“Growing old is not for sissies.”—Bette Davis

“If I’d known I was gonna live this long, I’d have taken better care of myself.”
—Eubie Blake, age 100

“In a world of no mistakes, it is not by coincidence that you and I are embarking on this journey. What you are about to ‘learn’ and ‘see’ will open a new world of possibilities for you—just as the teaching of this has done for me.”—Masaru Emoto, 2005

COURSE DESCRIPTION

This course will examine the processes of individual development and behavior from young adulthood through later life and death, with special attention given to the emotional, family and social aspects/influences. Topics will include (but are not limited to): physical/biological development, personality, motivation, intelligence, learning, memory, sexuality, marriage and divorce, death and dying, role transitions, interpersonal and intergenerational relationships and current public policy issues as deemed relevant.

COURSE OBJECTIVES

When you complete this class, you will be able to:
1. Identify key concepts and terms related to adulthood and aging and to use these concepts and terms to understand the processes of aging.
2. Incorporate the major theories of adult development, including lifespan and gerontology models into weekly discussions and reflections.
3. Explain how personal, family, and social factors influence human development, specifically adulthood and aging.
4. Describe the developmental and personal tasks, associated with various life stages and events, across adult development and aging.
5. Challenge assumptions and preconceptions about adulthood and aging related to longevity, biological, mental, physical, intellectual, and personality development, families and divorce, sexuality, careers and retirement, and spirituality and death.
6. Reflect on your own personal feelings and values surrounding your own aging, aging in general, and the impact of aging on families and society.

CLASS FORMAT

This course is being offered as an online course. All materials will be presented and available via UConn’s learning management platform HuskyCT. Virtual office hours will be held via WebEx during set times and by appointment. This class is divided into ten modules which will be spread out evenly over the term. Each module will contain any/all of the following:
various assignments; quizzes; discussion posts (your own and reacting to others); reflective and/or journal posts; growth exercises; PowerPoint's; lecture notes; videos; readings; and of course, humor! A book report will be assigned as one of the final culminating assignments. To make the course more relevant and meaningful to you, you will be required to actively participate by asking questions, providing insights and opinions, and sharing personal experiences. Please respect the views of others, even if they are quite different from your own. Most importantly, do not discuss anyone’s experiences or personal views outside of the “online classroom” but feel free to share any course information and insights you gain and develop. 😊

COURSE OUTLINE & CALENDAR

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Dates of Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Why Study Adulthood &amp; Aging?</td>
<td>5/30 – 6/4</td>
</tr>
<tr>
<td>2</td>
<td>Research &amp; Theory</td>
<td>5/30 – 6/4</td>
</tr>
<tr>
<td>3</td>
<td>Biological Development &amp; Disabilities</td>
<td>6/4 – 6/11</td>
</tr>
<tr>
<td>5</td>
<td>Personality Development</td>
<td>6/11 – 6/18</td>
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<tr>
<td>6</td>
<td>Dependency Issues</td>
<td>6/11 – 6/18</td>
</tr>
<tr>
<td>7</td>
<td>Families, Marriage, Divorce, &amp; Intergenerational Relationships</td>
<td>6/18 – 6/25</td>
</tr>
<tr>
<td>8</td>
<td>Sexuality</td>
<td>6/18 – 6/25</td>
</tr>
<tr>
<td>9</td>
<td>Careers, Retirement, Lifelong Learning, &amp; Social Security</td>
<td>6/25 – 7/2</td>
</tr>
<tr>
<td>10</td>
<td>Spirituality &amp; Death &amp; Dying</td>
<td>6/25 – 7/2</td>
</tr>
</tbody>
</table>

See the [Course Schedule](#) for specific due dates of assignments.

REQUIRED BOOKS

There are two books required for this class:

1. *As We Are Now*
   - Author: May Sarton
   - Publisher: W.W. Norton & Company: New York
   - ISBN: 0-393-30049-8

2. *Still Alice*
   - Author: Lisa Genova
   - Publisher: Pocket Books: New York
   - ISBN: 978-1-4391-0281-7
REQUIRED MOVIES/VIDEOS

Various movies and video clips are required in this class and various options for viewing/renting them are offered within the modules they are located. The videos are:

1. The Intern, 2015 (Module 9)
2. Still Alice, 2014 (Module 10) Optional
3. Andrew Jenks Room 335 (Module 7)

SUMMARY OF COURSE GRADING

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>25%</td>
</tr>
<tr>
<td>Journal Posts</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Book Report</td>
<td>15%</td>
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</tbody>
</table>

Component Details:

**Module Quizzes** – Each module will contain a timed, ten question quiz related to the information gained in the module. You will have the option to take each module quiz twice, until the due date. Your highest score will be recorded.

**Discussion Board** – Each module will require you to participate in discussion via HuskyCT. This forum replaces in-class discussions and is essential to the online learning process and environment. This is an opportunity for you to demonstrate your mastery of the course content and your ability to think critically about the material. You will be required to make an “initial” post and then respond, react, and/or follow-up to at least two posts made by others. You are required to read all posts. Responses are not simply agreements or disagreements. They should show your knowledge of the class material, further the discussion in some way based on the class material and literature (that should be referenced and hyperlinked with the posts). You must also respond to the response posts made to your own initial post. Two modules contain discussion exercises that must be completed by the entire class as a group activity. Lastly, you will be required to submit one marketing advertisement that uses sex (overtly or covertly) to sell its product(s). This could be a video (I love commercials), a billboard photo, magazine advertisement, etc. This assignment also involves a discussion post.

**Journal Posts** – Each module will require you to process and reflect on the knowledge you have gained by answering directed questions. Whereas the discussion board is open to the entire class, journal posts are strictly confidential, only between me and you.

**Reflection Assignments** – You will be required to write a reflection paper after either reading or watching each of the five assignments. Specific questions to guide your reflection will be provided.

**Book Report** – You will be required to write a five page paper (5X5) (typed and double-spaced) regarding your interpretation and reaction to the books of May Sarton “As We Are Now” and Lisa Genova “Still Alice.” A how-to guide sheet is attached regarding the specifics of this assignment.
LATE POLICY

All course due dates are outlined in the course schedule. Deadlines are based on Eastern Standard Time—if you are in a different time zone, please adjust your “submitted” times accordingly. I reserve the right to change dates as I see fit as the term progresses. All changes will be communicated clearly and in a timely manner via HuskyCT. You are expected to complete all assignment on time/due date. Late submissions will not be accepted and marked zero unless you speak to me prior to the deadline about getting an extension. Extension approvals will be made on a case by case basis.

FEEDBACK & GRADES

I will make every effort to provide feedback and related grades within 3 days following any given assignment. To keep track of your performance in the course, please refer to My Grades in HuskyCT.

COURSE GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;93</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

STUDENT RESPONSIBILITIES AND RESOURCES

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy
Students with Disabilities

Students needing special accommodations should work with the University’s Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

UConn’s learning management platform HuskyCT measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Software Requirements

The technical requirements for this course include:

- Open, create and edit documents using Microsoft Word
- Open Google Docs
- Open PDF documents with Adobe Acrobat Reader
- Reliable Internet Access
- Watching YouTube and other videos online
- Connecting to WebEx, a virtual meeting program and web cam
- Ability to view Mediasite videos. Complete the browser check and test your audio and video connection.

All students are provided access to Microsoft Office (2010 Windows/2011 Mac) as part of their tuition. For information and download instructions, go to the Help Center.

Accessibility and Privacy Statements, if applicable:
Microsoft Accessibility
Google Accessibility; Google Privacy Statement
YouTube Accessibility
Adobe Accessibility
Mediasite Accessibility; Mediasite Privacy Statement
WebEx Accessibility

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.
**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Watch videos online.
- Participate in virtual meetings via WebEx.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.