

BOSTON COLLEGE

S U M M E R S E S S I O N

APSY3244.01 Adult Psychology, 3 credits
Boston College Summer Session 2019
Summer 2, 6/24/2019- 8/2/2019
Tuesday/Thursday 1:30-4:45PM

Instructor Name:

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Office Hours: By appointment

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

Textbooks & Readings (Required)

Journey of Adulthood (8th edition)

Author: Barbara R. Bjorklund (2014), Pearson; ISBN-13: 978-0205970759 / ISBN-10: 0205970753

Online readings available on Canvas (all online readings subject to change)

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Course Objectives

1. The student will acquire a knowledge base of important concepts in adult development.
2. The student will analyze and understand key developmental theories in adult psychology
3. The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age in adult psychology as evidenced by students' ability to describe course content in assignments and class discussions.
4. The student will demonstrate ethical competency pertaining to psychology as evidenced by the application of ethical principles in their coursework and classroom behavior.

Grading

Assignments are intended to give students an opportunity to engage with and apply theory and concepts from class lectures and discussion. Therefore, written work is graded for adhering to assignment guidelines, thoroughness, integration of course material, and adherence to APA formatting. Because this is a psychology course, **only** American Psychological Association formatting is permitted for all assignments.

The following criteria will be used for assignments:

Completion	All assignment components are included and/or the assignment answers the prompt
Quality and Thoroughness	Assignment incorporates course material and concepts, writing is thorough, clear, and proofread. Prompt is fully addressed/answered.
Format	Assignment follows APA formatting: BC APA Guide Purdue OWL APA Guide APA Style Blog

Attendance and Participation: 15%

Reading Reflections/Discussion Questions: 20%

Self-Identity Paper: 25%

Final Project: 40%

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)

B+ (3.33), B (3.00), B- (2.67)

C+ (2.33), C (2.00), C- (1.67)

D+ (1.33), D (1.00), D- (.67)

F (.00)

The graduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67)
C (2.00)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

Deadlines and Late Work

Assignment deadlines are meant to allow me time to return graded work in a timely manner, such that all students are able to receive ongoing feedback and on their work and have the opportunity to apply instructor feedback to future assignments. Therefore, if there is a reason you will be unable to turn in an assignment by the deadline, I require advanced notice (a minimum of 24 hours) in order to grant an extension. In the case of an emergency, I require communication from students as soon as possible, so that I can work with you to decide on an alternate timeline for turning in the work. If an assignment is turned in late without an approved extension and not due to an emergency circumstance, 5% of the grade will be deducted per day after the due date.

Course Assignments

It is expected that you will spend approximately 12 hours per week on out-of-class assignments and/or reading. These are listed below. Please note that some weeks will require more time and some weeks less time, but the average is approximately 12 hours per week over the semester. Assignment descriptions will be posted to the course Canvas site and be discussed in class prior to their due date.

- Attendance and Participation

Because this is a summer course and is taught over a very short period of time, attendance is essential for getting the most out of the course. Therefore, attendance and participation during class discussions and activities, will comprise a 15% of your final grade.

- Reading Reflections and Discussion Questions

In order to more closely engage with course readings and to facilitate in-class discussions, students will be responsible for a 1-page reading response which addresses: (a) the student's reactions to the readings, (b) comparisons across assigned readings, and (c) the student's understanding of the readings' key points or arguments.

In addition, students will be responsible for one discussion question (≥ 1 paragraph) related to the course readings. Students are welcome to bring in outside material or current events as they relate to course readings and topics, in order to encourage lively class discussions.

- Self-Identity Paper (4-5 pages double-spaced)

The purpose of this paper is for you to reflect on who you are today—who that you say you are, where you are developmentally at this point in your life, and what factors have contributed to shaping the person you are today, utilizing the relevant and applicable theories of adult development that have been covered in class up until this point (particularly personality, social identity theories, and the emerging adult stage of life). Consider also reviewing pages 354-358 in the Bjorklund text, as they provide a useful overview of emerging adulthood. The paper should also use details from your story to reflect back upon the theories you have chosen to explore. Feel free to draw from the readings and any class lectures/discussion.

- Final Group Project

In order to further expose students to adult development topics connected to those we are discussing as a class in a more in-depth manner, students (in small groups) are required to make a presentation to the class. Groups will select from a list of topics and integrate course materials, empirical articles, and (optional) popular articles/media to give an in-depth presentation on their topic to the class.

Course Schedule

Date/Week	Topic	Reading (complete by class time)	Assignments due
June 25	Introduction to Adult Development	<ul style="list-style-type: none"> • Ch 1 • Furstenberg, F. F., & Jr. (2010) • Osgood, D. W., Foster, E. M., & Courtney, M. E. (2010) 	
June 27	Physical Changes/ Health and Health Habits	<ul style="list-style-type: none"> • Ch 2 & 3 • LeWine (2015) • Masterpasqua, F. (2009) 	Reading Reflection and Discussion Questions due by class time
July 2	Cognitive Abilities and Intellectual Development	<ul style="list-style-type: none"> • Ch 4 • Salthouse, T. A. (2003) 	Reading Reflection and Discussion Questions due
July 4	NO CLASS		
July 9	Social Identity Theories	<ul style="list-style-type: none"> • Helms, J. E. (1995) • Jones, S. R., & McEwen, M. K. (2000) • Warner, L. R., & Shields, S. A. (2013) • Quintana, S.M. (2007) 	Reading Reflection and Discussion Questions due
July 11	Social Roles and Relationships	<ul style="list-style-type: none"> • Ch 5 & 6 • Bengston, V. L. (2001) • Goldberg, A. E. (2013) 	Reading Reflection and Discussion Questions due
July 16	Personality	<ul style="list-style-type: none"> • Ch 8 • Roberts, B. W., & Mroczek, D. (2008) • Srivastava, S., John, O. P., & Gosling, S. D. (2003) 	Reading Reflection and Discussion Questions due
July 18	Adults and Parenting	<ul style="list-style-type: none"> • The Economist (2015) • Hyde, J. S., Klein, M. H., Essex, M. J., & Clark, R. (1995) 	Self-Identity Paper due by class time
July 23	Stress, Coping, and Resistance	<ul style="list-style-type: none"> • Ch 10 • Adler, N., Stewart, J., Cohen, S., et al. (2007) • White (2006) 	Reading Reflection and Discussion Questions due
July 25	Work and Vocation	<ul style="list-style-type: none"> • Ch 7 • Blustein, D. (2011) • Sugar (2015) 	Reading Reflection and Discussion Questions due
July 30	Group Presentations		
Aug 1	Group Presentations		

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor's requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center \(CFLC\)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office \(DSO\)](#) coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the [Boston College policy on academic integrity](#) for more information.