Course Description:
The course is designed to assist the student in understanding aging processes as well as communication disorders in the older population. We will explore cognitive, linguistic, social, cultural, family and psychological aspects of aging, and issues related to care givers and changes in the structure of the family.

This course meets the following outcomes and standards:

**SDSU Student Outcomes Assessment Program (SOAP) Outcomes:**
Undergraduate Outcomes: 1A, 1B, 1C, 2B, 3A, 3B, 4A, 5A, 5B

At the end of the semester, the student will be able to:

- Describe physical, cognitive, linguistic, social, cultural, family and psychological aspects of aging and critically think about their interaction.
- Describe, compare and contrast theories of aging, and apply them at the individual and group level.
- Draw distinctions between processes of normal aging and communication and cognitive disorders that may be associated with aging.
- Specific remediation procedures used when working with older adults.
- Identify community based programs and resources that may enhance communication in older adults.

**Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:**

**IV-A: Knowledge of Basic Principles**
Social and behavioral sciences

**VI-B: Basic Communication and Swallowing Processes**
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis

**VI-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)
- Hearing, including the impact on speech and language (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning). Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities).

**VI-D: Principles and Methods of Prevention, Assessment and Intervention**
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders

**California Commission on Teaching Credentialing (CTC) Standards:**

**General Program Standards:** 3: Educating Diverse Learners

Policies:
(1) When you email me to ask general questions, the question and answer may be posted to blackboard (without your name). Please check blackboard periodically for answers to common questions. You can also post directly to the blackboard discussion board to ask a question, and you may answer other students’ questions or ask follow-up questions.
(2) When grading written assignments, the quality of your writing is also considered. Please develop your writing carefully and proof-read your assignment.
(3) All assignments have to be submitted on time. To be fair to other students, 5 percentage points will be subtracted from the assignment grade every day the assignment is late.

Required Texts:
1. Selected readings and lecture notes will be placed on Blackboard, https://blackboard.sdsu.edu/.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Test 1: Social and physical aspects of aging</td>
<td>100 points</td>
</tr>
<tr>
<td>Test 2: Cognitive and linguistic aspects of aging</td>
<td>100 points</td>
</tr>
<tr>
<td>Test 3: Disorders, differences, and other considerations</td>
<td>100 points</td>
</tr>
<tr>
<td>Civic Engagement with Seniors project</td>
<td>80 points</td>
</tr>
<tr>
<td>BlackBoard online assessments (7)</td>
<td>70 points</td>
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</tbody>
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Extra Credit Options:
Choose ONE of the two options listed below. The maximum number of points you can gain for extra credit is 10 points (raising your final grade by up to 2 percentage points), depending on the quality of the extra credit assignment you turn in. Extra credit assignments should be submitted via the JOURNAL ENTRY option on blackboard and will only be accepted until 11:59PM on May 1st.

(1) OPTION ONE: RESEARCH PARTICIPATION. Volunteer to participate in a research study on campus. Hand in a confirmation slip (ask in the lab) that you participated for class credit and a written commentary. In your commentary, (a) describe the purpose of the study. Then (b) carefully describe the task you participated in. What kind of cognitive components were involved (e.g., language knowledge, word retrieval, working memory, etc)? Then (c) explain how you think your performance on the task would differ if you were to repeat it when you are 70 years old. Carefully explain your reasoning based on what we have talked about in class. This assignment should be no more than 500 words in length.
(2) OPTION TWO: Provide documentation for an additional 4.5 hours of community service with seniors (use the CESC tracking form; location must be pre-approved if it is not the Kimball Senior Center in National City). Include a description of this activity (no more than 150 words).

Grading Policy:
You will be assigned a grade based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 % or more</td>
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<tr>
<td>A-</td>
<td>90-92 %</td>
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<tr>
<td>B</td>
<td>83-86 %</td>
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<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>
</tr>
<tr>
<td>D</td>
<td>67-69 %</td>
</tr>
<tr>
<td>D-</td>
<td>63-66 %</td>
</tr>
<tr>
<td>F</td>
<td>59 % or less</td>
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</table>
**COURSE SCHEDULE:**
Check Blackboard for updates and details.

### Topics and Reading Assignments

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Details</th>
</tr>
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<tbody>
<tr>
<td><strong>January 23:</strong> Lecture 1 – Introduction and class overview</td>
<td></td>
</tr>
<tr>
<td><strong>February 18:</strong> Lecture 8: Social and physical aspects of aging wrap-up and review</td>
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<tr>
<td><strong>March 27:</strong> TEST 2</td>
<td></td>
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</tbody>
</table>

**ENJOY YOUR SPRING BREAK!**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Details</th>
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<tbody>
<tr>
<td><strong>April 8 and 10:</strong> Lectures 17-18: Aging and Cognitive/Linguistic Disorders – an Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| **April 15 and 17:** Lecture 19-20 – Alzheimer’s Disease             | WEEKLY READINGS:  
  Please watch this TED talk to prepare for class discussion: Preparing to get AD, Alanna Shaikh, |
http://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer_s.html

### Online Assessment 5 due on April 21st

**April 22 and 24: Lecture 21-22 – Aging, Stroke and Aphasia**

**WEEKLY READING:**

### Online Assessment 6 due on April 28th

**April 29 and May 1: Lecture 23-24 – Linguistically diverse populations and aging**

**WEEKLY READING:**

### Online Assessment 7 due on May 5th

**May 6 and 8: Lectures 25-26 – Cultural, Psychological and Life-Style factors in aging and course wrap-up.**

**May 6: CESC tracking sheet and online commentaries due.**

**WEEKLY READING:**

### May 15: TEST 3, 10:30am-12:30pm (PLEASE NOTE THE EARLIER TIME-SLOT)

**BLACKBOARD ONLINE ASSESSMENTS (7):**
- **70 points (i.e., 16% of your final grade).** The blackboard online assessments are brief blackboard quizzes (5 questions) on the materials covered in class. The quizzes can be accessed under the Assignments tab. There are 8 quizzes. They are open-book, open-notes, and you can work in groups. All online assessments are due by 5pm on the Monday following the classes they cover. **No credit will be received for responses submitted after 5pm and no opportunities will be granted to complete an online assessment after the deadline.**

**TESTS 1-3:**
- **Each test will be worth 100 points (i.e., 22% of your final grade).** If you miss a test, you will have to take a different test during finals week. Please do not request an earlier or later test date for any reason; none will be approved. **You must get permission from me to miss a scheduled test, which will only be approved under remarkable circumstances.** Questions on Test 1 will cover material from Lectures 1-8; questions on Test 2 will cover material from Lectures 9-16; Questions on Test 3 will cover material from Lectures 17-26. Questions on each test will consist of multiple-choice, matching concepts to descriptions, true/false, and fill-in-the-blank. The questions resemble the questions from the Online Assessments. Please use them, together with your class notes, as a study guide.

**COMMUNITY ENGAGEMENT WITH SENIORS**
- **80 points (i.e., 18% of your final grade).** This academic year (2013-2014), SDSU partnered with the Sustainable Cities Network to launch the *Sage Project: Community Engagement for Sustainable Cities.* This year’s community partner is National City. As part of the applied learning component of this course, you will be able to contribute to services provided to seniors at the Kimball Senior Center in National City (to learn more about *Sage*, please go to https://newscenter.sdsu.edu/dus/regionsustainability/sage_project.aspx). Please go to the Assignments folder on Blackboard for more detailed information about the Kimball Senior Center. This project includes:
  - **(1) At least 4.5 hours of community-based contact with seniors (45 points).** Given our commitment to SDSU’s collaboration with National City, you are strongly encouraged to complete these hours at the Kimball Senior Center. Parking is available and public transportation is nearby. **Should your schedule or transportation...**
considerations make participation in National City a challenge, please work with the instructor to identify an alternative location (this must be pre-approved before you start your community hours). You must document your hours using the Tracking sheet in the Assignments folder on blackboard.

(2) Submit a 500-700 word write-up of your experiences (35 points). Please submit your write-up to the CESC Forum on the Blackboard Discussion Board by creating a new thread with a meaningful title. Please cover the following: (a) briefly describe the nature of your community engagement experience (5 points), (b) comment on whether your interactions with the seniors fit any of the social and communication models covered in class and how (please be succinct but specific, 10 points), and (c) identify an aspect of aging you thought about in relation to your experience (this could be a communicative, social, psychological, or physical aspect of aging), find a journal article or well-respected website related to this topic, and discuss the topic making in-text references to your article or website, and citing your reference at the end of the write-up using APA formatting. Please closely follow the APA guidelines on blackboard (10 points). Then (d), conclude by discussing how this experience has reinforced or re-shaped your views of aging, and explain why (5 points). Finally (e) write a brief but meaningful response to one of the entries of your peers. This entry should be between 200-300 words long, include 1 additional reference not used by previous posts, and is worth 5 points. TIME TRACKING SHEETS MUST BE SUBMITTED IN CLASS ON MAY 6TH. ALL WRITTEN COMMENTARIES AND RESPONSES MUST BE POSTED ON BLACKBOARD BY TUESDAY MAY 6TH at 11:59pm.

*Before you participate in the community experience, you must sign a liability waiver.

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion
The University is committed to cultivating “...a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community...Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Academic Honesty
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU's Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.

Per SDSU’s STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery,
alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.* California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.