

# Syllabus for HWM310

## Changes Across the Lifespan

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**NOTE:** This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

### Course Description

This course explores research and theory regarding the nature and processes of human development from early adulthood through old age and death. Key topics include biological theories of aging, the changing body, disorders of the brain, personality development, changing memory and thinking skills, relationship issues, careers and retirement, and death/dying.

### Prerequisite(s)

UWCCO BIO 101 Concepts of Biology or equivalent

### Course Outcomes

Upon completing this course, you will be able to do the following:

- Identify how attitudes, beliefs, and coping skills impact longevity.
- Identify preventive health strategies to enhance health and longevity.
- Identify ways to improve clinical services to “baby boomers” and seniors.
- Identify how cognition tends to change with aging.
- Identify challenges in aging and how to foster happier lives.
- Summarize research on positive psychology and aging.

### Course Requirements/Components

#### Readings:

The weekly readings correspond to the chapters in the book and parallel the PowerPoint lessons. The content in the book is a bit dense in places, so it may be helpful to read the chapter first and then watch the PowerPoint lesson, which helps explain concepts that may have seemed complex.

#### Lectures:

A PowerPoint video lesson corresponds with the content focus of each week. Take notes on the weekly PowerPoint video lessons to highlight key concepts. There is no PowerPoint video lesson in week one and week twelve. Instead, two documentaries are used as the content focus.

#### Assignments:

The assignments have been designed to assess your learning of material and to assess how you apply what you are learning. There is one assignment each week. For most assignments, there is an application or experiential piece and a

reflection piece. A thoughtful reflection involves deeper level thinking; connecting results/concepts to personal experience/learning; applying; thinking about the implications; sharing changes/growth in thinking/understanding; comparing/contrasting; giving examples; and pondering questions.

To develop your ability to apply discipline-specific standards of communication and express your thoughts in writing in a succinct, grammatically correct, organized fashion (including appropriate grammar, word choice, clarity, punctuation, formatting), your written skills will be evaluated along with the content of your work. Specific instructions and a rubric used in the evaluation will accompany each assignment. Assignments utilizing text language will be returned to you to fix. Upon resubmission, all points assigned to grammar will be lost but the remaining points can be earned. If the text language is not fixed, the assignment will earn a zero.

### **Video Presentation and Online Discussion of Current News:**

You will be asked to search for one current news item that aligns with the lesson theme. You will present this issue in a self-recorded or filmed two to three-minute presentation. Your presentation should provide a general overview that is then tied back to specific information from our chapter. The presenter will facilitate the discussion during that week and post a summary from the discussion. Non-presenters will need to participate in the weekly discussion. The contribution to a discussion might consist of one entry, or several entries. You will be graded on the degree to which your contributions are relevant, thoughtful, engaging, respectful and incite further quality discussion.

### **Quizzes:**

A 10-point multiple-choice quiz will correspond with each week's PowerPoint lesson and readings. The purpose of these quizzes is to reinforce key concepts and give me (as the instructor) feedback regarding student comprehension of concepts covered in the PowerPoints and readings. You will have one attempt at each quiz.

## **Grading**

The following grading scale will be used to evaluate all course requirements and to determine your final grade:

<b>Activity</b>	<b>Possible Points</b>
Assignments (13 total)	30 points each (390 points total)
Quizzes (14 total)	10 points each (140 points total)
Aging in the News: Presenter	30 points
Aging in the News: Participant	60 points
Introduction: Discussion	6 points
Introduction: Low-Stakes	4 points
Total	630 points

**\*\* If you turn in assignments or participate in discussion late during the week, points will be deducted.**

**Grading Scale:**

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A 90-100%

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B 80-89%

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C 70-79%

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D 60-69%

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F At or below 59%