Becky Knight, Ph.D. - Applied Gerontology Program under PACS. I received my B.B.A. in Business from Baylor University, my M.S. in Senior Housing and Long Term Care from UNT and my Ph.D. in Applied Gerontology from UNT. I was in healthcare administration for over 30 years until I went back to grad school to be able to teach on the university level. I have been teaching in various roles here at UNT since 2010 and teach Bachelor’s and Master’s level courses. I have five children ranging from ages 33-20 years old so I know college students very, very well!

Contact Information
E-Mail: Use AGER 4550 Course MESSAGE e-mail in the class for ALL course communication if possible. This allows me to keep all communication together for each course. If for some reason that email is unavailable, please use my UNT email at Rebekah.Knight@unt.edu I typically answer emails within 24-48 hours because I am usually working in the course every weekday. You can also leave a message at my desk phone and I will get back with you as soon as I can. (940) 369-7889
Office Hours: I am on campus different times every weekday so MESSAGE me through the course to let me know what times work for you and I will work around your schedule.

Syllabus and Timeline Change Policy
All important information for this course should be able to be found either in this Syllabus or the accompanying Timeline (found on the HOME PAGE). Therefore, most questions about this course and the guidelines should be able to be answered with these two documents. 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. Announcements will be sent to let everyone know of any changes.

Materials – Text, Readings, Supplementary Readings
There will also be additional updated articles and links which will be made available in the Weekly Modules.
Course Description
The American (and world) population is aging; and many social factors (e.g., gender, race/ethnicity, social class) affect the experience of and results of aging. This course explores social issues related to aging and to successful aging, including what young adults should be doing now to ensure that they have happy, healthy, wealthy, and creative golden years.

Learning Objectives
Upon completion of the course, the student should be able to:
1. Describe aging and stages of aging through the life course.
2. Delineate major theories applicable to the social context of aging.
3. Consider societal responses to aging, needed changes in such responses, and implications of those responses for the aged.
4. Discuss major controversies related to aging, considering different positions on such controversies.
5. Analyze possible responses to issues facing the elderly.
6. Understand the importance of issues facing older Americans.
7. Research, write, and discuss these topics in an academic and professional manner.

Teaching Philosophy
Online courses work best for students who are self-motivated and self-driven. To best benefit from this course, it is vital that each of you participate in the course discussions, activities, and assignments as scheduled on the Timeline provided. It is also expected that each of you will share academic research and information, academic websites, and academically sound peer reviewed articles and books with each other via the discussion tools to assist each other with the learning process of this topic. It is my responsibility to provide you a platform of information to begin discussions from and to maintain a safe and comfortable online course environment that promotes positive learning experiences. **As upperclassmen, it is your job to build on that platform and demonstrate positive communication exchanges in an online course environment.**

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

Technical Requirements / Assistance
The following information is provided to assist you in preparing for the technological requirements:
UNT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm) The University of North Texas 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

Regular hours are maintained to provide support to students. Please refer to the website ([http://www.unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm)) for updated hours.

Hardware and software necessary to use Bb Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)

Student Resources
As a student, you have access to Blackboard’s On Demand Learning Center for Students and Blackboard Help for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Course Organization
The course is organized into weekly learning modules where the student can find all of the needed weekly information. This course is also made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, discussions, readings, research, etc. which will be made available to you each week within the module. Some modules may be open ahead of the week needed but each module will close on Sunday Night at the end of the week due.

Course Requirements
1. The student will access and follow all course instructions found in the weekly/unit content area of the Blackboard course, on the provided Timeline, and in this Syllabus.
2. The student will review all readings, online lectures, links and articles provided in the Weekly Modules.
3. The student will complete the assigned online assessments by accessing the testing tools in Blackboard.
4. The student will post and respond to posted online course discussion questions using the Discussion tool.
5. The student will submit assignments electronically using the Blackboard Assignment Drop Box.
6. The student will complete the Midterm, Final, research project and other papers in accordance with the instructions given in this syllabus and found in the online course.

Grade Requirements / Student Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions/Case Studies - 8 @ 5 pts. each</td>
<td>40 pts</td>
</tr>
<tr>
<td>Project: Our Future Older Selves</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Project: Interviews: Compare and Contrast</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Final Exam (Non-Comprehensive)</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Survey for Extra Credit</td>
<td>5 pts.</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>105 pts</strong></td>
</tr>
</tbody>
</table>

A = 90 to 100 pts.  B = 80 to 89 pts.  C = 70 to 79 pts.  D = 60 to 69 pts.  F = 0 to 59 pts.
No late work will be accepted after the week closes. This is a senior level course. All weekly module work is due every Sunday before 11:59 pm. 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.  

Writing Style Required for all Assignments and Assessments  
APA form and style must be used in all written assignments including discussions. For tips and writing assistance go to Online Writing Lab (OWL) at Purdue http://owl.english.purdue.edu/owl/resource/560/01/ and use of Son of Citation Machine: APA Format, http://citationmachine.net/index.php?callstyle=2&all= is recommended. Use correct grammar (no slang), correct punctuation, check spelling and cite resources and references to support your statements. As with all written assignments, references are to be listed on a Reference Page at the end of all course documents and formatted as described in the APA style manual. All assignments turned in need to have the student’s name and title of document submitted on a Title Page.

Assignments and Assessments  
A. Discussions/Case Studies  (8 @ 5 pts. = 40 pts.)  
(Meets Learning Objectives 1-7)  

On-line class Discussions/Case Studies will be a key component of this course.

1. Please have your Original Posts be accurate, original, and relevant. Have them teach us something new and be well written. Incorporate new substantial content in them so they stimulate additional thought about the issue(s) under discussion. Bring something new to your original post whether it is a video clip, a podcast, a YouTube link or a journal article reference. There must be something you add to the discussion each time. And as always, be sure to cite your reference where you gleaned your information from.

2. When posting your Original Post, you will not see any other posts until your original is posted. (This is a plagiarism protection of Blackboard.) Once yours is uploaded, then you can see others’ posts and reply accordingly.

3. Once your original post is done, please read other original posts and reply to at least two (2) other students’ Original Posts. This will encourage learning among all students as everyone shares information, referenced material and resources.

4. Please note below the point differentiation for different qualities of posts. Please remember that every point earned or lost is part of the 105 points total for the course.

5. All original material posted must be referenced to show where it was found. This is a senior level course and citing and referencing material at this level is paramount.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf  
http://online.uwc.edu/technology/onlEtiquette.asp
Discussions will close on Sunday night every week. NO additional grades will be given for late postings. **This is over 1/3 of your entire grade.** If there are questions or concerns on how to handle communication please message the instructor individually for consultation. These discussions will be moderated by the instructor.

<table>
<thead>
<tr>
<th>Rubric Qualifications for Discussion Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Original Post with reference(s) + Two (2) responses to others</td>
<td>5</td>
</tr>
<tr>
<td>B) Original Post with reference(s) + One (1) response to others</td>
<td>4</td>
</tr>
<tr>
<td>C) Original Post with NO references + Two (2) responses to others</td>
<td></td>
</tr>
<tr>
<td>D) Original Post with reference(s) + Zero (0) responses to others</td>
<td>3</td>
</tr>
<tr>
<td>E) Original Post with NO reference(s) + One (1) response to others</td>
<td></td>
</tr>
<tr>
<td>F) No original post but Two (2) responses to others</td>
<td>2</td>
</tr>
<tr>
<td>G) Original Post with NO reference(s) + No response to others</td>
<td></td>
</tr>
<tr>
<td>No original post but One (1) response to others</td>
<td>1</td>
</tr>
</tbody>
</table>

**B. Project: Our Future Selves (15 pts.)**  
(Meets Learning Objectives 1-7)

For this project, you will be answering a series of questions about yourselves and based on what we have read so far, write a prediction paper about your future. There will also be guidelines and expected outcomes to meet about the structure and what should be included. This will be given to you in Week 3.

1. The length for the paper is a minimum of six content pages, double spaced, with 1 inch margins using 12 point font. These six pages do not include the title page or the reference page. Total eight pages.

2. For your reference page, please have at least three or more peer-reviewed journal articles that you have referred to in your paper. You will not get full credit without at least six pages of content and three Journal article references. Insert your name and document titles on all work submitted using a cover sheet and always have an APA style Reference page.
C. Project: Interviews: Compare and Contrast Paper (15 pts.)

(Meets Learning Objectives 1-7)

1. This will be a research project based on live interviews you will participate in on topics and questions similar to your other previous project about yourself.

2. The project is an “Opinion Project” which is your thoughts supported by peer reviewed research as well as your findings in the interviews. Give us your findings and then prove to us why we should think the way you do on your subject matter.

3. The length for the paper is a minimum of six content pages, double spaced, with 1 inch margins using 12 point font. These six pages do not include the title page or the reference page. Total eight pages.

4. For your reference page, please have at least three or more peer-reviewed journal articles that you have referred to in your paper. You will not get full credit without at least six pages of content and three Journal article references. Insert your name and document title on all work submitted using a cover sheet and always have an APA style Reference page.

D. Exams (2 @ 15 pts. = 30 pts.)

(Meets Learning Objectives 1-6)

There will be two exams – a Midterm and a Final. Students will be graded on the correctness and/or content of their responses, logic and preciseness. These will be timed online exams and will be a combination of multiple choice, short answer and essay questions. Supportive materials cited and references will be necessary on the essay questions. All information needed for the exams will come from the online course materials given and discussed. The final will not be comprehensive. Both exams will be posted on the HOME PAGE in the Weekly Modules as scheduled. They will be timed, but you will have a full week in which to choose your day and time to take them.

E. Extra Credit - Course Evaluation Survey (5 pts.)

The Course Evaluation Survey will be available sometime late in the semester for all classes at UNT. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the Survey to be an important part of your participation in the course and five extra credit points will be available upon completion.

Scholarly Expectations
All works submitted for credit must be original works created by the scholar uniquely for this class. If you have done work in another class and would like to have some of this be considered for submission, please discuss this with the instructor to determine if this is an option. If duplicate work is found to be used, steps will be taken to verify this and your grade could be significantly compromised. It is considered poor scholarship and in some cases unethical, particularly at the senior level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested or approved by the instructor.
Late Work

No late work will be accepted after the week closes. This is a senior level course. 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.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion boards, assessments and assignments.

Incompletes

Applied Gerontology courses prepare students for responsible roles in professional health and social service organizations. Students are, therefore, 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.

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, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please see web links with assistance in this syllabus or contact the UNT Library for instruction.

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.

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.
Student Conduct and Discipline Please refer to the UNT Student Handbook or your department regarding the Student Code of Conduct Policy.

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.

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. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found here. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or call us at (940) 565-4323.

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

Federal Regulation on Immigrations and Customs Enforcement for F-1 Students taking Online Courses
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

University of North Texas Compliance on the Immigration Regulations
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.

Thanks!

Dr. K
## TIMELINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TO READ</th>
<th>TO DO</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 01/19 to 01/24</td>
<td>Welcome on the Home Page Syllabus &amp;Timeline Textbook: Prologue – (Pages xxiii-xxxi), Appendix – (Pages 503-507), and Glossary – (Pages 509-516). Weekly Lectures, Video/Audio &amp; Web Links (All posted in the Weekly Modules)</td>
<td>Zip Code Survey Post in Intro/Bio Discussion Work through the Weekly Module (You will find everything you need inside the Weekly Modules)</td>
<td>Sunday 01/31 Have two weeks to finish</td>
</tr>
<tr>
<td>WEEK 2 01/25 to 01/31</td>
<td>Intro Pages and Topic: Does Old Age Have Meaning? Textbook: 1-40</td>
<td>Discuss/Case Study #1 (5 pts.)</td>
<td>Sunday 01/31 Finish Week 1 and 2</td>
</tr>
<tr>
<td>WEEK 3 02/01 to 02/07</td>
<td>Topic: Why Do Our Bodies Grow Old? Textbook: 55-71 Topic: Do Intelligence &amp; Creativity Decline With Age? Textbook: 97-108</td>
<td>Discuss/Case Study #2 (5 pts.)</td>
<td>Sunday 02/07</td>
</tr>
<tr>
<td>WEEK 4 02/08 to 02/14</td>
<td>No Readings Due</td>
<td>Project: Our Future Older Selves (15 pts.)</td>
<td>Sunday 02/14</td>
</tr>
<tr>
<td>WEEK 5 02/15 to 02/21</td>
<td>Topic: Aging, Health Care, and Society Textbook: 133-166</td>
<td>Discuss/Case Study #3 (5 pts.)</td>
<td>Sunday 02/21</td>
</tr>
<tr>
<td>WEEK 6 02/22 to 02/28</td>
<td>Topic: Should We Ration Health Care for Older People? Textbook: 167-185 Topic: Should Families Provide For Their Own? Textbook: 201-214</td>
<td>Discuss/Case Study #4 (5 pts.)</td>
<td>Sunday 02/28</td>
</tr>
<tr>
<td>WEEK 7 02/29 to 03/06</td>
<td><strong>Topic: Should Older People Be Protected From Bad Choices?</strong>&lt;br&gt;Textbook: 239-252&lt;br&gt;<strong>Topic: Should People Have The Choice To End Their Own Lives?</strong>&lt;br&gt;Textbook: 269-281</td>
<td>Midterm Review&lt;br&gt;Discuss/Case Study #5 (5 pts.)</td>
<td>Sunday 03/06</td>
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<tr>
<td>WEEK 8 03/07 To 03/13</td>
<td>MIDTERM</td>
<td>Midterm Exam Due (15 pts.)</td>
<td>Sunday 03/13</td>
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<tr>
<td>WEEK 9 03/14 to 03/20</td>
<td><strong>SPRING BREAK! Halleluiah...</strong></td>
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<td>Sunday 03/20</td>
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<tr>
<td>WEEK 10 03/21 to 03/27</td>
<td><strong>Topic: Social And Economic Outlook For An Aging Society</strong>&lt;br&gt;Textbook: 301-334</td>
<td>Interview Project - Instructions&lt;br&gt;Discuss/Case Study #6 (5 pts.)</td>
<td>Sunday 03/27</td>
</tr>
<tr>
<td>WEEK 11 03/28 to 04/03</td>
<td><strong>Topic: Should Age Or Need Be The Basis For Entitlement?</strong>&lt;br&gt;Textbook: 335-350</td>
<td>Interview Project - Subject Due&lt;br&gt;Discuss/Case Study #7 (5 pts.)</td>
<td>Sunday 04/03</td>
</tr>
<tr>
<td>WEEK 12 04/04 to 04/10</td>
<td><strong>Topic: What Is The Future For Social Security?</strong>&lt;br&gt;Textbook: 375-392</td>
<td>Interview Project - Outline Due</td>
<td>Sunday 04/10</td>
</tr>
<tr>
<td>WEEK 13 04/11 to 04/17</td>
<td>No Readings Due</td>
<td>Interview Project Due (15 pts.)</td>
<td>Sunday 04/17</td>
</tr>
<tr>
<td>WEEK 14 04/18 to 04/24</td>
<td><strong>Topic: Is Retirement Obsolete?</strong>&lt;br&gt;Textbook: 415-433</td>
<td>Discuss/Case Study #8 (5 pts.)</td>
<td>Sunday 04/24</td>
</tr>
<tr>
<td>WEEK 15</td>
<td><strong>Topic: Aging Boomers: Boom or...</strong></td>
<td>Extra Credit Survey Open</td>
<td></td>
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</table>

Knight – Spring 2016
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/25 to 05/01</td>
<td><strong>Bust?</strong> Textbook: 455-466 (5 pts.)</td>
<td>05/01</td>
</tr>
</tbody>
</table>
| **WEEK 16** 05/02 to 05/08 | **Topic: The New Aging Marketplace** Textbook: 477-483  
Final - Opens | 05/08    |
| **WEEK 17** 05/09 to 05/11 | **FINAL DUE** Wednesday, May 11th  
Final Exam Due – (15 pts.)  
TOTAL CLASS PTS. - 105 | 05/11    |

Aaaaaaand…..you’re done. Good job!!!!