues and research in the topic areas, based on course readings and discussion. Citing references in APA style and providing a reference list page are not required, but may be included if you wish. The second exam is not comprehensive; it contains material covered after the first exam. There are no other assignments or activities due during exam weeks.

Class topic and component schedule begins on the next page
GERO 625 Topics and Schedule

Topic Components are from 1-2 weeks in length (exception: weeks 9-11 include spring break). The amount of reading for each component is selected as appropriate for these periods of time, and also, for the length and nature of the readings. There is group discussion for each topic component. There may be video or audio files to explore, through provided links, and these will be in separate assignment sections within each component on Blackboard.

**Important Dates GERO 625 Psychosocial Aspects of Aging**
(Reminder: at least one Topic Discussion post is due by each Sunday, 11PM even if component is more than one week long). See the Topic Components link on Blackboard for specific component assignments and materials.

<table>
<thead>
<tr>
<th>Weeks / Dates</th>
<th>Duration</th>
<th>Assignments</th>
<th>Complete by 11 PM Sunday:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1</strong></td>
<td></td>
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<tr>
<td><strong>Weeks 1&amp;2: Jan 12-25</strong></td>
<td>Two Weeks</td>
<td>Syllabus, Orientation, Reading, Discussion Intro, Theory, Concepts</td>
<td>Jan. 25</td>
</tr>
<tr>
<td><strong>Component 2</strong></td>
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<tr>
<td><strong>Weeks 3&amp;4: Jan 26-Feb 8</strong></td>
<td>Two Weeks</td>
<td>Reading, Discussion Research Methods</td>
<td>Feb 8</td>
</tr>
<tr>
<td><strong>Component 3</strong></td>
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<tr>
<td><strong>Weeks 5 &amp; 6: Feb 9 -22</strong></td>
<td>Two Weeks</td>
<td>Reading, Discussion Cognition, Memory, Intelligence</td>
<td>Feb. 22</td>
</tr>
<tr>
<td><strong>Week 7: Feb 23-March 1</strong></td>
<td>One week</td>
<td>EXAM 1 (questions available on BB Feb. 22)</td>
<td>March 1</td>
</tr>
<tr>
<td><strong>Component 4</strong></td>
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<tr>
<td><strong>Week 8: March 2-8</strong></td>
<td>One week</td>
<td>Reading, Discussion Personality, Identity, Self Literature Proposal due</td>
<td>March 8, March 8</td>
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<tr>
<td><strong>Component 5</strong></td>
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<tr>
<td><strong>Weeks 9-11</strong></td>
<td>Three weeks</td>
<td>(Includes spring break March 16-22)* Reading, Discussion Mental health, emotion, adaptation</td>
<td>March 29</td>
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<tr>
<td><strong>Component 6</strong></td>
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<tr>
<td><strong>Weeks 12 &amp; 13: March 30-April 12</strong></td>
<td>Two weeks</td>
<td>Literature Review Due Reading, Discussion Interpersonal relationships, caregiving</td>
<td>April 5, April 12</td>
</tr>
<tr>
<td><strong>Component 7</strong></td>
<td></td>
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<tr>
<td><strong>Week 14: April 13-19</strong></td>
<td>One Week</td>
<td>Reading, Discussion Very old age; end of life</td>
<td>April 19</td>
</tr>
<tr>
<td><strong>Week 15: April 20-26</strong></td>
<td>One Week</td>
<td>EXAM 2 (questions available on BB April 19)</td>
<td>April 26</td>
</tr>
<tr>
<td><strong>FINALS Week: May 4-8</strong></td>
<td></td>
<td>Exam 2 Returned</td>
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*There is nothing due during spring break, including discussion. You may work ahead if you wish.*

- **About the readings:** The schedule below shows chapter assignments from your textbooks, as well as journal articles and book chapters. Articles are all available online and you’ll become familiar with finding them. Begin by going through the UNC library system. On the Library webpage, search by article title, journal title, or author (see the Start Here link for information about finding materials online in our library). Chapters from books or articles we don’t have online at UNC have “online reserve” written after the citation. These were scanned in, and are available by going to the online reserve link for our class through the UNC Library web page. **List Order:** Readings are listed on this
schedule in the order to best read for understanding, although you may read them in any order. Note that your literature reference list should be in APA alphabetical order by first author last name.

<table>
<thead>
<tr>
<th>DATES</th>
<th>READING &amp; DISCUSSION</th>
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</table>
| **Weeks 1&2**<br>Two Weeks<br>Jan 12-Jan 25 | **Introduction to the course**<br>Theoretical & Conceptual Approaches to Understanding Aging  
Syllabus, Introductory class discussion, Online familiarization with Blackboard and Library  
**Textbook** (Stuart-Hamilton) **Chapter 1.** What is Ageing?  
**Overview of General Theories Applied to Gerontology**  
**Some Varied Approaches to the Concept of “Successful Aging”**  

*Participate in Discussion*
Research Methods for the Study of Aging

*This article has a general overview of some standard methods: Good to start here!*

*The textbook and these two articles describe and critique how aging is studied:*

**Textbook:** (Stuart-Hamilton) Chapter 7. Problems Measuring the Psychological Status of Older People


**Some examples of studies: Note the various methods:**


Participate in Discussion
### Cognition: Memory, Intelligence, Language, Learning

#### Overview of cognition

#### Textbook (Stuart-Hamilton).
- Chapter 2: Measuring Intellectual Change in Later Life;
- Chapter 3: Ageing and Memory;
- Chapter 4: Ageing and Language


#### Studies of cognition in the context of other variables


### Weekly Schedule

<table>
<thead>
<tr>
<th>Topic Component</th>
<th>Week 5 &amp; 6 Two Weeks</th>
<th>Feb 9-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook (Stuart-Hamilton)</strong></td>
<td>Chapter 2: Measuring Intellectual Change in Later Life; Chapter 3: Ageing and Memory; Chapter 4: Ageing and Language</td>
<td></td>
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</tbody>
</table>

### Participate in Discussion

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb. 23-March 1</th>
<th><strong>EXAM 1 – Due March 1</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Questions available through EXAMS link on Saturday, Feb 21, 12 noon. Upload completed exam through EXAM UPLOAD link by March 1, 11 PM</td>
<td></td>
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</tbody>
</table>
Week 8
One Week
March 2-8

Also:

Literature Proposal Due
March 8 (see syllabus for instructions)

Personality, Identity, and the Self

What is personality? Is there universal age-related change?

Textbook (Stuart-Hamilton). Chapter 5, Ageing, Personality and Lifestyle


Perceptions of self as an older person


Slevin, K. F. (2010). “If I had lots of money…I’d have a body makeover:” Managing the aging body. Social Forces, 88, 1003-1020.


Participate in Group Discussion
Topic Component 5
Weeks 9-11
Three Weeks
March 9-March 29.
(Includes spring break, March 16-22. Nothing is due during spring break, including discussion, but you may work ahead.)

Mental Health
Emotion, Stress & Coping,
Resilience, Adaptation, and Transition

**Mental Health and Mental Illness**

Textbook (Stuart-Hamilton). Chapter 6, Mental Health in Later Life


**Emotion, Stress and Coping**


**Adaptation, resilience, transition**


Sterns, H. L., & Dawson, N. T. (2012). Emerging perspectives on resilience in adulthood and later life: Work, retirement and resilience. In B. Hayslip, Jr, & G. Smith (Eds), *Annual Review of Gerontology and Geriatrics, 32*, 210-230. *(This is a book chapter, but the chapter is available online through our library search; use the chapter title to search).*


Participate in Group Discussion
### Interpersonal Relationships and Care

**Social relationships in later life**

**Textbook** (Connidis) - Read chapters 1 and 2, then read two additional chapters of interest to you.


**Caregiving relationships**


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**Participate in Group Discussion**
<table>
<thead>
<tr>
<th>Topic Component 7</th>
<th>Very Old Age and End of Life</th>
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<tbody>
<tr>
<td>Week 14</td>
<td></td>
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<tr>
<td>One Week</td>
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<tr>
<td>April 13-19</td>
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**Textbook** (Stuart-Hamilton). Chapter 8. Death, Dying and Bereavement


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**Participate in Group Discussion**

<table>
<thead>
<tr>
<th>Week 15</th>
<th>EXAM 2 Due April 26</th>
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</thead>
<tbody>
<tr>
<td>April 20-26</td>
<td>Questions available through EXAMS link on Saturday, April 18, 12 noon. Upload through EXAM UPLOAD link by April 26, 11 PM</td>
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<table>
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<tr>
<th>Finals Week</th>
<th>Exam 2 graded and returned</th>
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<tr>
<td>May 4-8</td>
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University and Course Policies

The Freedom of an Online Class can be Tricky!
One of the advantages of taking an online class is that you can arrange your “class time” according to your own schedule. This means that you have more flexibility in your work, but also means that there is no reason for late or missing work. **If you know that you will be away or otherwise unable to complete your work by all due dates, please take this class at another time**

**Computer glitches** on your end are not an acceptable reason for not completing work on time. Remember that if you are local, you have access to the computer labs on campus. If you are not local, make sure that your computer is compatible. If something goes wrong on UNC’s end, you will not be penalized for that!

**Late work - is not accepted.** In an online class it is expected that students will plan their time to complete assignments by the due dates, except in cases of extreme emergency (as determined by myself, and with written documentation). Exams must be turned in by the due date and time indicated, **without exception**. Computer problems, crashes, etc. are not an acceptable reason for turning in late work.

**Extra Credit:** There are no extra credit assignments available for this class. Please focus your energy and efforts on the assigned activities. Also, because we are in an online format and you are in charge of when to complete activities before due dates, there should be no need to miss “class time.”

**Blackboard Announcements Page:** The announcements page is where I will put information that you need to know as it comes up during the course. Also, the Blackboard technicians will sometimes post news about the site - such as downtime. You should check this page often, even if you aren’t planning to work on the course right then. Students are responsible for knowing information posted about the course.

**Disability Access** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code**
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. All students are required to know and follow the university honor code, which you can find here: [http://www.unco.edu/dos/honor_code/index.html](http://www.unco.edu/dos/honor_code/index.html) UNC’s policies and recommendations for academic misconduct will be followed. Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to; having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else. Prior approval of the instructor is required before submission of all or part of the same work as part of the academic work for more than one course.
PLAGiARISM

Any student who claims another’s work as his or her own will receive a zero on the assignment, and an F in the course.

Plagiarism: turning in work by someone else and claiming it as your own. This includes the use of or copies from any source (books, the web, articles, papers) presented as your own writing, without citing a reference for the real author. It also includes copying any resource (including your textbook or on the web) word for word, without using quotation marks and without citing the page and original author. Finally, plagiarism includes copying from or presenting another student’s work as your own. Students are responsible for knowing and understanding the definition of plagiarism.

http://www.unco.edu/dos/plagiarism.htm

All written work submitted for this course is scanned for plagiarism, including exams. Please respect yourself and your time spent taking this class by doing your own work.