About the Professor

Thank you for being patient with me as I take over this course in Week 5. I know that can be frustrating for a new professor with new expectations and new ways to interrupt the course. I hope that my changes will be helpful as I try to streamline the course and increase the communication at the same time. I am very honored and pleased to be one of your professors this semester. Here is some information about me…

I have a Bachelor's of Business Administration Degree in Management and Marketing 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 graduate school and pursue my Doctorate Degree in Applied Gerontology. This allows me now to have a broader perspective in older adult healthcare issues including national and a world view of the older population. I began teaching in 2011 and have really enjoyed sharing my past work experiences in the field with my students.

Before my academic career, I was “out in the real world” working in several different aspects of rehabilitation and health care over the last 30 years. I began in teaching hospitals, then to managing physician offices, then to owning 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 aging facilities for a very long time.

My husband and I live right here in sunny Denton, Texas. We have eight children that include two sons-in-law, two sons, a daughter-in-law and three daughters. Our children range from age 33 to 22, so we understand students! We also have two granddaughters and two grandsons, so we enjoy life with them all. My husband and I are huge outdoor people and when we get away, you can find us hiking in the mountains, snorkeling in the blue waters, or fishing on a remote lake somewhere.

What I hope you learn the most in this course is the ability to transfer information from theory to practice. For those of you who have some experience with the older population, this course will fit you like a glove. For all others, you may have to wiggle that glove a bit, but if you stay steady and on task, it will fit you by the end of the semester!

Dr. Swan’s has a Ph.D. in sociology from Northwestern University (1981). He has been a Professor of Applied Gerontology at the University of North Texas since 2004. His major research area has been long-term care finance and policy but has in recent years developed research in physical activity & aging. His career has been in applied areas— doing health services research, and teaching in health administration, public health, and gerontology programs. Professionally, he has oriented to public health, long being active in the Aging and Public Health Section of the American Public Health Association (APHA) and served several years as one of that section’s APHA Governing Councilors. In Texas, he has been active in the Texas Public Health Association (TPHA), currently as its President, on its executive board, governing council, and conference planning committee. Dr. Swan has maintained a steady and active publication record for three decades, and annually presents at the APHA conference and other conferences. Dr. Swan’s teaching interests have especially focused on research, social policy in aging, health and aging, and aging services. He has a strong commitment to global aging (and has taught courses in Mexico and Nigeria).

Description

The American (and world) population is aging; and many social factors (e.g., sex, 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.

Expected Outcomes

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.

7. Understand the importance of issues facing older Americans.

TEXT


There are additional readings, which will be made available, mostly through the course website.

Course Format

Course Requirements and Grading Criteria

The course requirements and grading criteria are:

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<thead>
<tr>
<th>% of Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>30%</td>
<td>Midterm Exam – two weeks to respond</td>
</tr>
<tr>
<td>30%</td>
<td>Term Paper - (see below)</td>
</tr>
<tr>
<td>10%</td>
<td>Short Paper - (see below)</td>
</tr>
<tr>
<td>30%</td>
<td>Discussion Board</td>
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TOTAL COURSE POINTS 100 pts

Exam: An essay test will cover both materials in required readings and anything in the PowerPoints for the first weeks. **There is no final exam.** The exam will be posted on the web site, two weeks before the due date. On the exam, you will be presented with five overall questions and asked to write essays in response to three (3) of them. For each question, respond to each component of each sub-questions – failure to respond to each such component results in reduction in grade. **Send responses to the Learn (Blackboard) Messaging.** Please upload your Midterm into the dropbox provided in Week 9 when the Midterm is due.
Term paper: Please see the Instructions and the Rubric that have been put in the Rubrics Folder on the Home Page and in the four Weekly Modules where a part of the Term paper assignment is due. A term paper (8 to 10 pages) will be required.

Word process in Word. Statements of fact, data, and opinion of others must be supported by citations in the general social science (such as APA) format: in-text, with author and year in parentheses, with page numbers only for any quote. References at the end should be organized alphabetically by author (first author’s last name), followed by year of publication (to match the citation format). Exact restatement of another’s work is quotation and should be so indicated and cited (again include page numbers of the quotes). Overenthusiastic quotation without attribution (plagiarism) is grounds at least for severe reduction in grade. Cite sources of assertions that are not either: (1) your own opinion, or (2) widely-known or common-sense knowledge (if in doubt, cite). Proper citation of sources does enter strongly into the grade. A reference section at the end should list only sources cited. The text is not an acceptable source in a term paper. Tables from other sources or from others’ data should have citations on the table and be listed in the reference section. At least some sources should be from the peer-reviewed literature: at least 3 in general. Web citations are fine, but be prepared to defend the validity of the source; provide the URL, and note when you accessed the site. Citations of books are fine, but note that most books are not peer-reviewed literature. Other documents, particularly organizational documents, are acceptable. Citations of interviews you may have conducted are also acceptable. The paper will be graded on the quality of sources (including adequacy of references provided), the organization of the paper, and the quality of the paper. See the Guide to Term Papers handed out and on the website. A topic statement is due by February 11th or March 11th in Week 8; an outline by March 11th or April 1st in Week 10; a tentative bibliography (at least 8 entries) by April 1st, April 22nd in Week 13, and the paper by May 6th in Week 15 – to the Learn (Blackboard) Messaging to the dropbox in Week 15. Again, please see the Instructions and the Rubric that have been put in the Rubrics Folder on the Home Page and in the four Weekly Modules where a part of the Term paper assignment is due.

Short paper: In place of what would be student presentations in a classroom, a short paper is required on a course topic, which may be but need not be the topic of the term paper. A good strategy is to do the short paper on the topic of the term paper so as to get in practice for the term paper. Because the short paper replaces what would be a presentation in a classroom, the text may be a source for the short paper (as it would be for a classroom presentation). Please see the Instructions and the Rubric that has been put in the Rubrics Folder on the Home Page and in Week 6 where the assignment is due. The dropbox will also be in Week 6.

Discussion Board: In an online class, posts on the discussion board constitute attendance, and among other things are consulted when I have to “rat” on students not attending in the first weeks of the class. Both starting new threads on a weekly topic and responding to others are valuable ways to participate on the discussion board. Topics will be posted to the class web site’s discussion board. You are responsible for participating in discussions. You can start your own threads under each topic. A good
strategy is to both start your own discussion threads and respond to other students’ threads—i.e., participate with other students in discussions. To provide a sense of how you are doing, interim grade progress reports on discussion board posts will be provided in the 4th (by February 9) and 8th (by March 9) weeks. Please see the new Discussion Rubric that has been placed in the Rubrics area on the Home Page. Also, please find the Weekly Discussion inside the Weekly Folders.

Disabilities Accommodation

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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. 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.

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 at the end of the syllabus and on the left side of the Course under the link as well as 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.

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. All materials for the course are on Blackboard Learn, and the Discussion Board is located there.
Student Resources
As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk “ tab which provides student resources and Help Desk Information.

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

How the Course is Organized
Relevant information is located on the home page. This course is structured with weekly lectures from the instructor, plus weekly reading assignments from the required textbook and weekly required and recommended additional readings, plus weekly topics on the discussion board. Posting on the discussion board is a required and graded part of the course; and for an online class, “attendance in class” is defined as posting on the discussion board. Testing is via a midterm essay exam. Students are required to do a term paper plus an additional short paper.

What Should Students Do First?
Students should first complete the Zip Code Survey located on the course home page then carefully read the syllabus regarding course requirements and assignments and note the timeline and particular assignment and exam due dates. Students may make introductions by posting to other students their greetings on the discussion board. Any questions or queries may be directed to the instructor using the course email system Message system within the course. This allows me to keep all course correspondence together for each and every course.

How Students Should Proceed Each Week for Class Activities
All weekly instructions are located in a weekly folder found on the Home Page, as are the weekly discussion board topics, the instructions for assignments, and any recommended readings not in the textbook. Students should submit all assignments by their due dates. The completed Midterm and both papers are to be sent through the drop boxes provided for each assignment and assessment. Drop boxes will be inside the Weekly folders provided. Specific instructions regarding preparing and submitting assignments are given below.
# Student Support
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](mailto:helpdesk@unt.edu)
Phone: 940.565-2324
In Person: Sage Hall, Room 130

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

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**PLEASE SEE NEW UPDATED TIMELINE FOUND BELOW, ON THE HOME PAGE, AND IN THE LINKS ON THE LEFT SIDE OF YOUR COURSE!**

| Week 1 | Aging and Society  
Reading Assignment: Moody, pp. 1-8  
Post your Introduction  
Discussion: Disc 1 - Aging Today (2 pts.) | Due  
Jan 21st  
(2 pts) |
|---|---|
| Week 2 | Social Theories of Aging  
Reading Assignment: Moody, pp. 9-13  
Discussion: Disc 2 - Theories (2 pts.) | Jan 28th  
(2 pts) |
| Week 3 | The Aging Person  
Reading Assignment: Moody, pp. 13-27  
Discussion: Disc 3 - The Aging Person (2 pts.) | Feb 4th  
(2 pts) |
| Week 4 | Why Aging  
Reading Assignment: Moody, pp. 55-62  
Discussion: Disc 4 - Why Aging? (2 pts.) | Feb 18th  
(Extra time)  
(2 pts) |
| Week 5 | Health Promotion With an Aging Society  
Reading Assignment: Moody, pp. 63-71  
Discussion: Disc 5 - Health Promotion (2 pts.) | Feb 18th  
(2 pts) |
| Week 6 | Promoting Long Life  
Reading Assignment: Moody, pp.72-90  
Discussion: Disc 6 - Very Long Life (2 pts.)  
**BEGIN NEW DISCUSSION RUBRIC**  
Short Paper Due. Instructions and Rubric are provided - (10 pts) | Feb 25th  
(12 pts) |
| Week 7 | Aging and Creativity  
Reading Assignment: Moody, pp. 97-106  
Discussion: Disc 7 - Creativity (2 pts.) | Mar 4th  
(2 pts) |
| Week 8 | Lifelong Learning & Meaning  
Reading Assignment: Moody, pp. 29-50, 107-130 | Mar 11th |
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Mar 12th – 16th</td>
<td>Spring Break! Yay!!!!!</td>
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<tr>
<td>Mar 25th</td>
<td>MIDTERM OPENS – Can be taken at any time in the three weeks.</td>
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<td>Apr 8th</td>
<td>Week 11 Socioeconomics &amp; Social Security</td>
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<td>Apr 15th</td>
<td>Week 12 Social Policy &amp; Entitlements</td>
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<td>Apr 22nd</td>
<td>Week 13 Burdens on Families &amp; Retirement</td>
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<td>Apr 29th</td>
<td>Week 14 Autonomy</td>
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<td>May 6th</td>
<td>Week 15 Suicide and End-of-Life</td>
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<td><strong>Total Points = 100 pts for the Course</strong></td>
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**PLEASE DO NOT USE THE OLD TIMELINE LISTED BELOW**

**Course Outline and Required Readings**

1. **Aging and Society** January 16-21  
   Required: Moody, pp. 1-8

2. **Social Theories of Aging** January 22-28  
   Required: Moody, pp. 9-13
3. The Aging Person ........................................... Jan. 29-Feb. 4

4. Why Aging ................................................ February 5-11
   (Paper Topic Due)
   Required: Moody, pp. 55-62.

5. Health Promotion with an Aging Society .................. February 12-18
   Required: Moody, pp. 63-71.

6. Promoting Long Life (Controversy II) .................... February 19-25
   Required: Moody, pp. 72-90,
   JI(1): 54-65.

7. Aging and Creativity (Controversy III) ................. Feb. 26-March 4
   Required: Moody, pp. 97-106.

8. Lifelong Learning & Meaning (Controversy I) .......... March 5-11
   Required: Moody, pp. 29-50, 107-130.
   (Misterm Posted)
   (Paper outline due)

(Spring Break) ................................................ March 12-18

9. Physical Activity and Aging ................................ March 19-25
   (Midterm Due)
   Required: Swan, et al., 2017, Life course and physical activity in an aging-
   Swan, et al., 2013, Increased physical activity, physician-
   recommendations, and senior center participation, Health 5(12A): 8-18.

10. Boomers (Controversy XI) ................................ March 26-April 1
    Required: Moody, pp. 455-474.
    (Paper sample bibliography due)

11. Socioeconomics & Social Security (Controversy IX) .... April 2-8

12. Social Policy & Entitlements (Controversy VIII) ....... April 9-15
    Required: Moody, pp. 325-369.

13. Burdens on Families & Retirement (Controversy X) .... April 16-22
14. Autonomy (Controversy VI) .................................................. April 23-29
   Required: Moody, pp. 239-265.

15. Suicide & End-of-Life (Controversy VII) ....................... April 30-May 3
   — (Term Paper Due)

TO COUNT TOWARD A GRADE, ALL MATERIALS MUST BE RECEIVED BY May 11

ALL DISCUSSIONS AND ASSIGNMENTS HAVE A REQUIRED DUE DATE.
PLEASE ADHERE TO THOSE DATES FOUND IN THE UPDATED TIMELINE.