

# Psychology of Aging Section 81

## PSYC 114

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/21/2024

### Contact Information

---

Instructor: Dr. Désia Bacon

- Email: [desia.bacon@sjsu.edu](mailto:desia.bacon@sjsu.edu)
- Office: Dudley Moorhead Hall, Room 323
- Phone: 408-924-5640

Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

### Office Hours (beginning the week of January 29th)

In Person Office Hours (DMH, 323): Tuesdays 12:00pm-1:00pm and by appointment

Online Office Hours (via Zoom): Wednesdays 9:00am-10:00am and by appointment

I am looking forward to meeting each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by to say hi and grab a quick snack!

### Course Information

---

Class Days/Time: Online, Asynchronous

Classroom: N/A

Canvas Course: <https://sjsu.instructure.com/courses/1585874>

### Course Description and Requisites

---

Psychological development of middle-aged and older adults emphasizing normative (typical) development in the context of cognitive, socioemotional, biological, and cultural processes. Course content also includes age-related health problems and their prevention.

Prerequisite: PSYC 001.

Letter Graded

## \* Classroom Protocols

---

### Contacting me

To help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-114 or GERO-114 and the email topic in the subject line, i.e., "Psyc 114, week 5 activity"
2. Please understand that I will do my best to reply to your communications (via email or Canvas message) within 24 hours Monday through Friday; however, I cannot guarantee a response on the weekend. That means that if you email me on Friday at 3 PM, you may not get a response until Monday. Please make note of deadlines and plan accordingly.

### Class Citizenship

Please use your best judgement when posting and interacting. I encourage your questions, comments, and sharing, but try to monitor yourself. We want to cultivate a community where we treat others with fairness and respect, so if you wouldn't say it in the classroom in front of me and your classmates on campus, you may want to think twice before posting it on Canvas. Despite our class being in a digital environment, we are still beholden to the SJSU expectations for treating one and other with respect and dignity. Please make sure you maintain being collegial and kind, and reach out to me with any concerns. If you see distressing content in the course or receive a distressing message from someone else in the course, you are allowed to take a screenshot of that message or content and reach out to the appropriate resource, whether that is me or the appropriate authority dependent on the messaging. Let's keep this a safe and conducive learning environment!

### Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording them. You may not make audio or video recordings of this class, including the lectures I post for you and the content others post. The materials in this class can be used for your private, study purposes only. Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as lectures, exam questions, classroom activities, or discussion material. You may not share other students' discussion material outside of the Canvas environment.

## Tips for success

1. I encourage you to participate in the Canvas community! A classroom is a community of learners, and this being an online course means that Canvas is our classroom. There are discussion boards where you are asked to interact with classmates, ask questions, and can share things from the news, YouTube, TikTok, etc. that you find relevant to the course content. Active engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer.
2. Do your best to manage your time by getting started on your assignments early. Deadlines can sometimes sneak up on us, but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt. Please be mindful of my 24 hour Monday through Friday response policy, and plan accordingly.
3. Approach the course material with an open mind and bring your unique perspective. Aging is not a one-size-fits-all sort of thing, and each culture approaches aging differently. Even the languages you speak can impact your aging, and the way that we think about and talk about aging. These experiences are things you bring with you into the course, and thus into our learning community. I encourage you to bring your open mind to learning about other people's perspectives and experiences, much as I encourage you to share how your own contending with the material is impacted by your experiences and perspective.

## Program Information

---

**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.  
Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Course Learning Outcomes (CLOs)

---

Upon successful completion of this course, students will be able to:

1. Explain and identify changes in the structure of our population with regards to the changing demographic of older adults in the U.S. and internationally.
2. Explain and identify the biological/physical processes that occur during the aging process.
3. Be able to identify and discuss typical research designs used in the study of aging.
4. Identify lifespan changes in cognitive functioning, physical and mental health, personality, and social relationships, including which components of these domains do not change substantially with age.
5. Identify components of and explain theoretical models (psychological and biological) relevant to aging (socioemotional selectivity theory, continuity theory, random error theories, etc.).
6. Report on the aging process through the perspective of an older adult through completion of interviews and experiential exercises; integrate these experiences with theoretical models presented in class.
7. Discuss different viewpoints on the aging process gleaned from online interactions with your peers.
8. Identify relevant legislation that pertains to older adults, including issues of nursing home care, Medicare, employment of older adults, and end-of-life care.

## Course Materials

---

### Textbook

For this course we will be using *Psychology of Aging: A Biopsychosocial Perspective* (Yochim & Woodhead (Eds.), 2018; ISBN: 9780826137289). You may use whatever format of the course textbook you prefer. **The MLK Library has an eBook version that you have access to as an SJSU student.**

### Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be part of a project, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during lecture postings. All **required** additional materials and readings will be mentioned in lectures posted on Canvas, and accessible on the course Canvas page.

### Other technology requirements / equipment / material

In this course, you will need access to the textbook and regular access to a computer with internet access and a word processor to complete assignments and assignments on the Canvas page for the course.

## University Resources for Students

### Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

#### Psychology Librarian:

Christa Bailey

[christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

408-808-2422

## Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center \(https://www.sjsu.edu/as/departments/print-technology-center/index.php\)](https://www.sjsu.edu/as/departments/print-technology-center/index.php), in the Student Union (East Wing 2nd floor Suite 2600)
- [The Spaces and Technology \(https://library.sjsu.edu/services/services\)](https://library.sjsu.edu/services/services) page at the MLK Library.
- [Student Computing Services \(https://library.sjsu.edu/student-computing-services/student-computing-services-center\)](https://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library \(https://www.sjpl.org/sjaccess\)](https://www.sjpl.org/sjaccess) for the public at large
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services \(https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/\)](https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and, overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.

## Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2<sup>nd</sup> floor. Workshops and tutoring are also available through online platforms.

Visit the [Writing Center \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/) website to make an appointment, or to use the many resources available online.

# Course Requirements and Assignments

---

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In this course, you will complete a course readiness assessment, introduction post, weekly reading questions, a weekly activity, weekly discussion board posts, two exams, two short responses, and one long response. Additionally, extra credit opportunities may be available throughout the semester.

## Course Readiness Assessment

This is a one-time assessment that is designed to help you realize where you are more or less comfortable with taking a course that is completely online, and also help me know where you might be more or less comfortable, so we can work together to make sure you can be the most successful this semester!

### **Introduction Discussion Board Post**

This one-time post is for you to introduce yourself to both me as the instructor and your classmates that you will be replying to this semester. It's also to make sure you have the opportunity to ask any questions about the syllabus and I can answer them all in one place to provide clarity for you and all of your classmates.

### **Weekly Reading Questions**

Due to the online, asynchronous nature of this course, you will be watching lectures and reading the textbook independently. The weekly reading questions will be completed and submitted on Canvas weekly based on that week's reading. You only need to respond to three of the questions presented to you. Answers should reflect your own work and be in your own words. You will receive an incomplete if you are using the exact same description or examples as is used in our textbook or other course materials. You may submit your response by submitting an audio response (please be sure it plays!), a video response, or by typing out your response. Please be sure to specify which question you are responding to before answering each of your selected questions. Reading questions will be graded as complete if you accurately express your understanding of a theory or concept in your own words, and attempt to connect it to other concepts learned in class. Reading questions are to be completed independently.

### **Weekly Activities**

The weekly activities will be completed and submitted on Canvas weekly. These activities will vary from week to week. Sometimes they will be reflecting on a question or concept and then interviewing someone else and recording their thoughts on the concept, other times it is reading research and answering questions about the research, or watching a video and answering questions about it. Each week, the activity will be related to the chapter reading, lecture, and/or the additional posting(s) (i.e., additional videos) for the week. You may submit your response submission for the activity by submitting an audio response (please be sure it plays!), a video response, or by typing out your response. There are 13 of these activities across the semester. I will drop your lowest grade out of the 13 – meaning you could miss 1 across the semester without it impacting your grade. You will be graded based on good-faith effort completion of the activity, and following of the activity instructions. If you complete the activity in its entirety as instructed, you will earn the points.

### **Weekly Discussion Board Posts**

The weekly discussion board posts will be completed and submitted on Canvas weekly. The content of these weekly discussion board posts is variable, though the primary expectations remain the same. Answers should reflect your own work and be in your own words. You should make an initial post addressing the posted prompt that is at least 150 words in length, and a post replying to a classmate that is relevant and at least 150 words in length. There are 12 of these activities across the semester.

Sometimes your weekly discussion post may be related to the class activity or the class reading. The post and reply will be graded as complete if they are at least 150 words each and if they add substantially to the discussion (need to display some depth of thought, and are respectful). When the discussion post is tied to the class activity, it is okay to use your same response in the class activity as in the discussion post - you will not be penalized for using your own response in both places!

### What does a good post look like?

**Discussion Prompt: After doing research on the Silver Sneakers program and finding out whether the people you interviewed were participants in the program, do you feel that the claimed program benefits are being felt by the target demographic of the program?**

#### Good initial response:

I interviewed my Aunt Linda who is 73 and has diabetes mellitus. Her condition is secondary to aging, and she said over her life she has smoked and stopped worrying about what she ate after she became a mom. I think it's really shocking because she and my mom are similar ages but have very different lifestyles and it shows in their health conditions, and how much they feel like they can do with their grandchildren. My Aunt Linda qualifies for the Silver Sneakers program, but she did not even know it existed. I find that really concerning, especially since the program is intended to help keep older adults active, and since she has type 2 diabetes, the type of exercise programming offered could help her to keep her health from worsening. I would really like to find out more about why my Aunt Linda did not get talked to about the program - since they have online videos, she could do exercise too from home without even having to get transportation to the gym! The Silver Sneakers program seems like a nice idea, and I'm sure many people do benefit from it, but they seem to also be letting many people who could benefit just fall through the cracks, and it's not clear why. I don't feel like they're really benefitting the target demographic.

#### Good reply response:

Hi Désia, I understand what you mean. I felt similarly about the Silver Sneakers program when I spoke with my Grandpa. However, when I spoke with my Great Uncle Arun, I got a slightly different picture. See, my grandpa and great uncle are very close and do a lot together, but my uncle said that my grandpa did not want to listen to the nutritionist the doctor referred them to, and it was the nutritionist that helped him get everything configured with Silver Sneakers, even though we found through our class research that it was available for all Medicare eligible seniors. I think there is a breakdown in communication between the medical providers and our elders that is leading to poor understanding of what the program is and what the benefits could be, or even what the availability could be. Like your aunt, I don't think my grandpa would want to go into the gym, but maybe would do an exercise at home. We need some way for doctors to have time to show patients about the program and explain the clear accessibility and benefits for that specific patient for it to really be beneficial. Although it could also potentially be due to cognitive decline too - maybe people are told about the program, but don't remember the information by the time they get home from their appointments.



## Exams - Midterm and Final

This course will have two exams, a midterm and a final. These exams are both open note and open book – not open friends. You will have 2.5 hours to complete each exam, and once you start the exam the clock will not be able to be stopped - meaning you need to complete it in one sitting. Logging out of Canvas **will not** stop the clock. Each exam will consist of 20 multiple choice questions and 15 short answer questions. Short answer questions will come from the textbook, instructor lectures, and videos. On short response questions, answers should reflect your own work and be in your own words, and you need to provide your own examples (don't copy sentences or examples from our textbook). **There are no make-ups for the exams, you have a week to complete each one.** The final exam will count the same as any other exam, and is noncumulative - though it is specifically offered during the final exam period, so please note the dates.

## Short Responses

This course includes two short responses. Each short response has a prompt designed to allow you some freedom in your exact response piece, while also having you integrate popular science or other types of media with the information we have covered in class. Though not everyone will want to study aging as a career, it is important that everyone learns how to integrate scientific information into their critiques and is able to do critical evaluation of media and policies designed for and/or geared towards aging. We all are aging, and it's important that we are able to critically evaluate information, and these short response assignments will help you better understand information and give you an opportunity to communicate it in your own words. You may submit your response submission for the activity by submitting an audio response (please be sure it plays!), a video response, or by typing out your response. Regardless of submission format, you will need to include an APA 7 style reference page with your submission. Prompts for the short responses will be released in Week 3 of the course. Short Response 1 is due in Week 7 and Short Response 2 is due in Week 14.

## Long Response

This course includes one long response. The long response is an additional cumulative experience to help you make sense of course material and find how the material we cover is applicable in your own life. You may submit your response submission for the activity by submitting an audio response (please be sure it plays!), a video response, or by typing out your response. Regardless of submission format, you will need to include an APA 7 style reference page with your submission. The prompt for the long response will be released in Week 3 of the course. The Long Response is due in Week 16.

## Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Your second exam is your Final Exam, and will follow the formatting outlined above under the Exams section. The final exam will count the same as any other exam, and is noncumulative - though it is specifically offered during the final exam period, so please note the dates.



# ✓ Grading Information

---

## Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf> (<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>))

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

## What will grades be based on?

Grades will be based on the course readiness assessment (1 point), an introduction post (2 points), weekly reading questions (3 points per post x 12 posts), a weekly activity (3 points per activity x 12 required activities; there are 13 total but you can miss 1), weekly discussion board posts (4 points per post x 12 posts), two exams (50 points per exam x 2 exams, two short responses (10 points per response x 2 responses), and one long response (22 points), for a total of 265 points. There will be occasional extra credit opportunities.

The table below represents the same information written out above, but in a table format for a potentially easier to read format.

Assignment	Points per assignment	Number of assignment	Total points worth	Any reprieve?
Course readiness assessment	1	1	1	
Introduction post	2	1	2	
Weekly reading questions	3	13	36 (3 x 12)	Can miss 1
Weekly activity	3	13	36 (3 x 12)	
Weekly discussion board post	4	12	48 (4 x 12)	
Exam	50	2	100 (50 x 2)	

Short responses	10	2	20 (10 x 2)	
Long response	22	1	22	
<b>Course points total</b>			<b>265</b>	

Prompts for the two short responses and the long response will be available on the course Canvas page in Week 3. You are welcome to begin working on them and turn them in at any point before the due date.

### Make-up policy

Due to the nature of this course being online and asynchronous, there are not make up assignments or exams except on an extreme circumstantial basis (i.e., you were hospitalized the entirety of the exam week). Please make note of the assignment deadlines and exam dates, and plan accordingly. Beginning in Week 3, course assignments will be open and available at minimum two weeks in advance. Please make sure that you take note and plan accordingly if you know there are certain weeks in the semester that you may have a lower capacity for this course.

### Late work policy

Due to the nature of this course being online and asynchronous, with work being available at minimum two weeks in advance beginning in Week 3, late work is not accepted. Please plan accordingly.

## Breakdown

### Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers. Due to the extra credit opportunities offered throughout the semester, and already rounding up in the table below, I do not round grades at the end of the semester. For example, 254 is 95.8, and already shown in the 96 to 100% percentage due to already rounding up, resulting in an A plus instead of an A.

Grade	Points	Percentage
A plus	254 to 265	96 to 100%
A	246 to 253	93 to 95%
A minus	238 to 245	90 to 92%
B plus	227 to 237	86 to 89%

B	219 to 226	83 to 85%
B minus	211 to 218	80 to 82%
C plus	201 to 210	76 to 79%
C	193 to 200	73 to 75%
C minus	185 to 192	70 to 72%
D plus	174 to 184	66 to 69%
D	166 to 173	63 to 65%
D minus	158 to 165	60 to 62%
F	0 to 157	to 59%

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

The dates and readings are subject to change. Please check in on Canvas to read course announcements regularly to keep yourself informed of any changes.

*Note: All assignments are due on Sunday by 11:59 PM PST unless otherwise noted below*

Week	Date	Topic	Reading(s)	Assignments Due
1 & 2	1/24 to 2/4	Course Introduction and Syllabus Review	Syllabus	1. Online Course Readiness Assessment 2. Week 1 Activity 3. Introduction Discussion Post

3	2/5 to 2/11	Introduction to the Psychology of Aging	Ch.1	<ol style="list-style-type: none"> <li>1. Ch1 Reading Questions</li> <li>2. Ch1 Activity</li> <li>3. Ch1 Activity Discussion Post &amp; Reply</li> </ol>
4	2/12 to 2/18	Biological Theories of Aging	Ch. 2	<ol style="list-style-type: none"> <li>1. Ch2 Reading Questions</li> <li>2. Ch2 Activity</li> <li>3. Ch2 Activity Discussion Post &amp; Reply</li> </ol>
5	2/19 to 2/25	The Aging Body and Age-Related Health Conditions; Prevention	Ch. 3	<ol style="list-style-type: none"> <li>1. Ch3 Reading Questions</li> <li>2. Ch3 Activity</li> <li>3. Ch3 Activity Discussion Post &amp; Reply</li> </ol>
6	2/26 to 3/3	Cognition and Aging	Ch. 7	<ol style="list-style-type: none"> <li>1. Ch7 Reading Questions</li> <li>2. Ch7 Activity</li> <li>3. Ch7 Activity Discussion Post &amp; Reply</li> </ol>
7	3/4 to 3/10	Neurocognitive Disorders in Late Life	Ch. 9	<ol style="list-style-type: none"> <li>1. Ch9 Reading Questions</li> <li>2. Ch9 Activity</li> <li>3. Ch9 Activity Discussion Post &amp; Reply</li> <li>4. <b>Short Response 1</b></li> </ol>
8	3/11 to 3/17	Personality and Emotional Development	Ch. 5	<ol style="list-style-type: none"> <li>1. Ch5 Reading Questions</li> <li>2. Ch5 Activity</li> <li>3. Ch5 Activity Discussion Post &amp; Reply</li> </ol>
9	3/18 to 3/24	<b>Exam 1- Midterm on Chapters 1, 2, 3, 5, 7 and 9 (2.5 hour time limit):</b> available on Canvas from 3/18 at 12am until 3/24 at 11:59pm		
10	3/25 to 3/31	Mental Health and Aging	Ch. 6	<ol style="list-style-type: none"> <li>1. Ch6 Reading Questions</li> <li>2. Ch6 Activity</li> <li>3. Ch6 Activity Discussion Post &amp; Reply</li> </ol>
11	4/1 to 4/7	<b>Spring Break</b>		
12	4/8 to 4/14	Relationships, Families, and Aging: Changes in Roles with Aging	Ch. 10	<ol style="list-style-type: none"> <li>1. Ch10 Reading Questions</li> <li>2. Ch10 Activity</li> <li>3. Ch10 Activity Discussion Post &amp; Reply</li> </ol>

13	4/15 to 4/21	Death and the Dying Process, Bereavement, and Widowhood	Ch. 12	<ol style="list-style-type: none"> <li>1. Ch12 Reading Questions</li> <li>2. Ch12 Activity</li> <li>3. Ch12 Activity Discussion Post &amp; Reply</li> </ol>
14	4/22 to 4/28	Cultural Differences in Aging Experiences of Ethnic and Sexual Minority Older Adults	Ch. 13	<ol style="list-style-type: none"> <li>1. Ch13 Reading Questions</li> <li>2. Ch13 Activity</li> <li>3. Ch13 Activity Discussion Post &amp; Reply</li> <li>4. <b>Short Response 2</b></li> </ol>
15	4/29 to 5/5	Work and Retirement	Ch. 11	<ol style="list-style-type: none"> <li>1. Ch11 Reading Questions</li> <li>2. Ch11 Activity</li> <li>3. Ch11 Activity Discussion Post &amp; Reply</li> </ol>
16	5/6 to 5/12	Aging and Ethics/Legal Issues	Ch. 14	<ol style="list-style-type: none"> <li>1. Ch14 Reading Questions</li> <li>2. Ch14 Activity</li> <li>3. Ch14 Activity Discussion Post &amp; Reply</li> <li>4. <b>Long Response</b></li> </ol>
	5/14	<b>University Study Day</b>		
Final Exam	5/15 to 5/22	<b>Exam 2 - Final Exam on Chapters 6, 10, 12, 13, 11, and 14</b> (2.5 hour time limit): available on Canvas from 5/15 at 12am until 5/22 at 11:59pm		