Description:

Class Requirements:
1. Complete and present a data-based term paper on some aspect of aging and communication technology
2. Lead discussion and prepare abstracts for two of the weekly topics

Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday January 14</td>
<td>Introduction and Assignments</td>
</tr>
<tr>
<td>Wednesday January 21</td>
<td>Overview: Communication Technology Adoption Among Older Adults</td>
</tr>
<tr>
<td>Wednesday January 28</td>
<td>Technology Adoption, 2</td>
</tr>
<tr>
<td>Wednesday February 4</td>
<td>Barriers to Using Communication Technology for Older Adults</td>
</tr>
<tr>
<td>Wednesday February 11</td>
<td>Usability Issues for Older Adults</td>
</tr>
<tr>
<td>Wednesday February 18</td>
<td>Factors Accounting for Variability in Acceptance of Technology</td>
</tr>
<tr>
<td>Wednesday February 25</td>
<td>Individual Differences Affecting Technology Adoption in Older Adults</td>
</tr>
<tr>
<td>Wednesday March 4</td>
<td>Uses of Communications Technology to Address Concerns and Preferences of Older Adults</td>
</tr>
<tr>
<td>Wednesday March 11</td>
<td>Interventions to Increase Technology Adoption</td>
</tr>
<tr>
<td>Wednesday March 18</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Wednesday March 25</td>
<td>Older Adults and eHealth Literacy</td>
</tr>
<tr>
<td>Wednesday April 1</td>
<td>Health Interventions via the Web and Mobile Devices</td>
</tr>
<tr>
<td>Wednesday April 8</td>
<td>Older Adults and Social Media</td>
</tr>
<tr>
<td>Wednesday April 15</td>
<td>Does Communication Technology Use Make a Difference to Health and Well-Being?</td>
</tr>
<tr>
<td>Monday April 22</td>
<td>Older Workers and Technology on the Job</td>
</tr>
<tr>
<td>Wednesday April 29</td>
<td>Presentation of Term Projects</td>
</tr>
</tbody>
</table>

Overview (Technology Adoption)


doi:http://dx.doi.org/10.4017/gt.2011.10.01.006.00


doi:http://dx.doi.org/10.1016/j.chb.2010.03.015


*Technology Adoption, 2*


**Barriers to Using Technology**


**Usability Issues for Older Adults**


http://dx.doi.org/10.1016/j.chb.2013.02.006


http://dx.doi.org/10.4276/030802213X13782044946229


http://dx.doi.org/10.1016/j.chb.2013.02.006


**Contextual Factors Accounting for Variability in Acceptance of Technology by Older Adults**


**Individual Differences Affecting Technology Adoption in Older Adults**


doi:http://dx.doi.org/10.1017/S0144686X08007629


doi:http://dx.doi.org/10.1177/0733464812447283


Uses of Communications Technology to Address Concerns and Preferences of Older Adults


**Interventions to Increase Technology Adoption**


doi:http://dx.doi.org/10.1080/02701960.2012.664589

doi:http://dx.doi.org/10.1017/S0144686X12000530

**Older Adults and eHealth Literacy**

doi:http://dx.doi.org/10.2196/jmir.1753


**Health interventions via the web and mobile devices**


**Older Adults and Social Media**


**Does Communication Technology Use Make a Difference to Health and Well-Being?**


**Older Workers and Technology on the Job**


Ng, E. W., & Law, A. (2014). Keeping up! Older workers’ adaptation to the workplace after 55. *Canadian Journal on Aging/ La Revue canadienne du vieillissement, 33*(1), 1-14. doi DOI: http://dx.doi.org/10.1017/S0714980813000639


doi:http://dx.doi.org/10.1080/03601270802300091


**Policies and Procedures**

**A. Plagiarism**

**Statement on Academic Integrity**
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Please see the **SCampus** (http://scampus.usc.edu/1300-academic-integrity-review/) for the university’s Student Conduct Code.

**USC School of Communication Policy on Academic Integrity**
The following is the USC Annenberg School of Communication’s policy on academic integrity and repeated in the syllabus for every course in the school:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. **SCampus**, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.
All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators.
In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

B. Additional Policies

Students may feel free to communicate with the instructor by email at mmclaugh@usc.edu. Regular class attendance is expected and students should prepare by completing at least two of the assigned readings for each class meeting. While students may bring their laptops to class to take notes, using laptops for text messaging or other non-class related activity is not acceptable.

C. Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

D. Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

E. Sexual Assault Resource Center

The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

F. Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.