

Kennesaw State University
SOCI 3310/W01 ONLINE CRN 50137
Introduction to Gerontology
SUMMER 2017

**IMPORTANT MESSAGE: This class is an *entirely* ONLLINE class using
Desire2Learn BrightSpace (D2L).**

Instructor: Dr. Evelina Sterling, Assistant Professor of Sociology
Email: esterlin@kennesaw.edu or within D2L (*preferred contact option)
Office: PS #143 (Pilcher Building next to Library)
Office Phone: 470-578-4828
In Person and Virtual Office Hours: By Appointment

I. BASIC COURSE INFORMATION

COURSE DESCRIPTION:

Introduction to the multi-disciplinary field of gerontology which provides an overview of aging, including history, biology, and psychology. More specifically, focus is given to how sociological theory and research discredits myths about older adults, including diversity, family life, health, retirement, housing, senior programs and services, and death and dying. This course is a required part of the formal Gerontology minor. This course may count as a free elective for all majors. *Prerequisite:* All students enrolled in this course must have taken SOCI2201: Principles of Sociology or PSYC1101: General Psychology; Credits: 3-0-3

LEARNING OBJECTIVES:

By the end of this term, students enrolled in this class will:

- Explain human aging from multiple disciplinary perspectives, such as sociology, psychology, human services, public health, biology, and public administration.
- Describe theories and methods used to explain human aging.
- Identify and explain national and global patterns of aging societies.
- Critique and evaluate programs and policies serving older adults.

REQUIRED COURSE MATERIALS:

1. Quandagno, Jill (2014). *Aging & the Life Course: An Introduction to Social Gerontology* (6th edition). New York: McGraw Hill.
2. Module Guides found on D2L provide an overview of the topic; graded assignments; due dates; additional optional articles, videos and online resources; and checklist for self-directed learning.

Required Technology and Technical Skills

Online learners will need a computer, internet access, basic software (such as Microsoft Office Suite, Windows Media Player, Quicktime movie player, anti-virus protection and a compatible browser), and auxiliary equipment (such as a webcam and microphone headset for video-based communication). Of course, technology needs will vary by course. But this list applies to the majority of courses.

- **Computer:** Distance Learners will need reliable access to a desktop or laptop computer that has adequate memory and processing capabilities for large file downloads, video players, and synchronous meeting applications.
- **Auxiliary Equipment:** The Distance Learning Center also strongly recommends a WebCam and Headset for video-based communication. Many newer laptop or monitor set-ups are pre-equipped. These items may be required by faculty on a course-by-course basis.
- **Internet Access:** Online courses at KSU use the web to deliver courses at a distance. So, to learn in an online course smoothly, you need a high-speed Internet connection (such as DSL, Broadband, etc). This is especially important to the distance learning experience.
- **Software:** While this will vary by course, you will need a recent version of the Microsoft Office Suite. Access to MS Word, MS PowerPoint, and MS Excel are expected and necessary for viewing course material or completing assignments. Additional requirements include anti-virus protection, Windows Media Player, QuickTime movie player, and a compatible browser. Visit [UITS Training](http://uits.kennesaw.edu/) for additional information on software training, compatibility and available downloads. UITS: <http://uits.kennesaw.edu/>

PREPARING FOR SUCCESSFUL ONLINE CLASS!

The online format of this course requires that you have a hard-wired (not wireless) high speed Internet, and already possess the basic knowledge on Internet usage (such as browsers and navigation). In addition, students should have access in multiple locations, such as home, work, campus, and/or residences of family members or friends).

This course may be challenging if you are not interested in multidisciplinary perspective on mental illness. There is a lot of complex material to cover within a brief period of time. You must be a strong, self-directed learner with good time management skills to remain up-to-date with readings, writing, and D2L assessments. As with most college level courses, students should expect to schedule three times the course credit hours for readings, assignments, and studying. By giving yourself *approximately nine hours* each week throughout the term for this course, you should be on track for success.

II. GRADING POLICY

Grade Earning Assignments

EVALUATION	DUE DATE	PERCENTAGE OF FINAL GRADE
Course Introductions	Week #1, FRIDAY 6/2	5%
Exam #1: Introduction to Gerontology	WEEK #2	20%
Exam #2: The Physical and Mental Health of Older adults	WEEK #4	20%
Exam #3: Planning for an Aging Population	WEEK #8	20%
Writing Assignments (complete 2 out of 3)		20% (for 2 out of 3)
• Writing Assignment #1	WEEK #2	
• Writing Assignment #2	WEEK #5	

• Writing Assignment #3	WEEK #7	
Weekly Discussion Boards	Weekly	15%
Optional Chapter Quizzes	Weekly	Extra Credit
TOTAL GRADE:		100%

1. COURSE INTRODUCTIONS -- 5% of total grade DUE: no later than 6/2 (before the rest of the course materials can be accessed)

Part 1: Online Introduction: This is a two-part assignment worth 5% your total grade. First, you will offer a brief introduction to the class via the online discussion board—this introduction should be relatively concise, but offer a general introduction of yourself to your classmates. Generally speaking, this would take the form a solid paragraph and would engage some information about what you are majoring in, perhaps your status/year, career/job information if relevant, why you are interested in gerontology, and maybe a few quirky or interesting things about yourself.

Additionally, please post a photo to your D2L profile (this occurs in the main D2L page where you logged in – under “My Settings” then “Profile”). Seeing your photo helps me feel more connected to you as a student and helps me more readily recognize someone—particularly in receiving emails and reading the discussion boards. If for some reason you do not wish to post a personal picture of yourself, please feel free to post another image of personal significance, or you could create a “cartoon” version of yourself online as well

Part 2: Introduction Paper for Instructor:

The 2nd part of this assignment will be to write a more formal longer self-introduction that is intended solely for the instructor (hopefully it is clear that this should be different in tone and structure from your online introduction). This introduction should be minimally one page in length, but should not exceed two pages. Overall, it is not to your benefit to skimp on content/length on any course paper.

In this introduction to the instructor, you might include some of the aspects also on the discussion board, but you should expand and offer more in depth information on yourself. Herein, you might speak more at length about now only where you stand academically currently, but what aspirations you have for the future as far as education and career? What aspects of the course are you particularly interested in topically? What do you think the biggest challenges will be for you in terms of taking on online course? You may share some of your family/social background if you feel it is useful, especially how you will fit this online class into your existing schedule, responsibilities, and obligations. This is fairly open-ended but is intended to help me to “know” you better and be better able to offer appropriate guidance and feedback over the course of the semester. Please write this as a more formal introductory topic (paragraph format, not stream of consciousness, etc.). Additionally, this introduction will also help me to gauge your writing skills to hopefully advise in advance if the writing center would be a resource you should consider before submitting the final course project paper. While content is a central aspect of how papers will be evaluated, grammar and structure are also important aspects of writing, especially in an upper level course. Writing skills should be constantly growing and developing to prepare you for written communication in the working/professional world. Obviously, writing skills will be particularly important in an online course where nearly all interactions will be in written form!

2. EXAMS – 60% of total grade (20% Exam #1; 20% Exam #2; 20% Exam #3); Weeks 2, 4, and 8

Three (3) exams will be administered during this course. All exams will be open book and will mainly consist of approximately 50 multiple choice, true/false, and matching. You will have 80 minutes to complete the exam. These exams are not cumulative, and each exam will cover only material presented since the last exam. However, you may be required to incorporate concepts learned throughout the term. Additionally, exams are largely applied scenarios which require critical thinking skills rather than just memorizing and regurgitating information. You will have a limited amount of time to complete the exam online so you will need to be a strong self-directed learner; pace yourself; stay current in readings and assignments; and prepare for the exam ahead of time. Waiting until the exam to go over the material and learn the concepts will not prove successful. Exam dates include: XXX

Taking Exams on D2L

The easiest way to find exams on D2L is to click on the QUIZZES button. An alternative way is from the Course Home and click LEARNING MODULES--the last week of each of the three Modules (Weeks 5, 10, and 17) contain the link to the Exam. **During each “exam week,” the exam will remain posted on D2L from 9 am Monday until 12 Midnight on Sunday so you will have seven full days to access and complete the exam.** Read through all the instructions the first time you take the exam. The, click on START QUIZ. Questions are displayed one at a time, where you must answer before receiving the next question, and you cannot go back and change the answer. When prompted to finish, submit for grading. View your score under GRADES after the exam expires and everyone in the course has completed testing (usually a week after expiration). You cannot print or view questions/answers. Please contact me to discuss your incorrect responses.

VERY IMPORTANT – Do not complete the exam wirelessly! D2L may not record your answers, yet your attempt will be used. Instead, use a hard-wired connection

ALSO VERY IMPORTANT—You have only one chance to complete the exam, and there is a time limit (usually 90 minutes). Keep track of your time remaining by looking at the timer.

VERY, VERY IMPORTANT—The exams are scored electronically. You have one chance to choose or change the response. You must click to save the answer for each question and get to the next question. Be sure a checkmark appears for each question before submitting. Do not click on the next question unless you choose not to respond to a question. Otherwise, in any of these situations, D2L will score you zero points on each unanswered and/or unsaved question; I have no way of correcting your error, making your e-score final.

MOST IMPORTANT—EMAIL ME IMMEDIATELY IF YOU ENCOUNTER ANY EXAM PROBLEMS! I will make a point to check my email more often (including on the weekend and after hours) during the exam period.

EVEN MORE IMPORTANT—Even though these exams are open book and open notes (due to the nature of an online course), these exams are not designed for you to look up each questions as you take the exam. You **MUST** complete all the readings and assignments well before the exam date AND study thoroughly beforehand (I have a study guide posted in the “exam week” folder). These exams should also be an accurate reflection of your own work and effort, so do not plan to work with anyone else (in class or outside of class) while taking these exams as it will be considered cheating.

3. *WRITING ASSIGNMENTS – Must complete 2 out of 3 assignments (10% each = 20% of total grade); DUE Weeks 2, 5, and 7*

During this course, three (3) different writing assignments will be assigned—one for each module. You must complete TWO of these three writing assignments. It is your choice as to which TWO you complete. Each writing assignment will count 10% of your grade for a total of 20% percent for the two assignments. Each assignment should be 4-5 pages in length and encourages you to investigate “What does it mean to age in our society?” The minimum length is 4 FULL pages. Please read below for paper submission details.

PICK TWO OUT OF THREE WRITING ASSIGNMENTS TO COMPLETE:

Writing Assignment #1:

Topic: A media analysis of a television show or movie about older adults

Due Date: Week 2

Please see “Writing Assignment” instructions for more details and a grading rubric in D2L.

Writing Assignment #2:

Topic: A literature review of a physical or mental health problem affecting older adults

Due Date: Week 5

Please see “Writing Assignment” instructions for more details and a grading rubric in D2L.

Writing Assignment #3:

Topic: A personal interview with an older adult about his or her experiences with aging

Due Date: Week 7

Please see “Writing Assignment” instructions for more details and a grading rubric in D2L.

4. *DISCUSSION BOARDS – 15% of total grade DUE: Weekly*

While your responses won't be graded per se, points are earned for proper participation each week. In the discussion boards, students are REQUIRED to post to every discussion board by responding to the weekly question about that specific week's content. These questions will encourage you to apply what you have learned through the readings. Additionally, you must also reply to at least one other post with more details, examples, or corrections based on the course content. A total of 15 Discussion Boards will be posted throughout the term (one for each of the 13 weeks of content plus a midterm board during week #7 and a final course discussion board during week #16). Essentially, each completed discussion board participation will count for 1% of your final grade. No partial credit or extensions will be granted for discussion board participation—it is either 100% (you participated by both answering the weekly question and responding to another post within the assigned dates) or 0% (you did not complete both of these things). While the discussion boards will remain available for the entire module, I encourage you post weekly in order to stay on track and not fall behind.

Discussion Board Posts Grading Requirements

You can locate the discussion boards by clicking on “Communication with Your Teacher and Classmates” from the Home Page as well as through each week in the separate module folders. In order to get credit for participating in the Discussion Boards, you need to both 1) Post at least once with a thoughtful response to the weekly question posted by the Instructor and 2) Provide a thoughtful response to TWO of you classmates' responses offering additional detail.

POSTING—The Instructor will post an open-ended thought-provoking question based on the week’s topic and readings to stimulate discussion. Your response should include a descriptive topic written in the subject line to clearly give others a sense of the discussion. In the body of your post, focus on original thought and opinion about the material. To further show your understanding, provide an original real-world example or personal experience which supports or refutes the material. EACH POSTING SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.

REPLIES—There can be multiple replies to each post, as long as each reply remains focused on the original topic and continues to extend the conversation. Your replies should clearly state if you agree or disagree with the substance of the original post, extend the conversation with additional original thought or opinion about the material, and clearly provide another unique original real-world example or personal experience which supports or refutes the position. AGAIN, EACH REPLY SHOULD BE NO LESS THAN 10 SUBSTANTIVE LINES.

5. OPTIONAL CHAPTER QUIZZES – Extra Credit

These quizzes are to assist you with your general comprehension of the material. As a result, questions are largely definitional. However, the quizzes are not necessarily indicative of what will be on the exam. You will still need to prepare for applying what you have learned. Although some weeks do not contain a quiz, most of the weeks, especially those with a lot of complex, material do, and I encourage you to take all of these quizzes. Each week, a new quiz will be posted corresponding with the books readings and must be completed by the end of the module in order to receive credit. However, I encourage you to take them on a weekly basis in order to stay current with the material and not fall behind.

In terms of grading, if you complete ALL quizzes for that particular module (3 quizzes for Module 1; 4 quizzes for Module 2; and 5 quizzes for Module 3) and score at least 60% on each, you will receive **5 POINTS OF EXTRA CREDIT** on the next exam. You will have two chances to take each quiz if needed. All Module quizzes must be completed by the end of the week assigned.

“OPTIONAL” READINGS AND RESOURCES

For each week, I will post optional readings, links, and resources for those students interested in learning more about the topic. Information from these readings will not be included in any of your graded assignments. However, these readings will contain important information that will help you better understand the sociological significance of gerontology which you will find beneficial if you decide to continue your education and/or work with older adults.

Late Assignments & Excuses

Due dates for exams, quizzes, and discussion boards are non-negotiable, and all assignments must be completed on time. You will be given plenty of notification regarding assignment due dates and all assignments will remain posted for a set period of time. Do not miss the expiration dates as no changes or extensions will be granted. In terms of written assignments, late work will be accepted with a 10 point late penalty assigned for each day late. All written assignments must be submitted through D2L before the due date to be considered on-time. Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me as a .pdf or .jpg file in D2L email) will be considered. In these cases only, you **MUST** contact me **before** the due date. Warning: doctor notes must cover the entire time an exam or assignment was available online and must also be accompanied by a visit receipt date during (not after) the assignment availability time.

What if I have a technology problem?

It is your responsibility to pace and complete the work on schedule. Sometimes circumstances beyond our control (such as upgrades, software and/or hardware failure, and/or computer incompatibility) prevent us from using D2L. Note that computer/technical failure and/or waiting too late to complete the assignment DOES NOT EXCUSE YOU from completing the course assignments and requirements on time. You know the course schedule for graded items now, each is available for an extended period of time, and you have enough notice to make sure your work is completed. It is best to work early in case you have to try again before the deadline.

Grading Turn Around Times

In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker. All grades are posted in D2L.

Letter Grade Assignment

Grades are “earned” and are not arbitrarily “granted” in this class. Thus, unless I make an error in calculation, I will not change your grade at the end of the semester for scholarship eligibility, graduation requirements, or any other reason. Final grades assigned for this course will be calculated based on the percentages explained above and are assigned as follows:

- A = 90-100 = Excellent; Far exceeds expectations
- B = 80-89 = Good; Exceeds expectations
- C = 70-79 = Satisfactory; Meets minimum requirements
- D = 60-69 = Passing work less than satisfactory
- F = 59 and Below = Failing; Unsatisfactory Work

III. COURSE POLICIES

TAKING EXAMS ON D2L

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VERY IMPORTANT – Do not complete the exam wirelessly! D2L may not record your answers, yet your attempt will be used. Instead, use a hard-wired connection.

ALSO VERY IMPORTANT—You have only one chance to complete the exam, and there is a time limit (80 minutes). Keep track of your time remaining by looking at the timer.

VERY, VERY IMPORTANT—The exams are scored electronically. You have one chance to choose or change the response. You must click to save the answer for each question and get to the next question. Be sure a checkmark appears for each question before submitting. Do not click on the next question unless you choose not to respond to a question. Otherwise, in any of these situations, D2L will score you zero points on each unanswered and/or unsaved question; I have no way of correcting your error, making your e-score final.

MOST IMPORTANT—EMAIL ME IMMEDIATELY IF YOU ENCOUNTER ANY EXAM PROBLEMS! I will make a point to check my email more often (including on the weekend and after hours) during the exam period.

EVEN MORE IMPORTANT—Even though these exams are open book and open notes (due to the nature of an online course), these exams are not designed for you to look up each questions as you take the exam. You MUST complete all the readings and assignments well before the exam date AND study thoroughly beforehand (I have a study guide posted in the “exam week” folder). These exams should also be an accurate reflection of your own work and effort, so do not plan to work with anyone else (in class or outside of class) while taking these exams as it will be considered cheating and be subjected to academic integrity policies, including earning a zero for the exam, failing the class, and any other appropriate judicial processes.

POLICIES FOR WRITTEN WORK:

All written papers must be typed, double-spaced, using 12-point Times New Roman font, with one-inch margins, and must include page numbers, your name and class, title of the assignment, and proper use of citations and references. Please remove the “extra space” between paragraphs (if using Word, under “home” the “paragraph,” in the dropdown, there is a box you can check “Don’t add space between paragraphs of the same style”). Additionally, titles/heading should not be excessive—and any cover page is not included in the total number of pages. Failure to adhere to these guidelines may result in a grade deduction as per the grading rubric. Since this is a sociology class, please use ASA citation style. (See <http://www.asanet.org/students/index.cfm> for a link to ASA Quick Style Guide.

All papers must uploaded as a digital copy to the dropbox in D2L BEFORE 11:59 pm on the due date. Your paper must be saved and uploaded with your name in the title. Document uploaded should be saved as “LastName, FirstName—Name of Assignment.” For example: Sterling, Evelina—Writing Assignment #1. Failure to save and submit you file with correct label may result in a grade deduction as per the rubric. Please double and triple check to ensure you have uploaded the correct version of your paper. Also, please verify in D2L that your paper was properly uploaded before the deadline (you should receive an email receipt). I will not grant any extensions or accept excuses for wrong versions or those that I am not able to open.

If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. Do not assume that you will be granted an extension, and all late papers will be subjected to a late penalty.

I encourage you to use the KSU Writing Center. It is a free services offered to all KSU students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

A note on plagiarism: I check all papers for plagiarism through TurnItIn so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in parenthesis and provide the citation with the page number. If you are caught plagiarizing (which includes turning in work that is not your own as well as turning in a paper written previously for another class), you will receive a zero for the assignment, maybe fail the class (depending on the infraction), and appropriate judicial processes will be initiated. *All work produced should be researched and written by you alone and original to this specific class.* If you have any questions or concerns about what constitutes as plagiarism, please talk to me right away. See academic integrity statement below.

COMMUNICATION:

Contacting the Instructor

You are required to utilize your D2L account and check it regularly for periodic communications. **D2L email is the best way to personally communicate with me.** If you send me an email at esterlin@kennesaw.edu, please always include “*Gerontology Online – YOUR NAME*” in the subject line in order to ensure a response! For general questions that are not private, please post it in the “Ask Dr. Sterling” Discussion Board. I will also have time to meet in person while I’m on campus as well as by telephone, chats or video conferencing on D2L. These meetings are by appointment only and must be scheduled at least 24 hours in advance.

Email Responses

It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email and the D2L site at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I’m usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays.

Connecting with Your Classmates

Just because this is online class, I still encourage you to interact with your classmates. Often, they are a great source of information and assistance, especially when you cannot reach me immediately. The best place to reach out to fellow students is on the “Student Cyber Café.” This non-graded area of the course is the proper place for students to help each other about something covered in the syllabus, the schedule, or where to find something in the course D2L site. Postings and replies should be information beneficial for all students. Do not spam the class with non-course related information under any circumstance! Also, remember these messages are not private! Although virtual communication may be less threatening, be cautious not to share inappropriate personal details. Always maintain professionalism, academic integrity, proper netiquette, and all course policies and procedures are in effect. Discussions will be monitored, and the instructor reserves the right to delete problematic postings and/or prevent an individual student from posting again.

IV. KSU POLICIES

ACADEMIC INTEGRITY STATEMENT

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. **The full policy is published at the following link:** (<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>)

FERPA (CONFIDENTIALITY AND PRIVACY STATEMENT)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. **The full policy is published at the following link:** <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

UNIVERSITY-STUDENT RIGHTS STATEMENT

Students of Kennesaw State University are entitled to an environment that is conducive to learning and individual growth. To this end, students enrolling at Kennesaw State University assume a responsibility to abide by the policies and regulations expressed in this section. By doing so, students may fulfill their responsibilities and enjoy the exercise of their own rights while also respecting the rights of others. **The full policy is published at the following link:** <http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

KSU ETHICS STATEMENT/CODE OF CONDUCT

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies.

The full policy is published at the following link:

<http://scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf>

KSU SEXUAL MISCONDUCT POLICY

As a recipient of federal funds, Kennesaw State University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX), which prohibits discrimination on the basis of sex in education programs or activities. KSU is committed to providing programs, activities, and an educational environment free from sex discrimination. Sex discrimination involves treating someone unfavorably because of that person's sex. Sexual misconduct, as defined below, is a form of sex discrimination prohibited by Title IX. **The full policy is published at the following link:** http://diversity.kennesaw.edu/docs/TitleIX_Policy.pdf

STUDENTS WITH DISABILITIES

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from the KSU Student Disability Services is required. All discussions will remain confidential. For more information, please contact Student Disability Services at <http://sss.kennesaw.edu/sds/>

ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from a class.

V. **COURSE SCHEDULE**

READING ASSIGNMENTS AND CLASS SCHEDULE

I plan to follow the course schedule listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance in class and on D2L. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

COURSE SCHEDULE FOR INTRODUCTION TO GERONTOLOGY

(All weeks run from Monday morning until Sunday evening)

WEEK # (Tues-Mon)	MODULES DISCUSSED	Topic	Book Readings (All readings come from Aging and the Life Course except where otherwise noted)	Assessments
PART 1: INTRODUCTION TO GERONTOLOGY (MODULES 1-5)				
WEEK 1 May 30- June 5 (Modules 1-3)	MODULE 1	Course Introduction Myths & Stereotypes about Aging	Syllabus Ch. 1, pp. 10-14 (Ageism & media)	1. Introduction Assignments Due by FRIDAY 6/2 2. Discussion Board Module 1
	MODULE 2	What is Gerontology?	Ch. 1, pp. 1-5 (The field of gerontology) Ch. 1, pp. 20-23 (Careers) Ch. 2, pp. 28-29 (Life course framework) Ch. 2, pp. 33-43 (Identifying Life Course Events)	1. Discussion Board Module 2 2. What is Gerontology? Optional Quiz
	MODULE 3	Studying Aging Part 1: Population & Demography	Ch. 1, pp. 6-10 (Defining old age; cohorts & generations) Ch. 2, pp. 29-30 (Age, period & cohort effects) Ch.4, ALL (Demography of Aging)	1. Discussion Board Module 3 2. Population/Demographics Optional Quiz
WEEK 2 June 6 – June 12 (Modules 4&5)	MODULE 4	Studying Aging Part 2: Social Sciences	Ch. 2, pp. 30-32 (Types of research: cross sectional, longitudinal, qualitative) Ch. 3, ALL (Theories of aging: origins & micro theories, macro theories)	1. Discussion Board Module 4 2. Roles and History Optional Quiz
	MODULE 5	EXAM #1	REVIEW Study Guide	1. OPTIONAL Study Group Discussion Board 2. Writing Assignment #1 DUE 6/12 3. Exam #1 (available b/t 9 am 6/6 and 11:59 pm 6/12)
PART 2: THE PHYSICAL AND MENTAL HEALTH OF OLDER ADULTS (MODULES 6-10)				
WEEK 3 June 13 – June 19 (Modules 6-8)	MODULE 6	Biology of Aging: Traditional, Current, and Futuristic	Ch. 6, ALL (Biological perspectives on aging) Ch. 11, pp. 249-262 (Social determinants of health)	1. Discussion Board Module 6 2. Biology Optional Quiz
	MODULE 7	Psychology of Aging	Ch. 7, ALL (Psychological perspectives on aging)	1. Discussion Board Module 7 2. Psychology Optional Quiz
	MODULE 8	Aging Family Relations	Ch. 8, ALL (Family relationships & social support systems)	1. Discussion Board Module 8 2. Family Quiz 3.
WEEK 4	MODULE 9	Caring for Older Adults	Ch. 11, pp. 263-267 (The elderly	1. Discussion Board Module 9

WEEK # (Tues-Mon)	MODULES DISCUSSED	Topic	Book Readings (All readings come from Aging and the Life Course except where otherwise noted)	Assessments
June 20- June 26 (Modules 9&10)			in the health care system) Ch. 12, pp.271-280 (Family care)	2. Health Optional Quiz
	MODULE 10	EXAM #2	REVIEW Study Guide	1. OPTIONAL Study Group Discussion Board 2. Exam #2 (available 9 am 6/20 and 11:59 pm 6/26)
PART 3: PREPARING FOR AN AGING POPULATION (Weeks 11-16)				
WEEK 5 June 27-July 3 (Module 11 & 12)	MODULE 11	Housing Options	Ch. 9, ALL (Living arrangements) Ch. 12, pp. 280-292 (Home care, intuitional care, nursing home care)	1. Discussion Board Module 11 2. Housing Optional Quiz
	MODULE 12	Work & Retirement	Ch. 10, ALL (Work & retirement)	1. Discussion Board Module 12 2. Retirement Optional Quiz 3. Writing Assignment #2 Due 7/3
WEEK 6 July 4 –July 10 (Module 13)	MODULE 13	Financial Implications of Aging	Ch. 14, ALL (The economics of aging) Ch. 15, ALL (Poverty & inequality)	1. Discussion Board Module 13 2. Social Security Optional Quiz
WEEK 7 July 11 – July 17 (Modules 14&15)	MODULE 14	Public Policies & Programs	Ch. 16, ALL (Politics of aging) Ch. 5, ALL (Old age & the welfare state)	1. Discussion Board Module 14 2. Medicare Optional Quiz
	MODULE 15	Death, dying & loss	Ch. 13, ALL (Dying, death & loss)	1. Discussion Board Module 15 2. Death Optional Quiz 3. Writing Assignment #3 DUE 7/17
WEEK 8 July 18-July 24 (Module 16)	MODULE 16	EXAM #3	REVIEW Study Guide	1. OPTIONAL Study Group Discussion Board 2. Exam #3 (available b/t 9 am 7/18 and 11:59 pm 7/24)

****The professor reserves the right to make changes to the syllabus throughout the semester as needed.****