## Timeline for Spring 2016

<table>
<thead>
<tr>
<th>SECTION ONE</th>
<th>BREADTH OF AGING EXPERIENCE</th>
<th>WEEKS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Successful Aging</strong></td>
<td>1-4</td>
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<tr>
<td></td>
<td>Film – “Nobody’s Fool” (1994 – Paul Newman)</td>
<td></td>
<td>January 20th</td>
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<tr>
<td>Week 2</td>
<td><strong>Retirement</strong></td>
<td></td>
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<td>Week 3</td>
<td><strong>Women in Later Life</strong></td>
<td></td>
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<tr>
<td></td>
<td>Film – “Calendar Girls” (2003 – Helen Mirren)</td>
<td></td>
<td>February 3rd</td>
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<tr>
<td>Week 4</td>
<td><strong>Quiz #1</strong></td>
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<tr>
<td></td>
<td>Late Life Adventure</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Film – “The Bucket List” (2007 – Morgan Freeman)</td>
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<td>February 10th</td>
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<table>
<thead>
<tr>
<th>SECTION TWO</th>
<th>SOCIAL RELATIONS IN LATER LIFE</th>
<th>WEEKS</th>
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<tbody>
<tr>
<td>Week 5</td>
<td><strong>Family Relationships</strong></td>
<td>5-10</td>
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<td></td>
<td>Film – “Hanging Up” (2000 – Meg Ryan)</td>
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<td>February 17th</td>
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<tr>
<td>Week 6</td>
<td><strong>Race and Ethnic Relationships</strong></td>
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<td>Film – “Gran Torino” (2008 – Clint Eastwood)</td>
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<td>February 24th</td>
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<tr>
<td>Week 7</td>
<td><strong>Quiz #2</strong></td>
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<tr>
<td></td>
<td>Marriage Relationships</td>
<td></td>
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<td></td>
<td>Film - “Hope Springs” (2012 – Tommy Lee Jones)</td>
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<td>March 2nd</td>
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<td></td>
<td>Review for Midterm</td>
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<td>Week 8</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Spring Break – Hooray!!! (No class)</td>
<td></td>
<td>March 16th</td>
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<tr>
<td>Week 10</td>
<td>Intergenerational Relationships</td>
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<thead>
<tr>
<th>SECTION THREE</th>
<th>IMAGES OF ILLNESS, DISABILITY &amp; DEATH</th>
<th>WEEKS</th>
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<tbody>
<tr>
<td>Week 11</td>
<td><strong>Caregiving</strong></td>
<td>11-13</td>
<td></td>
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<tr>
<td></td>
<td>“Alzheimer’s: A Multicultural Perspective”</td>
<td></td>
<td>March 30th</td>
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</table>
**Images of Aging**  
Through Film and Literature  
AGER 2250, Spring 2016  
Becky Knight, Ph.D.

| **Week 12** | **Dementia and Competence**  
Film – “Iris” (2001 - Kate Winslet)  
Short Story Groups – short visit | April 6th |
|------------|----------------------------------|-----------|
| **Week 13** | **Widowhood and Bereavement**  
Film – “Cemetery Club” (1993 – Olympia Dukakis)  
Groups meet to discuss short story and project | April 13th |
| **SECTION FOUR** | **LITERATURE REVIEW OF AGING** | WEEKS 14 - 17 |
| **Week 14** | **Quiz #3**  
**Short Story Group Work** – Bring laptops to complete project  
(No film shown) | April 20th |
| **Week 15** | **Short Story Group Presentations** (Students will be graded individually) | April 27th |
| **Week 16** | **Short Story Group Presentations (cont.)**  
Review for Final Exam | May 4th |
| **Week 17** | **Final Exam**  
Unless you previously requested a change due to another exam or a flight home | May 11th |

Aaaaaand you are done! Congratulations!
Syllabus for Spring 2016

CONTACT INFORMATION

Rebekah P. Knight, Ph.D. (aka Dr. K)
Email: rebekah.knight@unt.edu (This is the best way to contact me)
Office Hours: After class on Wednesdays in Art #223 (our classroom)
Wednesday and Thursdays - various times. Please email me to set up a time.
Office Location: Chilton Hall, Room #302 – Applied Gerontology Program
Office Phone: 940-369-7889 (Leave message)

My One Pet Peeve: Laptops and phones being used during class. You won’t need your laptop until Week 14 so please leave it at home for this course. I promise the world won’t stop without you.

COURSE INFORMATION

Materials Needed
There is no required text.
Readings, film guides, and concept sheets will be provided in class.

Every Wednesday, please bring to class:
   a. A three ring binder or folder to keep up with the weekly handouts
   b. A pen or pencil to take additional notes
   c. A highlighter to emphasize important points
   d. Your Turning Point Clickers

Overview

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.

Core Curriculum

This course is an important component of UNT’s Core Curriculum. 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 and Communication Skills.
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 understand weekly topics using examples of current media and literature, and then examine them further through open discussions during Turning Point Live Data 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 Turning Point Live Data Power Point presentations 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 five-week group presentations of working together to analyze 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.

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.

Learning Objectives

As a result of participation in this course, you should be able to:
1) Identify the dominant themes associated with aging in contemporary films and short stories.
2) Assess the accuracy of the public images of aging offered in film and literature.
3) Show how our views of older persons can be shaped by cinematic portrayals of old age.
4) Explore the meaning of old age in using basic social, psychological, and gerontological concepts.
5) Illustrate key aspects of the aging process with appropriate examples from film and literature.
6) Summarize changes in the way aging has been presented in motion pictures in recent decades.
7) Relate images of aging in the media to events taking place in the real world.
8) Describe positive and negative aspects of later life and aging.
9) Articulate your own feelings about aging, old age, and older people.

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 build on that platform.

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 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 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 seven graded areas.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>16</td>
</tr>
<tr>
<td>16 classes (plus Spring Break week)</td>
<td></td>
</tr>
<tr>
<td>Quiz #1</td>
<td>10</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>10</td>
</tr>
<tr>
<td>Quiz #3 (less points)</td>
<td>10</td>
</tr>
<tr>
<td>Short Story Group Presentation</td>
<td>15</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td>SETE Survey</td>
<td>4</td>
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<tr>
<td>TOTAL</td>
<td>105</td>
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</tbody>
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Grading Scale

A=90 to 100 points * B=80 to 89 points * C=70 to 79 points * D=60 to 69 points * F=0 to 59 points

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

**Attendance (16 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

**Quizzes (10 points each)**
(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 be done on Turning Point Clickers.

**Short Story Group Presentation (15 points)**
(Learning Objectives 1, 3, 5-9)

The presentation will be done in a group assignment context (see Timeline). Once the groups and the short stories are assigned, you will have 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 (20 points each)**
(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 towns, places, dates, etc. from the movies.

SPOT Survey (4 points)

At the end of the course, UNT provides the SPOT survey for all students to fill out about each course. To earn four (4) 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.

COURSE POLICIES

Assignment Policy
Refer to the academic Timeline in this course for course due dates.

Incompletes
Students are expected to complete all course assignments and examinations in a timely fashion. While the option of granting Incompletes remains with the individual course instructor, the Applied Gerontology faculty has adopted the following guidelines:

- Incompletes will be granted only in extenuating circumstances of serious illness or family disruption.
- Students are expected to make-up all Incomplete coursework within 60 days of the start of the following semester.

If the department's Academic Program Coordinator does not receive a final grade or description of special arrangements from the instructor within the allotted time, the University Registrar will be directed to enter a Permanent Incomplete. Communication is the key. Please contact me ASAP when circumstances arise.

Policy on Cheating and Plagiarism
Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, a written report to the Dean of Students and a dismissal from UNT. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are unclear about this policy or the consequences, please contact me or your advisor for further explanation.

Copyright Notice
Some 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.
Syllabus Change Policy
The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

OTHER UNT POLICIES

Academic Honesty Policy
You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. If you are in doubt regarding the requirements, please consult with me or your advisor.

ADA Policy
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Please visit the Office of Disability Accommodation in the University Union (room 321) or call (940) 565-4323.

Add/Drop Policy
Please refer to the Student Handbook or the UNT website regarding the Add/Drop Policy.

Student Code of Conduct and Safe Space for Open Communication
I would like you to please keep an open mind when we discuss topics that may be controversial (such as ethnicity). Students from all backgrounds are welcome to respectfully express their opinion and will be treated with respect in return. For further information, please refer to the Student Handbook or the UNT website regarding the Student Code of Conduct Policy.

Thanks!
Dr. K