DESCRIPTION OF THE COURSE
Communication and Aging will be run primarily as a seminar course (a small group of advanced students who convene to discuss current research, philosophies, and ideas on various specified topics). I will conduct several lectures throughout the semester, especially in the first few sessions. But primarily, the course will require each student to be an active member of the class by presenting information and participating in discussions. Specific course content and assignments will be determined by the interests of the group as a whole and its individual members. Therefore, the course can be tailored to you, so you may learn what you choose to about communication and how it may affect, and be affected by, the aging process.

Course Topics may include:
Perception of Aging
- Personal views
- Societal perceptions of aging (e.g., multi-cultural, media)
- Professional views
Problems in aging research
Effects of aging on all aspects of communication
- Social and economic changes (e.g., interpersonal relationships, intimacy, retirement, death of spouse)
- Health aspects
  - peripheral motor/physiologic involvement that may affect articulation, voice, body language
  - sensory involvement that may affect vision or hearing
  - mental health
  - death, dying, longevity
- General cognitive functioning
  - arousal, attention
  - memory, problem-solving
  - wisdom, intelligence
Communication: Linguistic and meta-linguistic factors
- expressive and receptive language, inference
- gesture, pragmatics
- central components of hearing
Successful Aging
- Life-long learning
- Cultural perspectives
- Adaptability, engagement
Universal Design
Counseling
Relationship of Current Theories of Cognitive Aging to Communication

Alignment of Student Learning Outcomes, assignments, and assessments with CTC standards and ASHA CCC standards
Successful analysis, synthesis and evaluation on academic assignments and examinations, and the ability to apply knowledge to clinical applications, will determine acquisition of the following student learning objectives:
<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>Implementation</th>
<th>Program SLOs</th>
<th>Accreditation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Activities:</strong> Lecture, Readings, Intervews</td>
<td><strong>1</strong></td>
<td>3.1.2b</td>
</tr>
<tr>
<td>Explain information on social aspects of language in later years of life, including changes in opportunities for communication.</td>
<td>Assessments: Oral presentation, Discussion</td>
<td>2</td>
<td>3.1.3b</td>
</tr>
<tr>
<td>Describe various ways in which one can prevent communication difficulties associated with age-related social changes.</td>
<td><strong>3</strong></td>
<td>3.1.3b</td>
<td>IV-D</td>
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<tr>
<td></td>
<td></td>
<td>3.1.5b</td>
<td>PS 5</td>
</tr>
<tr>
<td>Explain information on cognitive aspects (attention, memory, problem-solving, and executive function) in typical aging individuals.</td>
<td><strong>2</strong></td>
<td>3.1.2b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Assessments: Oral presentation, Discussion</td>
<td>3</td>
<td>3.1.3b</td>
</tr>
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<td></td>
<td></td>
<td>3.1.4b</td>
<td>PS 5</td>
</tr>
<tr>
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<td>3.1.5b</td>
<td></td>
</tr>
<tr>
<td>Describe various issues of normal to abnormal human development in later years, including issues of acceptance and adaptability of communication changes.</td>
<td><strong>2</strong></td>
<td>3.1.2b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Interviews assignment to gain experience with elderly individuals</td>
<td>3</td>
<td>3.1.3b</td>
</tr>
<tr>
<td></td>
<td>Assessments: Oral presentation, Discussion</td>
<td></td>
<td>3.1.4b</td>
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<td>3.1.5b</td>
<td></td>
</tr>
<tr>
<td>Describe attributes of successful aging (cognitive, social, and communicative).</td>
<td><strong>2</strong></td>
<td>3.1.2b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td>3</td>
<td>3.1.3b</td>
</tr>
<tr>
<td></td>
<td>Assessment: Oral presentation, Discussion</td>
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<tr>
<td>Describe aspects of typical aging that may affect communication, including biological/neurological, psychological, linguistic, and cultural issues.</td>
<td><strong>2</strong></td>
<td>3.1.2b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Interviews, Presentation</td>
<td>3</td>
<td>3.1.3b</td>
</tr>
<tr>
<td></td>
<td>Assessment: Oral presentation, Discussion</td>
<td></td>
<td>3.1.5b</td>
</tr>
<tr>
<td>Relate the impact that cultural and linguistic diversity has on aging issues.</td>
<td><strong>2</strong></td>
<td>3.1.1b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Assessments: Oral presentation, Discussion</td>
<td>3</td>
<td>3.1.2b</td>
</tr>
<tr>
<td>Improve oral presentation skills through interviewing experience, large and small group discussion, and professional-style presentation.</td>
<td><strong>4</strong></td>
<td>3.1.1b</td>
<td>V-A</td>
</tr>
<tr>
<td></td>
<td>Interviews, Presentation</td>
<td>5</td>
<td>3.1.6b</td>
</tr>
<tr>
<td>Develop knowledge of issues of normal aging through literature reviews and discussion of scientific and research foundations in aging.</td>
<td><strong>1</strong></td>
<td>3.1.1b</td>
<td>IV-B</td>
</tr>
<tr>
<td></td>
<td>Interviews, Presentation</td>
<td>2</td>
<td>3.1.2b</td>
</tr>
<tr>
<td></td>
<td>Assessment: Oral presentation, Discussion</td>
<td>4</td>
<td>3.1.5b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>3.1.6b</td>
</tr>
</tbody>
</table>

**PROGRAM SLOs**

1. Demonstrate ability to think critically, flexibly and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan
3. Demonstrate knowledge of communication disorders and culturally linguistic differences across the lifespan, including etiology, symptomatology, prevention, diagnosis and treatment
4. Demonstrate ability to utilize professional oral and written communication skills
5. Demonstrate effective interpersonal and team communication skills

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology
https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards

CTCC - California Commission on Teaching Credentialing

**REQUIREMENTS**
BlackBoard Learn: Copies of the course syllabus and many assignments may be found on Blackboard https://learn.csuchico.edu You are responsible for regularly checking the online resources, which can also be accessed through the portal at http://portal.csuchico.edu

**Readings**
I will assign particular pages in the text that correspond to each week’s topics. Come to class with readings completed so you are ready to participate fully in discussions.

**Required Text:**
ISBN: 9781416404941

**Suggested Readings:**
http://psychsocgerontology.oxfordjournals.org/content/70/4/593.full
http://psychsocgerontology.oxfordjournals.org/content/65B/6/671.full
www.programsforelderly.com/documentaries-aging.php
(list of documentaries)
www.aplaceformom.com/blog/12-24-2012-ted-talks-about-aging/
https://m.youtube.com/watch?v=8Gms2ogdLVE
*(The many faces of Aging in America)*

**Attendance AND Participation** in discussion. Course grade will be affected by your participation in discussions including the frequency of your responses, appropriateness and depth of thought, contribution to point, and synthesis of learned material.

**Assignments**
1. **Interviews:** Two separate interviews with typically aging individuals; share experience with class.
   You are to spend at least 45 minutes interviewing each elderly person (one who you have not
previously met). “Elderly” will be defined in class. You may interview someone in their home, a public place or their living facility. The preference is for you to choose an independent living facility, but if necessary, you may visit an assisted living facility. Prior to you setting up your interviews, you will create questions that will be reviewed in class. Following the interviews you will **compare and contrast the interviews in a 5 minute oral presentation** to the class during the month of February. Evaluation rubric is on BlackBoard.

Possible Contacts (ask for Director of Residential Activities or Activities Director):

**Independent Living:**
- Sierra Sunrise Village- Homes, The Lodge, Apts.
- Oakmont
- Sycamore Glen
- Feather Canyon- Paradise
- Pacifica Senior Living Country Crest- Oroville
- Tehama Estate- Red Bluff
- Sutter Estates- Yuba City
- Atria Paradise

**Assisted Living:**
- The Courtyard at Little Chico Creek
- Sierra Sunrise Village- The Terraces
- Townsend House
- Windchime
- Prestige

2. **Topic Presentation:** In a group of 2 students you will present orally on a topic of personal interest. A group of 3 may be acceptable with instructor permission given the complexity and breadth of the topic. Topics will be determined by the group and approved by me. A schedule of those topics will be made in the first 3 weeks of the semester. Presentations will be at least 15 minutes each, and will be research-based. You must include at least two scholarly articles related to your topic. **An outline of your group’s talk for me to post BlackBoard, copies of articles used to research your topic, and discussion questions will be due to me via email by 8am the day of your presentation.** Presentations will be evaluated and video-recorded (using your phone is typically the best option). **Each student is required to do a self-evaluation of presentation skills from the video presentation. The Evaluation forms are on BlackBoard.** Your presentation grade will be based on the individual (100 points) and group aspects of the presentation (10 points) and the outline/discussion questions (10 points). The group grade reflects how your presentation meshed with the group and overall effectiveness/impression of group presentation.

3. **Book Review:** Read a non-textbook on an age-related topic pertinent to the class. Have your book approved by me. Report on book in a 5-minute oral presentation toward the end of the semester April/May. Report format is on BlackBoard.

Journal articles: Some of the journals in which you will find information for your presentations are:
- Age and Ageing
- Aging, Neuropsychology and Cognition
- Clinical Aphasiology
- Developmental Review
- Experimental Aging Research
- Gerontology Journals
- International Journal of Aging and Human Development
- Journal of Educational Psychology
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Human Perception and Performance
RIGOROUS LEARNING (excerpt from CSU statement of Academic Rigor)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Rigorous students:
1) Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
2) Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
3) Treat the instructor, fellow students, and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
4) Accept continuing responsibility for learning and for grades earned.
5) Approach each class in a professional manner, as if the class was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
6) Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
7) Demonstrate complete honesty and integrity.

GRADING

Based on attendance, participation, and depth of study into your assignments and presentation topics, and oral presentation performance.

- 50 points attendance AND participation
- 50 points for oral presentation of interviews
- 120 points for oral presentation of topic
- 50 points for oral presentation of book review
- IF THE ABOVE LISTED “RIGOROUS LEARNING” STANDARDS ARE NOT ADHERED TO YOUR GRADE WILL DROP 10%

Grading Scale in Percent

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Here’s a conceptual grading guideline that may help you to understand how you earn your grades: An “A” constitutes outstanding performance, work that is above and beyond expectations; a “B” is very good work,
commendable; a “C”, acceptable, accurate, and complete work, but not beyond ordinary; “D”, unacceptable due to inaccuracies and/or incompleteness, and “F”, unacceptable, failing.

ACADEMIC CONDUCT: Although collaboration with other students is encouraged through study groups, etc., you are expected to only claim authorship of your own work. If it is apparent, or suspected, that you are turning in work that is not your own, including plagiarism, it will be dealt with under the guidelines of the University’s policy on academic dishonesty.

STUDENTS WITH DISABILITIES: If you have any disability related needs in terms of taking exams or other accommodations, please contact Accessibility Resource Center (530-898-5959) on campus to obtain the appropriate documentation. Afterwards, come by my office to discuss your needs within the first two weeks of class so that any necessary arrangements can be made.

CONFIDENTIALITY AND MANDATORY REPORTING: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Program Director. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. **However, I am required to share information regarding sexual misconduct with the University.** Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

ADD/DROP POLICY: Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or, where necessary, by Change of Program (COP) form. During the third and fourth weeks of classes, COP forms are required in order to add and drop and need instructor’s signature. After the end of the fourth week of the semester, all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog, 2009/2011) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.
WEEKLY SCHEDULE
(Subject to change with notice)

Jan 24
- Student and Professor introductions
- Perceptions of Aging; Definitions (personal & societal)
- Discuss interview assignments and presentation topics
- Discuss interview questions
- Discuss oral presentation skills; go over grading rubric

Jan 30
- Societal views on aging
- Discuss articles; readings
- Go over interview questions
- Lecture: Problems in aging research
- Discuss Topic Presentations: Format & topics
- Set up Topic Presentation schedule

Feb 6
- Interview presentations
- Discuss interview experiences
  - Elderly self-perceptions
  - Student perceptions
- Begin Topic Presentations
- Determine film activity

Feb 13- Complete Interview Presentations

April 18
- Topic Presentations
- Lectures on assigned topics
- Guest Speakers
- Sierra Sunrise tour and panel discussion?
- Videos and Film on Aging
- Book Reports

March 14
- Spring Break!

May 2 & 9
- Book Reports

May 16 Final Class session 6-7:50: Reflections