

 **AGER-4800**

**Social Context of Aging: Global Perspectives**

Fall 2013 Semester

**Syllabus**

**Instructor: Stan Ingman, PhD , Professor of Applied Gerontology**

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**Program in Gerontology**

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**AGER-4800 Social Context of Aging: Global Perspectives**

INET WEB BASED INSTRUCTION: Section 900 (Class # 30177) and Section 950 (Class # 30767)

**Syllabus Not a Contract:**

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.

**Syllabus is subject to changes throughout the course.**

**See also: TIMELINE (considered part of this syllabus)**

**Course Description:** The Social Context of Aging: Global Perspectives 3 hours Analysis of the aging experience in a global context, historically and currently. Topics include perceptions of aging, definition of need in old age, and models for delivering health and social services to older persons. Prerequisite(s): None. Core Category: Social and Behavioral Sciences

**Course Learning Objectives**

Upon completion of the course, the student should be able to:

1. Describe issues of the diversity of culture and family contexts of aging in the world.

2. Relate issues of private and public policies and programs for aging in the world.

3. Delineate major theories applicable to the social context of aging in a diverse world.

4. Outline differences in aging and in response to aging across various nations.

5. Appreciate differences by political and cultural contexts around the world in responding to the needs of older persons.

6. Discuss issues in lifestyle, needs, access to care, and service delivery relating to elders in different countries.

7. Understand the importance of issues of diversity as they relate to the world’s aged populations.

**REQUIRED TEXT:**

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| **Sokolovsky, Jay, (eds)** ***The Cultural Context of Aging: Worldwide Perspectives*** **London: Sage, 3rdEd 2009.** **(You may use older editions)** **UNT Bookstore - 3rdEd. - New $48.00 - Used $36.00 - Rent $23.98 (Return Date 12/19/2011)** **Amazon: - Third Edition (Paperback $44.95) http://www.amazon.com/** **ABC-CLIO: This is linked from Authors' Website. Paper in Stock was $44.95 now $22.47** Sale Price for **U.S. Customers Only http://www.abc-clio.com** |

 

**Required Supplemental Papers assigned in Week-by-Week lessons are provided on Course Web Site.**

**Video links provided in folder on Homepage**

**Grade Requirements / Grading:**

• Discussion Participation = 30%

• Book Chapter Review = 10% – Due –February 14th

* Journal Article Reviews 10% - (1) Due - February 21st

• Midterm Examination = 25% - Due March 5th

* Journal Article Reviews 10% - (2) Due – April 6th

• Final Examination = 25% -Due- May 3rd (Paper)

**Grading Scale**

A=90 to 100%

B=80 to 89%

C=70 (Min to pass course) to 79%

F=0 to 69%

No late work will be accepted without prior approval by the instructor. Timely communication with the instructor is important to you. All Late Work, subject to grade reduction.

**Instructional Methods**

**Reading assignments - Discussion forums - Written assignments:**

Written assignments: 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 course assignments references are to be listed at the end of all course documents and formatted as described in the APA style manual.

**Insert your Name, Date and Title on all documents submitted to this course.**

**Assignments:**

**Lesson Postings and Dialogue:** (30%) Due by date specified in Blackboard, a Lesson-Posting is an essay (at least 400 words, but not to exceed 500 words), which reflects your thoughts about and interest in a particular subject or subjects from the particular lesson at hand. Dialogue: Comment on at least 1 other essay per lesson. See also, Discussion Board Grading Rubric.

**Book Chapter Review** - Select a chapter in our textbook and do a 4 - 6 page mini book review related to this class.

Book Chapter Review = 10% –

**Journal Article Reviews:** Select **2 articles** of your choice (must be peer reviewed/empirical from a reputable journal.) Give a brief summary of the article and the findings. Analyze how that article applies to the topics being discussed in this class. Also, include a conclusion based on your ideas, attitudes, and/or impressions about the topic or research the article covers. Article Reviews should be between 400 and 500 words in length and include

Journal Article Reviews 10%

* A summary of the article,
* A critique of the article- how do you feel about the article? What would you have done differently? Were there any confounds in the study?
* A moving forward section - What would future research tell us?
* Part of the challenge of this assignment is keeping your writing within the specified length parameters. Each article review should be typed and 12 point font. Each student should also be prepared to discuss their article in the appropriate discussion forum. READ: “How to post a paper to the discussion forum”

• Journal Article Review - 1: 2-pages - 10%

• Journal Article Review - 2: 2-pages - 10%

**Midterm Examination** = 25% -

Answer 3/5 Questions based on Text reading assignments. All exam questions are from material presented in this course ONLY. On scheduled dates instructor will release question(s) for Midterm. Answer the questions using a Word document. Submit the exam to instructor using the Assignment Dropbox link on or before the due date.

**Final Examination** = 25% -

Paper must be between 8-10 pages not including Title page or references. Prepare a research paper on a topic related to this class - if in doubt Vista E-Mail Instructor. The length for each paper is a minimum of 8 pages to 10 pages PLUS Title page or references, double spaced, with 1 inch margins using 12 point font. The paper should be of sufficient length to convey the material in a concise and cohesive manner.

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In order to receive the maximum benefit (and grade) from this course you will need to:

• Review the course assignments for each weekly Discussion area.

• Complete assigned readings by the beginning of the week in which they are covered.

• Visit the discussion pages early each week.

• Open each unit's discussion question(s) promptly, participate actively in the discussions, and follow the contributions of others throughout the week.

• Check your WebCT course E-Mail frequently for personal communications from your instructor and fellow students.

**How to post a paper to the discussion forum:**

To ensure a lively discussion and encourage substantive replies, you are asked to BOTH attach your paper AND copy/paste the contents into your discussion post. Create Message / Enter paper title or other descriptive into Subject Line... Enable HTML Creator and paste the contents of your paper. - Vista, in HTML Creator, maintains most of your Word formatting. Don't worry about line breaks... - then attach your paper and post. Students are allowed to edit postings later if you find a mistake. Please follow this instruction throughout this course.

**Insert your Name, Date and Title on all documents submitted to this course.**

**Discussion Board Grading Rubric**

Each of your Weekly ASSIGNED discussion post is viewed by instructor using the following rubric:

Points

Interpretation

Grading Criteria

2.5

Excellent (A)

The comment is accurate, original, and relevant, teaches us something new, and is well written. 2.5-point comments add substantial teaching presence to the course, and stimulate additional thought about the issue/s under discussion

2

Above Average (B)

The comment lacks at least one of the above qualities, but is above average in quality. A 2-point comment makes a significant contribution to our understanding of the issue/s being discussed

1.5

Average (C) and/or late - not timely

The comment lacks two or three of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category.

1

Minimal (D) and/or posted beyond usefulness

The comment presents little or no new information. However, one point comments may provide important social presence and contribute to a collegial atmosphere.

0

Unacceptable

No comment OR the comment adds no value.

**Code of Conduct**

**NOTICE: This is not Twitter or Facebook... Practice Good Etiquette.**

Respect the views of others, we are discussing not dishing and learning not arguing.

Please refer to the UNT Handbook regarding the Student Code of Conduct Policy.

The UNT Student Code of Conduct does apply to online courses.

Give credit when credit is due...

It’s OK to present material you’ve researched to the instructor and class, all you need to do is reference who and where it originates. When repeating numbers and percentages, note where that number or percentage came from, and what date. (Example :) “Just a few years ago, 35 percent of Seniors lived in poverty” while technically true, can be a misleading statement. Here’s a more acceptable way to present the information... According to the National Bureau of Economic Research “Between 1960 and 1995, the official poverty rate of those aged 65 and above fell from 35 percent to 10 percent.” (http://www.nber.org/info.html 8-12-2011)

**Scholarly Expectations**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, to make duplicate submissions of a single work for credit in multiple classes, unless specifically approved by the instructor.

**Policy on Academic Integrity**

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 contact the course instructor for assistance.

**Copyright Notice:**

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Any students, faculty, or staff who use University equipment or services to access, copy, display, perform, or distribute copyrighted works (except as permitted under copyright law or specific license) will be subject to appropriate disciplinary action by the University as well as to those civil and criminal penalties provided by federal law.

**Attendance and Performance in Class**

Internet courses provide students with the opportunity to take classes at a distance and at a time that fits their individual schedule. However, to provide a learning experience comparable in quality to the traditional classroom, internet courses require a broader and more consistent level of participation by students. For purposes of this course, attendance means more completing the assigned readings and visiting the weekly lectures.

**Americans with Disabilities Act Statement**

It is the policy of your instructor to comply fully with the American Disabilities Act and to make reasonable accommodations for qualified students with disabilities. Please present your written request for accommodation at the start of the semester. :

**Policy on Incomplete Coursework**

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 as the final course grade.

**Diversity Statement:**

The Department of Sociology and Applied Gerontology Program at the University of North Texas prepares students to serve populations with diverse socioeconomic and educational experiences. The academic curriculum is designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

**Blackboard Vista**

The course employs the Blackboard Vista software used by UNT to approximate a classroom-based course with assigned readings, class discussion, examinations and related assignments.

If you find that you are having difficulty with the Blackboard program and need technical support, try using the instructional tutorial and other materials provided by the UNT Center for Distributed Learning, email the Center for technical support or email TA David Comeau (Section Designer / TA for this course). Links to the CDL instructional materials and to WebCT tech support are provided when you first log into WebCT.

Vista E-Mail questions: Direct Academic related questions to the Instructor Rukmini Vanka (rukminivanka2@my.unt.edu) and direct your technical course questions to Vista support.

Virtual Office (Discussions area) ASK QUESTIONS HERE Students can edit their messages after posting them.

Virtual Office

General Discussion

Announcements and comments to class, news, and links (Not relevant to other discussion areas) go here.

Academic Questions

Ask Academic questions here. (Clarification of a concept, definitions, context etc.) The instructor and classmates may answer.

Technical Questions

Technical Questions about how to “operate” this course. The instructor, TA and classmates may answer. (You can also direct Vista questions to Vista support: Links at bottom of Course Homepage.)

Introductions

Post a paragraph or two introducing you to the class. Please indicate what you hope to learn in this course and how this course will be useful to you in your career goal. Students can edit their messages after posting them.

(See Timeline for details)

**Course Outline**

Spring-2014 Online Class weeks begin at 12:01 AM Mondays and End 11:59 PM Sundays - Except weeks 1 and 15 - First Class Day Tuesday 14th - Note:

**Module-1**

Week-01- Tuesday , January 14th

• **Introductions due (January 19th)**

Week-02\_January 20th – January 26th

**Module- 2**

Week-03\_January 27th – February 2nd

Week-04\_February 3rd – February 9th.

* **Book Chapter Due- February 14th**

**Module-3**

Week-05\_February 10th – February 16th

Week-06\_February 17th – February 23rd

**• Journal Article Review 1 of 2 - 10% - Due February 21st.**

**Module-4**

Week-07\_February 24th – March 2nd

Week-08\_March 3rd – March 9th

• **Midterm Examination = 25% Released March 4th , Due March 5th .Covers Modules 1 – 3**

**Module-5**

Week-09\_March 17th – March 23rd.

Week-10\_March 24th – March 30th

Week-11\_March 31st- April 6th

**Journal Article- 2 – Due- April 6th**

**Module 6**

Week 14 –April 7th – April 13th

Week15- April 14th - April 20th

**Module-7**

Week 16- April 21st to April 27th

**--- Last Day for Submission May 4th**

**• Final Examination = 25% - May 3rd (Paper Due)**

**Web-CT Vista Online Component:**

Students must have access to Internet services and Web-CT Vista instructional capabilities. All assignments are posted in advance and must be completed on schedule as announced. Student work products may be submitted only using the Web-CT Vista Assignments tool or as directed by the instructor. Students must have access to Microsoft Windows capabilities for Word, and PowerPoint and be able to view PDF files.

Special instructions for Web-CT Vista: If you need help with WebCT-Vista please follow the instructions provided in the Student’s Guide Student Resources for using WebCT Vista are available at the following web site: <https://ecampussupport.unt.edu/index.cfm?M=Student_Resources>

**You will need to have access to a computer. If you do not have access to a computer or are unable to make your computer Vista-Ready… Your local Library may have computer lab , or you can use many labs on various campuses, UNT –Denton or UNT –Dallas.**

**CONTACT INSTRUCTOR FOR ALTERNATIVE OPTIONS NOW.**

You will need Acrobat Reader to view much of this material. If you do not have Acrobat Reader click on above button to download.

Updated 1/10/2014