## COURSE DETAILS

### Instructor
Dr. G. Turner  
Email: grturner@yorku.ca

### Office Hours
Wed. 1-2 pm  
Room 244 BSB  
Office phone: 416.736.2100 x33538

### Teaching Assistants
Nicole Carson (Surname A-H)  
ncarson1@yorku.ca

Tina Weston (Surname I-Z)  
westont@yorku.ca

* Meetings by appointment

### Reading Materials

### 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.

*Prerequisites: HH/PSYC 1010 6.00 or AK/PSYC 2410 6.00 with a minimum grade of C; HH/PSYC 2240 3.00.*

### Evaluation:
- **Term Test** 35% (October 10, 2012)
- **Term Paper** 20% (Due: **Beginning** of last class, November 28, 2012) *
- ‘Book Club’ Questions 10% (Online forums run from October 24 – November 14)
- **Online forum participation** 10% (Online forums run from October 24 – November 14)
- **Final Exam** 25% (To be scheduled in the exam period)

* Late assignments will **not** be accepted. See policy for missed tests/paper deadlines below.

**Note:** The last day **to drop the course without receiving a grade on your transcript** is Friday, November 09, 2012.
ACADEMIC POLICIES

Missed Tests / Term paper deadlines

1. Appropriate documentation verifying the circumstances for the missed test, exam or term paper deadline must be provided within one week (7 calendar days) of the missed exam. Failure to provide appropriate documentation will result in a grade of 0. One of the following forms of documentation stating the reason for missing the test, exam or term paper deadline MUST be provided:

(A) Tests, exams or term paper deadlines missed for medical reasons must be supported by an Attending Physician’s Statement. The Attending Physician’s Statement must include (i) the full name, mailing address and telephone number of the Physician, (ii) state the nature of the illness and its duration and (iii) a statement that the illness and/or treatment would have SERIOUSLY affected the student’s ability to study and perform over the period in question, not just that they were ill and were seen by a doctor. Notes without such wording will not be accepted.

(B) Tests or exams missed for non-medical reasons must be supported by appropriate documentation (i.e., copy of a death certificate, automobile accident report, etc.) Pre-booked travel is not a reasonable excuse for missing a test or exam.

2. In the case of a missed test that is justified as per 1A or 1B above, the grade component will be distributed to the final exam.

IT IS A SERIOUS ACADEMIC OFFENCE TO PROVIDE FALSIFIED DOCUMENTS FOR MISSED EXAMS.

VALIDITY OF PHYSICIAN STATEMENTS OR OTHER DOCUMENTS MAY BE CONFIRMED BY THE INSTRUCTOR

Academic Guidelines

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents)

http://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm
http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

COURSE OUTLINE

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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</thead>
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| SEPTEMBER 05, 2012   | INTRODUCTION TO AGING & COGNITIVE HEALTH   | Readings:  
- Chapter 1: pp. 3-13; 23-32   
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12, 2012</td>
<td>METHODS &amp; CHALLENGES IN AGING RESEARCH; BIOLOGICAL AGING</td>
<td>Readings: Chapter 2: pp. 33-61; Chapter 3: pp. 63-84; 89-93</td>
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<tr>
<td>September 19, 2012</td>
<td>NEUROCOGNITIVE AGING: SENSATION, PERCEPTION &amp; ATTENTION</td>
<td>Readings: Chapter 4: pp. 101-131</td>
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<td>September 26, 2012</td>
<td>NEUROCOGNITIVE AGING: MEMORY &amp; HIGHER COGNITION</td>
<td>Readings: Chapter 5: pp. 133-164; Chapter 7: pp. 199-229</td>
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<tr>
<td>October 10, 2012</td>
<td>MID-TERM TEST</td>
<td>NO READINGS</td>
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<tr>
<td>October 17, 2012</td>
<td>COGNITIVE INTERVENTIONS; DEBATE PREP; MOODLE TUTORIAL</td>
<td>Readings: Chapter 11: pp. 350-359</td>
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<tr>
<td>October 24, 2012</td>
<td>ONLINE LECTURE, DISCUSSION FORUM &amp; THOUGHT QUESTIONS</td>
<td>Readings: Aging Gracefully; Discussion reading (Moodle)</td>
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<tr>
<td>October 31, 2012 (NO CLASS)</td>
<td>CO-CURRICULAR DAYS NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>November 07, 2012</td>
<td>ONLINE LECTURE, DISCUSSION FORUM &amp; THOUGHT QUESTIONS</td>
<td>Readings: Aging Gracefully; Discussion reading (Moodle)</td>
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<tr>
<td>November 14, 2012</td>
<td>ONLINE LECTURE, DISCUSSION FORUM &amp; THOUGHT QUESTIONS</td>
<td>Readings: Aging Gracefully; Discussion reading (Moodle)</td>
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<td>November 21, 2012</td>
<td>COGNITIVE INTERVENTIONS THE GREAT DEBATE</td>
<td>Readings: Moodle</td>
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<td>November 28, 2012</td>
<td>AGING GRACEFULLY: BOOK CLUB &amp; COURSE REVIEW</td>
<td>No Readings</td>
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