COURSE INFORMATION

Images of Aging Through Film and Literature
AGER 2250, Fall 2016 - Three credit hours
Gateway #137  Mondays 2:00 pm – 4:50 pm

Professor/Instructor Contact Information
Rebekah P. Knight, Ph.D. (aka Dr. K)
Office Hours:  Before and after class on Mondays in Gateway #137 (our classroom)
Office Location: Chilton Hall  302-A
Office Phone:  940-369-7889 (Leave message)
Email: Please use the MESSAGE area in the course first.  If you don’t have access to the course, then email me at rebekah.knight@unt.edu

About the Professor
I am honored to be one of your professors this fall. Here is some information about me.

I have a Bachelor's Degree in Business Administration from Baylor University that I received a very long time ago. I also have a Master’s Degree in Long Term Care and Healthcare Administration from UNT. After my Masters, I then chose to continue in grad school and pursue my Doctorate Degree in Applied Gerontology. This allows me now to have a broader perspective in older adult sociological issues than ever before. I have been teaching for about seven years now.

Before my academic career, I was “out in the real world” working in several different aspects of elderly rehabilitation and health care over the last 29 years. I began in teaching hospitals, then to managing physician offices, then to running my own rehabilitation clinic for 17 years. Additionally, during graduate school, I worked at a Good Samaritan Society CCRC (Continuing Care Retirement Community) as an Administrator in Training as part of my Master's Degree, so I have been working with the older population for a very long time.

My husband and I live right here in sunny Denton, Texas. We have seven children that include two sons-in-law, two sons, and three daughters. Our kids range from age 33 to 20, so we understand college students! We also have two granddaughters and a new grandson, so we enjoy life with them all. My husband and I are huge outdoor people so you can find us on a mountain, under a waterfall, or in a National Park when we get away.

What I hope you learn the most in this course is the ability to transfer information from theory to application. It is one thing to learn about something, but it is another to understand it enough to
apply it. Nothing pleases me more as a professor than to hear your understandings of the information through our weekly discussions in class.

Course Pre-requisites
There is no pre-requisite course or instructor permission needed

Materials – Text, Readings, Supplementary Readings
Readings, film guides, and concept sheets will be provided in class.
Please bring a pen and a binder/folder to keep your materials in each week.

Course Description
This course explores our impressions of old age and our attitudes towards the elderly as they are expressed in feature length Films and short fiction. The analysis of cinematic and literary portrayals of older persons will enable you to recognize stereotypical views of aging and to appreciate the variety of human experience that characterizes the last decades of life. Through discussions of weekly gerontological theories, peer-reviewed research, and concepts, you will learn their meanings and applications as we compare them to the films and literature as well as to real life examples.

COURSE LEARNING OBJECTIVES
This course is designed to help students achieve the following Course Objectives (CO). Upon completion of this course, students should be able to:
1) Evaluate the dominant themes associated with aging in contemporary films and short stories. (CO1, BL5)
2) Validate the accuracy of the public images of aging offered in film and literature. (CO2, BL4)
3) Hypothesize how views of older persons can be shaped by cinematic portrayals of old age. (CO3, BL4)
4) Formulate the meaning of old age by using basic social, psychological, and gerontological concepts. (CO4, BL5)
5) Demonstrate key aspects of the aging process with appropriate examples from film and literature. (CO5, BL3)
6) Compare changes in recent decades of the way aging has been presented in motion pictures. (CO6, BL4)
7) Critique images of aging in the media as compared to images taking place in the real world. (CO7, BL5)
8) Formulate positive and negative aspects of later life and aging. (CO8, BL6)
9) Explain personal thoughts about aging, old age, and older people. (CO9, BL2)

NOTE: Each Course Objective (CO) has been associated with the appropriate level of intellectual behavior Bloom's Taxonomy has identified as important in the learning process. The level of Bloom's taxonomy associated with the objective is indicated as "Bloom's Level" (BL). This taxonomy (or classification system) identifies six levels of cognitive complexity: BL1 = remembering; BL2 = understanding; BL3 = applying; BL4 = analyzing; BL5 = evaluating; BL6
Goals
This course will review and analyze contemporary films and short stories of aging. The goals of the course are:
1) To examine the nature, source, accuracy and implications of our collective and personal images of aging.
2) To improve your analytic skills by analyzing behavior, emotions, and actions of the older population.
3) To help you develop more realistic, positive, and productive view of later life and the processes of aging.
4) To elevate your ability to use critical thinking skills as we examine the research and then apply it to current situations.
5) To reinforce excellent communication skills through open discussions, group work and presentations.

Teaching Philosophy
This course will work best for those of you who are self-motivated and self-driven. To best benefit from this course, it is vital that each of you participate in the class discussions, group activities, and assignments as scheduled on the Timeline provided. It is my responsibility to provide you a platform of information and learning to begin thought and discussions from. As excellent students, it is your job to continue to build on that platform.

CORE CURRICULUM

This course satisfies the requirements for Humanities Core Course - 3 hours

**Humanities Courses** - Addresses knowledge of the human condition and human cultures, especially in relation to behaviors, ideas and values expressed in works of human imagination and thought.

This course satisfies the requirements for Discovery Core Course - 3 hours

**Discovery Courses** - Designed to help students gather the tools necessary for full engagement in the undergraduate experience. Discovery courses will teach students to (a) think critically and creatively, learning to apply different systems of analysis; (b) engage with a variety of others in thoughtful and well-crafted communication; (c) be able to articulate the values that undergird their lives, the UNT community and the larger society; and (d) cultivate self-awareness, balance and an openness to change.

As an integral part of the core curriculum, while engaging in this course you will develop and demonstrate the core objectives of **Critical Thinking Skills, Communication Skills, Personal Responsibility** and **Social Responsibility**. (The summaries below can be found in their entirety on the UNT web page of Oversight Committee on Core Curriculum.)

1) **Critical Thinking Skills** – These include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information. Through reviews of aging research and theory, you will learn how to evaluate weekly topics using examples of current media and literature, then
examine them further through open discussions during group projects and Power Point presentations of real life examples.

2) **Communication Skills** – These include effective development, interpretation and expression of ideas through written, oral and visual communication. Weekly open discussions through Power Point presentations and group discussions will allow you to see opinions and thoughts from your own classmates and teach you to openly debate and learn from each other. Additionally, through the group projects analyzing aging literature as well as comparing and contrasting earlier learned theories and concepts, you will learn to work together for a common cause and present it in your own unique way to bring the theories and concepts to life in the classroom.

3) **Social Responsibility** – This includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in other types of communities. In this class, it will be learning to integrate with the Aging Community on many levels. You will identify your own aging cultural understanding and patterns, compare and contrast them with others, and learn to adapt empathetically and flexibly to be able to better understand the aging population. This will be accomplished through the weekly discussions as well as the Group Projects throughout the semester – specifically through the two Group Projects analyzing your individual and group’s thoughts on Social and Personal Responsibility topics regarding the Aging Population.

4) **Personal Responsibility** – This includes the ability to connect choices, actions and consequences to ethical decision making and reasoning about right and wrong human conduct towards the aging population. It requires you to be able to: assess your own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Your ethical self-identity will evolve as you practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues regarding the older population. This will be accomplished through the weekly discussions as well as the Group Projects throughout the semester – specifically through the two Group Projects analyzing your individual and group’s thoughts on Social and Personal Responsibility topics regarding the Aging Population.

**TECHNICAL REQUIREMENTS/ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

- **UIT Help Desk**: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at: Email: helpdesk@unt.edu
  Phone: 940.565-2324 * In Person: Sage Hall, Room 130
  The hours are: Monday-Thursday 8am-Midnight
  Friday 8am-8pm * Saturday 9am-5pm * Sunday 8am-Midnight
- Hardware and software necessary to use Bb Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)
- Browser requirements:  
  http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
- Computer and Internet Literacy:  
  http://clt.odu.edu/os0/index.php?src=pe_comp_lit
- Necessary plug-ins:  
  http://goo.gl/1lsVF
- Internet Access with compatible web browser
- Headset/Microphone (not required but may be help for any synchronous chats and video conferences)
- Word Processor

Minimum Technical Skills Needed: At a minimum, students should have the following technical skills:

- Navigate and utilize the features of the learning management system (i.e., Blackboard Learn), such as:
  - access and open posted files documents, videos, and weblinks for group projects
  - submit assignments using assignment links if needed
  - access and post comments on group discussion boards during projects
  - use email and send documents as attachments
- Create documents using commonly used word processing program (e.g., Word)
- Save documents as .doc or .docx files (all documents submitted as an assignment must be saved as a .doc or .docx file)
- Copy and paste within documents
- Download and install required software to ensure proper operation of Blackboard

ACCESS & NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources and Academic Support Services

Links to all of these services can be found on the Academic Support tab within Blackboard Learn.

- Academic Resource Center: buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- Center for Student Rights and Responsibilities: provides Code of Student Conduct along with other useful links.
- Office of Disability Accommodation: ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- Counseling and Testing Services: CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and
other tests.

• UNT Libraries: online library services
• Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor’s help.
• The Learning Center Support Programs: various program links provided to enhance the student experience.
• Supplemental Instruction: program for every student, not just for students that are struggling.
• UNT Writing Lab: offers free writing tutoring to all UNT students, undergraduate and graduate.
• Math Tutor Lab: located in GAB, room 440.
• Succeed at UNT: how to be a successful student information.

Helpful Tip: Blackboard has a new mobile app called Bb Student replacing BB Mobile for student use.

1. Bb Student was designed with you in mind and with the intention of providing a more user friendly and modern experience to help you achieve your educational goals. Your phone needs one of these operating systems installed: iOS8+, Android 4.0+, or Windows 8.1+

2. Some of the key features include:
   a.) Activity Stream: The majority of the time you spend in Bb Student will be spent on the activity stream, the home screen. It represents a “smart view” of prioritized events and actions, and pushes content to you.
   b.) Course Outline: This provides you with a familiar way of exploring content, quickly accessing information, and identifying the main materials you need to focus on. Content presentation is simple, clean, straightforward and fun.
   c.) Test & Quizzes: You are able to view, complete, and submit assignments and tests, right in the app.
   d.) Grades: Gives you real-time access to your grades in a comprehensive and friendly format which enables you to quickly identify your academic results and progress in a given class or assignment.

3. Follow these steps to download and install the Bb Student app.
   a) From your device, access the appropriate online store. (iTunes StoreSM on your iPhone®, iPod touch®). (Google Play™ on your Android® device.) (Windows Store on your Windows® device)
   b.) Search for Bb Student and install the app on your mobile device.
   c.) Open Bb Student and search for the University of North Texas
   d.) Log in with your Blackboard Learn EUID and password.
   e.) Contact @BbMobileSupport on Twitter for assistance if you need help.

Policy on Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should
immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**IMPORTANT NOTE about Blackboard Downtime:** Bb Learn is unavailable every Saturday night from 11:00 pm until 2:00 am CDT Sunday morning for system maintenance. Please remember this when planning your work in the course for the week.

**Being a Successful Online Student**
- What Makes a Successful Online Student?
- Self-Evaluation for Potential Online Students

**COURSE ORGANIZATION**

Course films, stories, theories, and concepts about older age will be covered in three-hour long seminars organized into four sections:

**Section One** will cover the "Breadth of the Aging Experience" including the issues of (a) Successful Aging, (b) Work and Retirement, (c) Women in Later Life, and (d) Adventure in Later Life.

**Section Two** will focus on "Social Relations in Later Life" including (a) Family Relationships, (b) Race and Ethnic Relationships, (c) Marriage Relationships, and (d) Intergenerational Relationships.

**Section Three** addresses themes of "Illness, Disability, and Death" including (a) Caregiving, (b) Dementia and Competence, and (c) Widowhood and Bereavement.

**Section Four** will cover the “Literary View of Aging” through contemporary works related to aging and the older population. This is where we will seek to discover the same themes of aging within fiction short stories and present them in group oral presentations.

**COURSE PROCEDURES**

**Film Seminars** Most weekly seminars will include viewing and analyzing a feature film about aging. The films have been selected to illustrate each week’s topic and to provide a point of departure for class discussion. A brief **Film Guide** with key themes, events, and issues to watch for will be provided for each week’s film. In most weeks, **Concept Sheets** summarizing pertinent gerontological theories and concepts relating to the assigned topic will also be provided. These film guides and concept sheets, along with the lectures, will constitute the information for the Quizzes, the Midterm, and the Final.

**Literary Short Story Readings**
You will also be asked to read and reflect on an assigned short story about aging. This will be done in a group assignment context (see **Timeline**). Once the groups and the short stories are assigned, you will have minimal class time to review the story, discuss the points needed to present, and assign sections to each group member to present. Your individual assignments on the project should be completed outside of class. Each member of the group will be responsible for a part of the oral presentation and will be graded accordingly, so individual oral participation
is required.

**Attendance**
Weekly attendance for this course is mandatory. To have the necessary time for viewing and discussing each film, it is important that we begin class on time and employ the full class period. **You are expected to attend the complete three-hour class period.** Roll will be taken each week and sometimes twice during the period. Students not present when the roll is taken will be counted as absent. (Missing a single class is equivalent to missing 3 classes in a row in a regular MWF class.) Since the objective of each class is to analyze a film or short story about aging, students not present for the weekly discussions will be counted as absent whether or not they have viewed the film or read the short story.

**Grading**
Your final course grade will be based on the points you earn through these graded areas.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15 points</td>
</tr>
<tr>
<td>15 classes (No Labor Day)</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Personal Responsibility Group Projects</td>
<td>10 points</td>
</tr>
<tr>
<td>2 @ 5 points Each</td>
<td></td>
</tr>
<tr>
<td>Quiz #1 (Group Work)</td>
<td>10 points</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>10 points</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>10 points</td>
</tr>
<tr>
<td>Short Story Group Presentation</td>
<td>15 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15 points</td>
</tr>
<tr>
<td>SPOT Survey – Extra Credit</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>105 points</strong></td>
</tr>
</tbody>
</table>

Below please find the grading scale that will be used for this course.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Outstanding performance</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B - Above average performance</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C – Average performance</td>
<td>70 – 79 points</td>
</tr>
<tr>
<td>D – Below average performance</td>
<td>60 – 69 points</td>
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</tbody>
</table>
**F - Failing** | Less than 59 points
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All grading is done in real-time points. There are no percentages. Every point you earn is a point towards your goal of achieving a great grade.

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No late work will be accepted unless there is a certified emergency. Timely communication with the instructor is important if a certified medical issue or a family death occurs that restricts the ability to complete assignments on time. Copies of reason for not completing assignment must be presented to Dr. Knight ASAP. Communication is the key to this issue. *Exams or presentations missed can only be made up with a written medical excuse or other documentation.*

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**COURSE ASSIGNMENTS and ASSESSMENTS**

**Attendance (15 Classes @ 1 pt. each = 15 points)**
(Learning Objectives 1-9)
All students are expected to attend class and contribute to the classroom experience. Maximize your class participation by:

1) Attending class regularly and on time
2) Reviewing your film guides and concept sheets every week to be prepared for exams
3) Taking complete notes on each film and lecture
4) Being attentive to the stories, characters, and events portrayed in each film
5) Volunteering your insights and interpretations of the film
6) Sharing relevant experiences that you may have had with older people
7) Providing thoughtful responses when called upon
8) Work diligently with your group and continue engagement throughout the projects

**Social & Personal Responsibility Group Projects (2 @ 5 pts. each for a total of 10 points)**
(Meets Learning Objectives 2,3,8,9)
These Group projects will begin with each student documenting their individual assessment of the social issue or personal responsibility issue. Then the assessments will be brought together in group and analyzed to come up with a summary of each group’s thoughts to present to the class. These group presentations will then be compared and contrasted with each other and with the materials presented.

**Quizzes (3 @ 10 points each for a total of 30 points)**
(Meets Learning Objectives 1, 3, 5-9)
Each quiz will be given in class and will be asking for information about films, lectures and concept sheets previously reviewed. By coming to every class and reviewing the handouts, you should have all of the information you need to excel on the quizzes. They will also be reviewed to help you study for the Midterm and Final. The first quiz will be taken individually and then worked again as a group to further learning.

**Short Story Group Presentation (15 points)**
The presentations will be done in a group assignment context (see Timeline). Once the groups and the short stories are assigned, you will have minimal class time to review the story, discuss the points needed to present, and assign sections to each group member to present. Each member of the group will be responsible for a part of the oral presentation. Each group member will be given a grade as an individual and not as a group, so individual oral participation is required.

**Midterm and Final Exams (2 @ 15 points each for a total of 30 points)**

(Learning Objectives 1, 3, 5-9)

There will be a Midterm and Final examination. Both will be given during class as scheduled on the weekly Timeline schedule. The exams will be non-comprehensive. The questions will test your understanding of the course concepts presented in the handouts and lectures, as well as your ability to use them in analyzing the films shown. It will not be sufficient to simply summarize the films in your answers. You will be required to analyze the plot, characters, and events using gerontological concepts presented in class and on the handouts. It will be important that you are able to discuss parallel gerontological behaviors from different films and describe the reasons behind the behaviors.

These tests are to be taken as "closed book" exams. No notes, concept sheets, film guides, or exam materials should be brought to class on those days. The exams are to give you a chance to show me not only what you have learned, but what you think about what you have learned. Be prepared to support your thoughts. You will NOT need to know specific towns, places, dates, etc. from the films.

**SPOT Survey (5 points)**

At the end of the course, UNT provides the SPOT survey for all students to fill out about each course. To earn five (5) extra credit points, you may take this survey and THEN bring me a printout, email me a screen shot or show me the SPOT on your phone that you have completed the survey. These five extra points will go towards your final course total grade.

**COURSE REQUIREMENTS**

To meet the required standards of this course, you should be achieving the following:

1) Attending class regularly and on time  
2) Reviewing film guides and concept sheets every week to be prepared for exams  
3) Taking complete notes on each film and lecture  
4) Being attentive to the stories, characters, and events portrayed in each film  
5) Volunteering insights and interpretations of the film  
6) Sharing relevant experiences that you have had with older people  
7) Providing thoughtful responses when called upon  
8) Work diligently with your group and continue engagement throughout the projects

**COMMUNICATIONS**
Communication among participants in this course, including the instructor and students will use the following tools in the course in the following way:

1. **Announcements** - I will post announcements as necessary on the Home Page of the course.
2. **Message** – Using the course Message link on the left side is the best way to contact me and your fellow students. That way, the messages stay within this particular course.
3. **E-mail** - E-mails can be sent using the course e-mail feature. However, I would prefer you use the Message link in the class. If needed, you may e-mail me or other students using the course e-mail feature. If you cannot get into the class to Message me, use my UNT email at rebekah.knight@unt.edu
4. **Literary Group Project boards**: Group work will be done within each group’s private board. They will be open once the Group Literary assignments are made.

**Interaction with Instructor Statement**
To contact me, please send me a Message in the Message link of our course. If you need to call, please contact me at 940-369-7889. You can expect to receive a response from me within 24-48 hours. Alternatively for urgent matters, you can contact my department and ask them to give me a message. The department number is 940-565-2488

Most assignments will be graded within one week from the time in which the assignment was submitted. The papers and exams may take up to two weeks to grade.

**Interaction with other students**
You are expected conduct yourself in this class with maturity and integrity. This will help maintain a positive and productive learning community for all students. Additionally, here is a minimum of my basic expectations for students:

1. I do expect you to demonstrate mature and professional behavior towards your fellow students, the instructor, and the educational process.
2. I do expect you to demonstrate tolerance for listening to other students’ opinions and points of view. In return, you should not make offensive or inflammatory statements.

**COURSE EVALUATION & EXTRA CREDIT**
At the end of the semester, you will find a UNT SPOT student evaluation for this course available to you on your My UNT site. I consider completing this short survey as part of the participation requirements. Your comments are important to me as I rely on your feedback to help me improve as a teacher and to make modifications to the course. There will also be 5 extra credit points towards your total final grade if you take the survey.

**COURSE POLICIES**

**Assignment Policy**
All assignments are to be submitted in person during the class period on Mondays 2:00 pm -4:50 pm. If these times are missed for any reason, please make an appointment with me to submit assignments at any other time.

**Instructor Responsibilities and Feedback**
As the instructor it is my responsibility to provide a positive environment that facilitates
students’ ability to grow and learn. I am also responsible for providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, provide grading rubrics, and continually review and update course content.

You can anticipate a response to your emails within 24-48 hours; assignment grades posted within one-two weeks of submission, and final grades posted by the UNT required date at the end of the semester.

Incompletes
Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (http://essc.unt.edu/registrar/incomplete.htm, p. 1)

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with an “F”. I strongly urge you to complete the course. If you find you are falling behind, or not passing, I recommend you consider withdrawing from the class so that your record and GPA is not negatively affected. Please come talk to me if you find yourself having any difficulties with keeping up with the assignments.

Copyright Notice
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

Administrative Withdrawal
Please refer to the Office of the Registrar regarding the Withdrawal Policy.

Syllabus Change Policy
The course syllabus and timeline are a general plan for the course, so most questions about this course and the guidelines should be able to be answered with these two documents. But deviations may occur and will be announced to the class by the instructor. The University
attorney advises faculty members to notify students that the syllabus and timeline used for this course are not contracts and are therefore subject to change. The goal is to adhere to the schedules provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

UNT POLICIES

Student Conduct and Discipline
The primary concern of the University of North Texas is the student. The university attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth. To that end, rules, regulations and guidelines governing student behavior and the student's relationship with the university have been formulated into a student code of conduct and discipline. Enrollment at the University of North Texas is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. Additional information can be found in the Code of Student Conduct.

Academic Honesty Policy
Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy: http://www.unt.edu/csrr/student_conduct/misconduct.html, misconduct for which students are subject to discipline falls into the following categories:

A. Acts of Dishonesty, including but not limited to:
   1. Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:
      a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
      b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
      c. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;
      d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);
      e. any other act designed to give a student an unfair advantage.
   2. Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:
      a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or
      b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.
Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: http://www.unt.edu/csrr/student_conduct/index.html

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
Please refer to the Office of the Registrar regarding the Add/Drop Policy.

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus
exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**TIMELINE FOR AGER 2250 – FALL 2016**

<table>
<thead>
<tr>
<th>SECTION ONE</th>
<th>BREADTH OF AGING EXPERIENCE</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Successful Aging</td>
<td>Aug. 29th</td>
</tr>
<tr>
<td></td>
<td>Introductory Group Project #1 – Social &amp; Personal Responsibility of the Aging (5 pts.)</td>
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<tr>
<td></td>
<td>Film – “Nobody’s Fool” (1994 – Paul Newman)</td>
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<tr>
<td></td>
<td>Total pts for the day (5 for Group and 1 for Attend = 6 pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>LABOR DAY – NO CLASS! Hooray!!!!</td>
<td>Sept. 5th</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Retirement</td>
<td>Sept. 12th</td>
</tr>
<tr>
<td></td>
<td>Review “Nobody’s Fool”, Syllabus and Timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts for the day (1 for Attend)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Women in Later Life</td>
<td>Sept. 19th</td>
</tr>
<tr>
<td></td>
<td>Film – “Calendar Girls” (2003 – Helen Mirren)</td>
<td></td>
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<tr>
<td></td>
<td>Review for Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts for the day (1 for Attend)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Late Life Adventure</td>
<td>Sept. 26th</td>
</tr>
<tr>
<td></td>
<td>*** Quiz #1 *** (10 pts. – Group Quiz)</td>
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<tr>
<td></td>
<td>Film – “The Bucket List” (2007 – Morgan Freeman)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts for the day (10 for Quiz and 1 for Attend = 11 pts)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION TWO</th>
<th>SOCIAL RELATIONS IN LATER LIFE</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td>Family Relationships</td>
<td>Oct. 3rd</td>
</tr>
<tr>
<td></td>
<td>Review Quiz #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film – “Hanging Up” (2000 – Meg Ryan)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts for the day (1 for Attend)</td>
<td></td>
</tr>
</tbody>
</table>
| Week 7 | **Race and Ethnic Relationships**  
Group Project #2 – Social & Personal Responsibility of Aging (5 pts.)  
Film – “Gran Torino” (2008 – Clint Eastwood)  
Total pts for the day (5 for Group and 1 for Attend = 6 pts) | Oct. 10th |
| Week 8 | **Marriage Relationships**  
*** Quiz #2 *** (10 pts.)  
Film - “Hope Springs” (2012 – Tommy Lee Jones)  
Review for Midterm – Group Review  
Total pts for the day (10 for Quiz and 1 for Attend = 11 pts) | Oct. 17th |
| Week 9 | ***Midterm Exam*** | Oct. 24th |
| Week 10 | **Intergenerational Relationships**  
Review Midterm  
Group Time  
Total pts for the day (1 for Attend) | Oct. 31st |
| SECTION THREE | IMAGES OF ILLNESS, DISABILITY & DEATH | WEEKS 11-13 |
| Week 11 | **Dementias and Mental Health**  
Film – “Glen Campbell: I’ll Be Me” (Documentary of how Alzheimer’s changes lives)  
Group Time  
Total pts for the day (1 for Attend) | Nov. 7th |
| Week 12 | **Caregiving**  
Film – “Iris” (2001- Kate Winslet)  
Group Time  
Total pts for the day (1 for Attend) | Nov. 14th |
| Week 13 | **Widowhood and Bereavement**  
Film – “Cemetery Club” (1993 – Olympia Dukakis)  
Group Time  
Review for quiz  
Thanksgiving Week  
Total pts for the day (1 for Attend) | Nov. 21st |
| SECTION FOUR | LITERARY REVIEW OF AGING | WEEKS 14 - 16 |
| Week 14 | **Short Story Group Presentations** (Students will be graded individually)  
*** Quiz #3 *** (10 pts.)  
UNT SPOT Surveys Open?  
Total pts for the day (10 for Quiz and 1 for Attend = 11 pts) | Nov. 28th |
| Week 15 | **Short Story Group Presentations** (cont.)  
Review for Final Exam  
UNT SPOT Surveys Open?  
Total pts for the day (15 for Presentations and 1 for Attend = 16 pts) | Dec. 5th |
<table>
<thead>
<tr>
<th>Week 16</th>
<th>*** Final Exam ***</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total pts for the day (15 for Final and 1 for Attend = 16 pts)</td>
</tr>
<tr>
<td></td>
<td>Dec. 12th</td>
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<td></td>
<td><strong>Total Possible Points – 100 + SPOT Survey for 5 pts = 105</strong></td>
</tr>
</tbody>
</table>

**AGER 2250**

17