

Instructor and Teaching Assistant

Instructor: Gary Turner
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Teaching Assistant: Erica Tatham
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Office Hours: By appointment

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2240 3.00 (Biological Basis of Behaviour)

Course website: See Moodle site

Course Description

This course investigates the neural basis of cognitive changes across the adult lifespan. Students will learn how the brain is altered in structure and function as people age and how these changes impact cognition. The course will examine the border between normal and abnormal aging and how neuroscience research is informing strategies to sustain cognitive health into older adulthood.

Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate in-depth knowledge in the neuroscience of aging and cognitive health.
- Articulate trends in the neuroscience of aging and cognitive health .
- Express knowledge of the neuroscience of aging and cognitive health in written form.
- Describe and explain limits to generalizability of research findings on the neuroscience of aging and cognitive health.
- Demonstrate ability to relate information on the neuroscience of aging and cognitive health to own and others' life experiences.

Required Texts

1. Erber, Joan T. (2013). Aging and Older Adulthood, 3rd edition. Wiley Blackwell Publishing. United Kingdom
2. Snowdon, D. (2002). Aging with Grace. Bantum Books. New York, USA.

Course Requirements and Assessment

Assessments	Date of Evaluation	Weighting
Mid-term Test	October 13, 2016	35%
Discussion/Book Club Questions	Due for each online class	5%
Term Paper/'Elevator Pitch'	December 01, 2016	30%
Final Exam	In exam period	30%
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Total		100%

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar -

<http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at:

<http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor.

Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Please list any further policies/procedures for missed tests/late work such as time line for submitting APS (we suggest 48 hours from missed assignment date, policy about make-up tests or exams, etc.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic. The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Accommodation Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

COURSE OUTLINE
***** PLEASE ALWAYS CHECK MOODLE FOR**
NEW READINGS IN EACH LECTURE FOLDER ***

DATE	TOPIC	READINGS
September 08, 2016	INTRODUCTION TO AGING & COGNITIVE HEALTH	<u>Readings:</u> - Chapter 1: pp. 3-13; 23-32
September 15, 2016	METHODS & CHALLENGES IN AGING RESEARCH	<u>Readings:</u> - Chapter 2: pp. 33-60 - Chapter 3: pp. 61-82 (top); 86-92
September 22, 2016	SENSATION, PERCEPTION & ATTENTION	<u>Readings:</u> - Chapter 4: pp. 100-131
September 29, 2016	MEMORY	<u>Readings:</u> - Chapter 5: pp. 132-164
October 06, 2016	HIGHER COGNITION & DISEASES OF AGING	<u>Readings:</u> - Chapter 7: pp. 199-233 - Chapter 11: pp. 329-360
October 13, 2016	MID-TERM TEST	<u>Readings:</u> NO READINGS
October 20, 2016	COGNITIVE INTERVENTIONS: EVALUATING THE EVIDENCE	<u>Readings:</u> - To be posted on Moodle
October 27, 2016	READING WEEK	NO CLASS
November 03, 2016	ONLINE LECTURE BOOK CLUB & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - Discussion reading (Check Moodle)
November 10, 2016	ONLINE LECTURE BOOK CLUB & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - Discussion reading (Check Moodle)
November 17, 2016	ONLINE LECTURE BOOK CLUB & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - Discussion reading (Check Moodle)
November 24, 2016	COGNITIVE INTERVENTIONS: MAKING THE CASE	<u>Readings:</u> - Check Moodle
December 01, 2016 (TERM PAPERS DUE: BEGINNING OF CLASS)	AGING GRACEFULLY: BOOK CLUB & COURSE REVIEW	No Readings