

**MWF 10:10-11:00 in 206 Dawson Hall**  
**MWF 1:25-2:15 in 208 Dawson Hall**

Denise C. Lewis, Ph.D.

Office: 112A Dawson Hall

Office Hrs: Wed. 9:00-10:00 AM and 3:00-4:00 PM. All other times by appointment.

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For all course-related correspondence, please email me through the WebCT system for our class

Phone: 706-542-0254

**This syllabus is divided into two major sections. The first section, classroom policies and procedures, provides you with detailed information on succeeding in this course. Please review this section carefully for assistance and information on construction of your integrative term paper, journals, the weekly blog, and other assignments. The second section is the class schedule and outline. It lists reading assignments and critical due dates.**

#### **CLASSROOM POLICIES AND PROCEDURES:**

#### **COURSE THEME:**

The theme for *Mid-life and Later Years* is the understanding of how changes that occur within and around aging individuals are influenced by historical, cultural, biological, physiological, psychological, and social contexts. The following central question will guide our thinking as we move through the semester:

**How do knowledge, values, and practices used when thinking about aging, interacting with elders, or growing old inform understandings and experiences of people's lives across time?**

#### **Major Course Objectives**

- 1. Students will develop an understanding of the field of gerontology.**
- 2. Students will develop an awareness of aging within contexts of historical, biological, physiological, psychological, cultural, and social research.**
- 3. Students will develop an understanding of and be able to apply gerontological theories and concepts to "real-life" situations.**

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**TEXTS:**

You will have one main text for this course, *Issues in Aging* by Mark Novak. You may be assigned supplemental readings. As you will see in the course schedule, you will be required to read material in preparation for each class day. Please complete all reading assignments and the reading quiz before you come to class each week.

Novak, M. (2006). *Issues in Aging*. Pearson Education. Boston: Allyn & Bacon. (Listed as “Aging” in the class schedule).

**SPECIAL NEEDS:**

Although I will not post grades using students’ names, there may be times that I say your name in class (e.g., to respond to a question or comment or to ask for your feedback). If you feel uncomfortable with me calling you by name in class or posting groups by name, please visit or email me to let me know. If you are disabled in any way, and/or feel there is anything I need to know that might improve your learning environment in this class, please contact me in person or by email so appropriate accommodations to your needs may be made.

**CLASSROOM PROTOCOL:**

Please be respectful of me, any guest speaker, and your fellow students by arriving to class on time and prepared. I expect each of you to actively participate in discussions and to feel free to offer your thoughts and opinions. I will respect your opinions even if they differ from my own. I also expect each of you to be respectful of each other and of me or any guest speaker during discussions. I will not tolerate personal attacks—whether verbal or otherwise—on any person; nor will I tolerate disrespect toward any group of individuals. I also expect you to use inoffensive language at all times in the classroom. Disrespectful behavior or language may result in your dismissal from class. Please be respectful of me and your fellow students by turning your cell phone’s ringer off while you are in class. Turn your pager off or change its setting to vibrate. If you have an alarm watch or clock, please turn it off as well. If you have any other noise-making device that I have failed to mention then you are to take the necessary steps to prevent its noise-making during class.

**DISCLAIMER:**

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The course syllabus is a general plan for the course. It is likely that changes will be made in assignments. Deviations to the course plan will be announced to the class by me or my assistant at the beginning of class as far in advance as possible. It is your responsibility to be in class on time so you can hear the announcements.

**OFFICE HOURS:**

My office hours are listed above. At times, I may need to adjust my office hours and will let you know as soon as possible when that occurs. If you have another class during my office hours and need to see me, feel free to make an appointment. Your best way to reach me is during office hours or through email. Please contact me whenever you have *any kind of concern or question* about something we have discussed in class, an assignment, or other things you think are relevant to your having a successful experience in this class.

**COURSE REQUIREMENTS:**

**All written assignments must be submitted electronically with the exception of in-class assignments and your final integrative term paper. Each reading quiz must be completed before the start of the academic week. Your final paper must be turned in as a paper document. No electronic submission of your final paper will be accepted.**

1. You will be required to **fully participate** in the Friendly Visitors Program, an **intergenerational service-learning project**. There are multiple ways for you to engage in the Friendly Visitors Program. You will be assigned as a “friendly visitor” to an elderly person who resides in an assisted living facility, a retirement community, or receives assistance in her or his home. You may be assigned to assist an agency who serves elderly residents or you may be assigned to work as a group with elders. You will be given the opportunity to list your preferences. This requirement consists of multiple components and constitutes a major portion of your grade. Full participation in this project is absolutely mandatory. You must, as a minimum requirement, complete 8 weeks of the friendly visitors program in order to pass this course. Failure to do so will result in an F for this course.
2. You are required to write three journals that relate to your experiences in the Friendly Visitors Program (one at the end of the 3<sup>rd</sup> week of the program, one at the end of the 5<sup>th</sup> week of the program and one at the end of the 8<sup>th</sup> week of the program). These will be available on

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WebCT. You will be asked to answer questions from multiple perspectives (personal, civic, academic, and learning). Each journal is worth 10% of your total grade.

3. You must engage in a blog discussion about your experiences in the Friendly Visitors Program at least once each week. Your participation in the blog will contribute to your class participation grade. The blog is available on WebCT.
4. You are required to complete a reading quiz before each class with a reading assignment. The quizzes are worth 10% of your total grade. Quizzes will be available each week on WebCT.
5. Although I will strive to make clear points and present information to you in logical and understandable form, I recognize that I will not always achieve that goal. You will, therefore, be required to turn in at the end of class each day two statements or questions. One statement will address the **most important thing you learned** from that day's class. The other statement will address the **most confusing point** made during our discussions. These will guide me in preparing for the next day's class and help improve my ability to provide you with a valuable learning experience. Please make certain that you include your name on your daily statement. Your daily statement will serve as your attendance record (Yes, I take attendance!) and will contribute to your participation grade. Forms for your daily comments are available on WebCT.
6. Beginning with **Friday, February 16**, and continuing through **Friday, April 13**, only designated groups will meet for class on Fridays. You will be assigned to one of 4 groups. Each group will meet with me for intensive discussions twice during that period. Please review the course schedule for your times to meet. Attendance is absolutely mandatory at each of these discussion meetings. You must be on time and prepared to actively engage in discussions. Unexcused absences from group days will result in a 5 point reduction in your overall grade per incident. If you miss both group days, you will receive an *F* for this course. All groups are also expected to meet on **Friday, April 20** for preliminary work on the Tribute to Our Elders celebration.
7. Each group will be assigned to lead one **class discussion** on a designated topic (see class schedule for details). The entire class is responsible for reading all the assigned articles and participating in the discussion. The articles were selected to provide opposing views to the topic. Each group must present both sides of the debate. The entire class also must engage in the

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discussion and debate. Each member of the group will earn up to 100 points based on in-class and peer evaluations. This constitutes 10% of your total grade. A discussion reading list is posted on WebCT.

8. **FINAL EXAM:** There is no in-class final exam for this course; instead, you will complete a term paper (due on the last day of class) and you will participate in a Tribute to Our Elders Celebration on the university-scheduled exam date. **The Tribute to Our Elders will be held on Friday, May 4<sup>th</sup>, at a location and time to be determined.** Failure to turn in your integrative paper on time will result in a 25% reduction in your paper grade for each day it is late⊕. Exams will not be accepted more than 48 hours after they were due. As always, contact me so we can work together to stay on top of things if you are having difficulty with this (or any other) assignment.

#### **GRADING:**

Final grades will be computed as follows: A= 100-91%, A-= 90-89%; B+ = 88-87%, B = 86-81 %, B- = 80-79%; C+ = 78-77%, C = 76-71%, C- = 70-69%; D = 68-60 %; F = 59% or less. **Students must complete ALL course requirements; failure to do so will result in an “F” for the course.**

<b>Journal Entries</b>	<b>30%</b>
<b>Controversies Discussion</b>	<b>10%</b>
<b>Reading Quizzes</b>	<b>15%</b>
<b>Participation</b>	<b>10%</b>
<b>Integrative Term Paper &amp; Friendly Visitor Components</b>	<b>15%</b>
<b>Integrative (Comprehensive) Term Paper</b>	<b>20%</b>

#### **ATTENDANCE POLICY:**

Attendance at all classes and at the Tribute to Our Elders celebration is mandatory. Please arrive on time and prepared for class. Failure to attend class will severely limit your ability to do well in this course and will result in a 1.5% reduction per incident in your overall class score for the first 1 through 7 unexcused absences. If 8 or more missed days are unexcused absences, you will receive an F in this class. If you have 10 or more absences and fewer than 8 are unexcused absences, you will receive an I in this class. You must provide a *Request for Excused Absence* form (available on WebCT) and

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appropriate documentation for your absence in order for me to consider whether your absence will be excused or not. You must provide both the form and your documentation on the first day of class after your absence.

**ACADEMIC HONESTY:**

I accept and abide by the definition and consequences of academic dishonesty as described in the UGA Student Honor Code, “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty in others.*” You will find a full version of *A Culture of Honesty* at <http://www.uga.edu/ovpi>. I expect and require that you adhere to these rules. I have zero tolerance for academic dishonesty; suspected academic infractions in these areas will be acted upon following the procedures set forth by the codes established by the University of Georgia. All academic work must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work.

**SCHOLARLY WORK DONE FOR THIS COURSE:**

The final integrative paper is a formal term paper. It must conform to the APA 5<sup>th</sup> Edition publication manual. If you are having difficulty determining how to properly utilize another source for information, please see me or access services through Academic Support <http://www.uga.edu/academics/resources.html>, or by going to the libraries’ web pages <http://www.libs.uga.edu> and following the links *Research Guide*, or by reviewing APA 5<sup>th</sup> citation styles at <http://www.APASStyle.org>. You may also view a paper copy of the manual. Check with the library for availability.

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**CLASS SCHEDULE AND OUTLINE:**

**M 01/08** Introduction: Policies and procedures

**SECTION 1: Aging and Ageism**

**How have older individuals' lives been influenced by self-perceptions and attitudes of others? What are some past and present images of elderhood that influence our thinking of the aging process? What is the role of the media in our attitudes toward elders?**

**W 01/10** Read: Aging, Chapter 1 (Aging & Ageism)

**F 01/12** Discussion of Ageism  
Discussion of Friendly Visitors Program

**M 01/15** ~~~~~MLK Day Class does not meet~~~~~

**SECTION 2: Theory and Methods in Aging Research**

**How do theories on aging define our understanding of “normal aging”? What are the primary means of research into issues of aging? What are some specific ethical considerations when conducting research with elders?**

**W 01/17** Read: Aging, Chapter 2 (Theories & Methods)  
In-class photos for Friendly Visitors Program

**F 01/19** Discussion  
In-class photos for Friendly Visitors Program

**SECTION 3: Changes in Demographics of Aging Populations**

**In what ways has treatment of older people varied across time? What changes must society make to accommodate an increase in the percentage of elders?**

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**M 01/22** Read: Aging, Chapters 3 and 4 (Past, Present, and Future Trends in Aging)  
**W 01/24** Discussion  
**F 01/26** Discussion

**SECTION 3: The Health Care and the Growing Population of Elders**

**Why do we have three different models of health care? What are the advantages or disadvantages of each model? How can we optimize these models for providing elders with resources for successful aging?**

**M 01/29** Read: Aging, Chapter 5 (Personal Health & Well-being)  
**W 01/31** **Group 1 leads Controversies Debate “Should age or need be the basis for entitlement?”**  
**F 02/02** Discussion

**SECTION 4: Aging across the Lifespan**

**How do elders “fit” within society and within families? What is the role of family (and what do we mean by “family” anyway)? In this section we will explore the diversity of families to consider how gender, ethnicity, and class shape elders’ experiences in societies.**

**M 02/05** Read: Aging, Chapter 6 (Lifespan)  
**W 02/07** Discussion  
**F 02/09** **Begin Friendly Visitors Program – Appointments with Elders/Agencies**  
**No on-campus class.**

**M 02/12** Read: Aging, Chapter 7 (Race & Ethnicity)  
**W 02/14** Discussion.  
**F 02/16** **Friendly Visitors Program – Group 1 meets**

**M 02/19** Read: Aging, Chapter 8 (Health Care System)  
**W 02/21** **Group 2 leads Controversies Debate “Should older people be protected from bad choices?”**

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- F 02/23**      **Friendly Visitors Program, Group 2 meets**
- M 02/26**      Read: Aging, Chapter 9 (Finances & Economics)  
**W 02/28**      Discussion  
                  *Discussion of paper format and topic*
- F 03/02**      **Friendly Visitors Program, Group 3 meets**
- M 03/05**      Read: Aging, Chapter 10 (Retirement & Work)  
                  *First Reflective Journal due by class time*
- W 03/07**      **Group 3 leads Controversies Debate “Should families provide for their own?”**  
**F 03/09**      **Friendly Visitors Program, Group 4 meets**
- M 03/12**      **Spring Break – Class does not meet**  
**W 03/14**      **Spring Break – Class does not meet**  
**F 03/16**      **Spring Break – Class does not meet**

**SECTION 5: Housing and Home**

**How do elders create meanings of home? What options do elders have in living arrangements and housing options? How do income, gender, and minority status influence housing, leisure, and other activities for elders? In what ways do family relations influence elders’ quality of life?**

- M 03/19**      Read: Aging, Chapter 11 (Housing, Home, & Transportation))  
**W 03/21**      Discussion  
                  *Statement of proposed topic – Due by class time*
- F 03/23**      **Friendly Visitors Program, Group 1 meets**
- M 03/26**      Read: Aging, Chapter 12 (Leisure, Recreation, & Education)  
                  *Second Reflective Journal due by class time*
- W 03/28**      Discussion  
**F 03/30**      **Friendly Visitors Program, Group 2 meets**
- M 04/02**      Read: Aging, Chapter 13 (Family Life & Social Support)

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- W 04/04 Discussion  
F 04/06 **Friendly Visitors Program, Group 3 meets**  
*Summaries and relevance of at least 8 scholarly references due by class time.  
Must include: a paragraph describing each reference's main points, a paragraph  
describing the articles relevance to your topic, and a properly formatted reference list.*

**SECTION 6: Death and Dying**

**How does culture shape our feelings about death and dying? What is the role of technology in end-of-life experiences?**

- M 04/09 Read: Aging, Chapter 14 (Death & Dying)  
Video: *On our own terms*  
W 04/11 **Group 4 leads Controversies Debate “Should people have the choice to end their lives?”**  
F 04/13 **Friendly Visitors Program, Group 4 meets**  
M 04/16 Read: Chapter 15 (Politics & Policies)  
*Third Reflective Journal due by class time*  
W 04/18 Discussion  
F 04/20 **Friendly Visitors Program – Class does not meet**  
*Integrative term paper rough draft due by class time – One copy to me and one to  
partnered classmate*

**SECTION 7: Policies and Programs**

**How have policies and programs. influenced experiences of aging? What dilemmas do/will elders face based on current and/or proposed policies? What is the long-term outlook for addressing social problems. associated with aging?**

- M 04/23 Read: Aging, Chapter 16 (Careers in Aging)  
W 04/25 Tribute to Elders planning and preparation  
*Integrative term paper rough drafts comments due by class time – send one copy to  
me and one to partnered classmate*

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- F 04/27** Tribute to Elders planning and preparation
- M 04/30** Finalize Tribute to Elders  
*Integrative Term Paper due – Submit paper copy to me*
- F 05/04** **On-Campus Celebration – Tribute to Elders – location to be announced**

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**The following is the answer to one of the most frequently asked questions and a schedule of the most critical due dates for getting it all done.**

**How can I get all this done on time?** You can work on bits and pieces of the project as the semester progresses. If you will approach each of the following assignments as a way to construct your paper, by the time the rough draft is due, you will be well on your way to having completed your integrative term paper.

1. **Friday, February 9**, You will meet with the elder or agency for the Friendly Visitors (FV) Program
2. **Friday, February 16**, Signed consent forms are due.
3. **Monday, March 5**, First reflective journal is due before the start of class.
4. **Wednesday, February 28**, We will discuss possible topics and the format for your term paper.
5. **Wednesday, March 21**, You must submit a statement of your proposed topic. This statement should be written as a thesis statement for your integrative term paper.
6. **Monday, March 26**, Second reflective journal is due before the start of class.
7. **Friday, April 6**, You must submit summaries and explain the relevance of at least eight scholarly references. This document should include at least two paragraphs. At least six references must be of your chosen external references; the other two may be from external references or from assigned readings. Summaries will serve as the foundation for the literature review section of your integrative term paper; however, when you write the paper, you must blend the summaries into relevant and coherent paragraphs.
8. **Monday, April 16**, Third reflective journal is due before the start of class.
9. **Friday, April 20**, You must have a “rough draft” of your paper. You must submit one copy to me and one to a classmate partner that I have assigned.
10. **Friday, April 27**, You must return your classmate’s paper with comments before the start of class.
11. **Monday, April 30**, Your integrative term paper is due at the beginning of class.
12. **Friday, May 4**, You must attend and participate in the Tribute to Our Elders Celebration.