

CHFD3710—Mid-Life and Later Years—Spring 2009
Tuesday & Thursday, 8:00-9:15am – 310 Dawson Hall
Tuesday & Thursday, 5:00-6:15pm– 306 Dawson Hall

Denise C. Lewis, PhD

Office: 112A Dawson Hall

Office Hrs: Tuesday & Thursday: 9:30-10:30am and 3:45-4:45pm.

E-mail: dlewis@fcs.uga.edu

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

Phone: 706-542-0254

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. This course is a service-learning based course. 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.**

TEXTS:

You will have two main texts for this course. 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.

Moody, H. R. (2006). *Aging: Concepts and Controversies*. Thousand Oaks, CA: Sage Publications.

Novak, M. (2006). *Issues in Aging*. Pearson Education. Boston: Allyn & Bacon.

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

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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. **You are not permitted to use your computer in our classroom unless you can provide written documentation from a medical doctor that it is necessary.** In addition, please refrain from using text-messaging, your Blackberry, or playing crossword puzzles. Disrespectful behavior includes personal conversations during class. If you have comments related to the discussion, those comments are welcomed. Again, disrespectful behavior may result in your dismissal from class and will cause a deduction in your class participant score.

DISCLAIMER:

The course syllabus is a general plan for the course. It is highly likely that changes will be made in assignments to accommodate the flexibility required for a service-learning based course. Deviations to the course plan will be announced to the class 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. Your suggestions for making this class a more meaningful experience are encouraged.

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 via WebCT. 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 through WebCT with the exception of in-class assignments as noted in the syllabus. Each reading quiz must be completed at the start of the academic week as listed in the syllabus.

- A. **Journals:** You are required to write three journals that relate to your experiences in the Friendly Visitors Program. **Journals are due after your 3rd week of visits, your 5th week of visits and your 8th week of visits.** Reminders are posted in the course schedule. The journals will be available on 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.
- B. **Quizzes:** You are required to complete a reading quiz before each class with a reading assignment. The quizzes are worth 15% of your total grade. **Quizzes will be available each week on WebCT and are due at the start of each week (usually on Tuesday) unless otherwise noted in the syllabus. All quizzes are due by 6:00 AM as listed in the course schedule.**
- C. **Controversies:** You will be assigned to a group 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. There will be an in-class quiz before each of the presentations. The articles were selected to provide opposing views to the topic. Each group

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must present both sides of the debate. The entire class also must engage in the discussion and debate. Each member of the group will earn points based on in-class and peer evaluations as well as quiz scores. This constitutes 10% of your total grade. These class discussion readings will be from your text, *Aging: Concepts and Controversies*. **Each group member must complete a peer evaluation form. The form is due at the end of the class period in which you lead the controversy discussion. Failure to complete the peer evaluation form will result in a zero for your own participation in the discussion.** In addition, your attendance will be recorded based on the peer evaluation form (there is no need for you to complete a *most important/most confusing* form on the day you lead the discussion). This is a formal class presentation. You and your group are expected to provide a brief summary of the main points and a series of discussion questions to pose to the rest of the class. Please be mindful that this is a formal presentation when choosing your dress (business casual is acceptable). The in-class technology (computer, projector, video equipment, etc.) will be available for your use (for PowerPoint presentations, videos, or other types of media). You and your group are responsible for leading the discussion; I will serve as moderator. I also am happy to serve as a resource for you and your group beforehand as you prepare your controversy.

- D. **Friendly Visitors Program:** 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 complete 8 weeks (not just 8 visits) of the friendly visitors program. Completing 8 weeks of visits will allow you to earn full credit for the “visiting” portion of the score. Completing only 7 weeks of visits will result in a 25% reduction in the “visiting” portion of the score, completing only 6 weeks of visits will result in a 50% reduction in the “visiting” portion of the score, and completing only 5 weeks of visits will result in a full letter grade reduction in your overall score for this course. Completing fewer than 5 visits will result in an F for this course. Once the Friendly Visitors Program is underway, you must engage in an **online discussion** about your experiences in the Friendly Visitors Program at least once each week. Your participation in the online discussion will contribute to your class participation grade. The online discussion is available on the discussion board in WebCT. Each week will be posted, and you are to reply under that thread.
- E. **Participation:** 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. I also expect you to fully participate in discussion in class (during regular class

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meetings, controversies, team projects, and small group discussions). I strive to make my class room a place where all points of view are respected and valued.

- F. **Class on Thursdays:** Beginning with **Thursday, February 19** and continuing through **Thursday, April 16**, only designated groups will meet for class on Thursdays. **The exception to this pattern is the week of April 7th and 9th. Groups will meet on Tuesday, April 7 and the entire class will meet on Thursday, April 9.** You will be assigned to one of 6 groups. Each group will meet with me for intensive discussions two times 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 **Thursday April 23** to plan and prepare for the Tribute to Our Elders celebration.
- G. **Topic & Thesis statement paper and Literature Review & References paper:** Beginning about halfway through the semester, you will begin to “build” your final integrative term paper. You will do this by turning in two documents. The first is a topical paragraph or paragraphs that describe your paper. This paper must include your thesis statement. Although this paper is worth 5% of your grade, points will be assigned based on effort (that you made an attempt, that you described your topic and that you provide a thesis statement). I will provide comments back to you. The second paper is your literature review and references. You might think of this portion of your final integrative paper as a document that could “stand on its own” similar to a literature research paper. Similar to the topic and thesis paper, this paper will be graded based on effort (that you made an attempt, that you synthesize the literature, and that your reference list is complete). I will provide comments back to you for modifying your final draft.
- H. **INTEGRATIVE TERM PAPER AS YOUR 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 **MUST** participate in a Tribute to Our Elders Celebration. **The Tribute to Our Elders will be held on the day that the University has scheduled our final exam, at a location and time to be determined.** In addition to the two parts of the paper you turn in to me for comments (topic & thesis and literature review & references papers), you will engage in a peer editing process with your integrative term paper. Approximately two weeks before the final version of your paper is due, you will exchange papers with a classmate. Each of you will provide editorial comments back to each other. I will not provide comments at this stage of the development of your paper. Your comments are due back to your peer editing partner no later than five days before the final integrative term paper is due to me. Failure to turn in your integrative paper to me on time will result in a 25% reduction in the maximum score possible for your paper grade for each 24 hours period it is late☹. That is, if you turn in your paper after the start of our class, then you will earn no more than 75% of the total possible score. If you turn in your paper the following day after 24 hours after the start of our last class day, you will earn no more than 50% of the total possible score. Standard deductions also may be taken based on the grading rubric provided to you in this syllabus. Final integrative term papers 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.
1. **INTEGRATIVE (Comprehensive) TERM PAPER:** The integrative term paper represents a way for you to incorporate the entire semester’s work with a particular

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topic of interest to you. You must include in your paper the following: class information, information from your textbook and scholarly literature. It also must include your observations and information you gather from your participation in the Friendly Visitors Program. There are multiple components to this project. The following questions and answers are those most commonly asked.

- a. What are the requirements for the integrative term paper? The paper must be at least 6 pages but no more than 10 pages long (the title page and reference page are not included in these limits but are required components). It must be double spaced using a size 12 font. (If you need to squeeze in a few more words, Times New Roman works well; if you need to stretch a bit Arial is a good font to consider). Use 1 inch paper margins on all sides. You must include proper in-text citations and a references page (APA 5th Edition Style). Please number each page. Do not use a script-style font.
- b. How will grades be assigned for the integrative term paper? Below is the Grading Rubric that I will use for the integrative (comprehensive) term paper. The combination of Topic Statement Topic & Thesis Statement Paper and Literature Review & References Paper assignments (10%) and the final draft of the paper (20%) constitute 30% of your total grade. The following questions and point values should help guide you in constructing your integrative paper.
 1. Does my paper have a strong introduction and thesis statement? (10 points)
 2. Do my ideas flow logically from point to point? (15 points)
 3. Do my ideas connect back to my thesis statement? (10 points)
 4. Do I provide adequate examples so my readers can “see” my points? (10 points)
 5. Have I analyzed assumptions found in the data and literature and compared them to my experience in the FVP (i.e., have I considered my own assumptions as well as others’ assumptions)? (20 points)
 6. Are style, grammar, and spelling correct and appropriate for my audience? (10 points)
 7. Do I clearly state my results (i.e., what I learned from the literature and my experience)? (10 points)
 8. Do I provide a summary and conclusion that supports my thesis statement? (10 points)
 9. Do I have at least 8 scholarly articles (6 must be in addition to any I used that were assigned in class)? (5 points—this is all or nothing, either you supplied 8 or you did not.)
 10. What format should I use for my paper? You must adhere to APA 5th Edition style. Refer to the web links provided earlier in this syllabus or the APA publication manual for assistance on proper formatting. This will contribute to the style portion of your paper (see item 6 in the

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grading rubric). Your paper should include a title page and have the following sections, clearly labeled:

Introduction
Literature Review
Theoretical Perspective
Methodology
Data and Discussion
Conclusion
References

- c. You may also include sub-headings if you wish; but, you must label each major section of your paper as described above. You may check WebCT for writing tips.
- d. Will this take a lot of my time and work? Yes. You will develop a topic of interest to you and must explore that topic in depth. I expect you to commit time each week to reading, writing, and otherwise working on this project. Most of the assignments, listed below, can be used by you to “build” your integrative paper as you progress through the semester. There is a good chance that I either have or know of information relative to your topic. Please feel free to schedule an appointment with me to explore that possibility. If you get bogged down or feel overwhelmed, let me know and I’ll work with you to get you back on target.
- e. Is this a research paper? Yes. You will be gathering “data” from a variety of sources. You must include information you learned in class, from your textbook, from a library search, and information gathered during your visits with an elder or through your interaction with an agency. Data from the FVP may include your observations, information the elder tells you, or information the agency provides. You must write your final integrative paper using a format developed for research papers (see above for instructions on formatting your paper). You must supplement and support your research through the use of scholarly references.
- f. What are scholarly references? Scholarly references are articles, chapters, books, or on-line entries that have been written by scholars and are reviewed by a group of the author’s peers. For example, scholarly articles are most often found in journals, are documented by citations, quotes are clearly defined and credited, and a list of references is included. Scholarly references usually rely on some sort of data that has been gathered through research. Popular books, newspaper or magazine articles, information from personal websites, religious texts, or information from blogs are not considered to be scholarly references. Entries from dictionaries or encyclopedias are acceptable for including in your term paper but will not “count” as one of your required 8 scholarly references. If you are unsure if a reference qualifies as “scholarly,” ask.

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- g. How will this project (visits with an elder or agency, the journals, the term paper and its components, etc.) contribute to my course grade? The entire project is worth 55% of your class grade. Journals are worth 20% of your total grade, your visits are worth 5%, the preliminary assignments (Topic & Thesis Statement paper and Literature Review & References paper) are worth 10%, and the integrative term paper portion of this project is worth 20% of your total grade.
- h. What are potential benefits of this project? Beyond grades, this project will help you research a topic of interest to you. It will help you learn about your topic and it will allow you to help others learn about your topic. It will help you learn about doing research outside the classroom and it will help you think critically about this topic. Other things you learn while doing this project (how to conduct library searches, interviewing, writing a research paper, preparing a presentation, etc.) will also help you when you must complete projects or papers in other classes.
- I. **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 4 unexcused absences. If 5 or more missed days are unexcused absences, you will receive an F in this class. If you have 8 or more absences for any reason, you will receive an F in this class. You must provide a *Request for Excused Absence* form (available on WebCT) and 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. Simply telling me (in person or in an email) why you were absent does not constitute an excused absence.
- J. **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.
- K. **SCHOLARLY WORK DONE FOR THIS COURSE:** The final integrative paper is a formal term paper. It must conform to the APA 5th 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 5th citation styles at <http://www.APASStyle.org>. You may also view a paper copy of the manual. Check with the library for availability.
- L. **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 =

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59% or less. Students must complete ALL course requirements; failure to do so will result in an “F” for the course.

Journal Entries	30%
Reading Quizzes	15%
Controversies Discussion	10%
Participation	10%
Friendly Visitor Visits	5%
Topic & Thesis Statement paper	5%
Literature Review & References paper	5%
Final Integrative (Comprehensive) Term Paper	20%

CLASS SCHEDULE AND OUTLINE:

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?

Th 01/08 Introduction: Policies and Procedures

T 01/13 Read: Issues in Aging, Chapter 1 (Aging & Ageism); Discussion of Ageism; Quiz due by 6:00 AM.

Th 01/15 Discussion of Friendly Visitors Program

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?

T 01/20 Read: Issues in Aging, Chapter 2 (Theories & Methods); Quiz due by 6:00 AM

Th 01/22 **Group 1: Aging: Concepts and Controversies #8: Should Families Provide for their Own?;** Discussion

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?

T 01/27 Read: Issues in Aging, Chapters 3 and 4 (Past, Present, and Future Trends in Aging); Quiz due by 6:00 AM

Th 01/29 Discussion
Photos taken in class

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SECTION 4: 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?

T 02/03 Read: Issues in Aging, Chapter 5 (Personal Health & Well-being); Quiz due by 6:00 AM

Th 02/05 **Group 2: Aging: Concepts and Controversies #4: Should Age or Need be the Basis for Entitlement?; Discussion**

SECTION 5: 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 differences such as gender, ethnicity, class, and other characteristics shape elders’ experiences in societies.

T 02/10 Read: Issues in Aging, Chapter 6 (Lifespan); Quiz due by 6:00 AM

Th 02/12 **Group 3: Aging: Concepts and Controversies #9: Should Older People be Protected from Bad Choices?; Discussion**

T 02/17 Read: Issues in Aging, Chapter 7 (Race & Ethnicity); Quiz due by 6:00 AM

Th 02/19 **Friendly Visitors Program Orientation – Meet at assigned locations**

T 02/24 Read: Issues in Aging, Chapter 8 (Health Care System); Quiz due by 6:00 AM

Group 4: Aging: Concepts and Controversies # 7: Should We Ration Health Care?; Discussion

Th 02/26 **Friendly Visitors Program – No on-campus class meeting**

T 03/03 Read: Issues in Aging, Chapter 9 (Finances & Economics); Quiz due by 6:00 AM
Discussion of paper topics

If you are going out of town for spring break, remind your FVP elder that you will not visit that week..

Th 03/05 **FVP – Group 1: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)**

FVP – Group 2: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)

*******March 9 through 13 – Spring Break – No Class**

T 03/17 Read: Issues in Aging, Chapter 10 (Retirement & Work); Quiz due by 6:00 AM
Discussion

Th 03/19 **FVP – Group 3: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)**

FVP – Group 4: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)

SECTION 6: Housing and Home

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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?

- T 03/24** Read: Issues in Aging, Chapter 11 (Housing, Home, & Transportation); Quiz due by 6:00 AM.
*Topic & Thesis Statement paper—Due by class time—Submit through WebCT.
Name your document with your last name and your first name, (e.g.,
CarterAllison.doc (name the document, not the subject line on the WebCT email,
and send your file in “.doc” or “.docx” format.)*
- Th 03/26** **FVP – Group 5: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)**
FVP – Group 6: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)

First Reflective Journal due within one week of third visit (that should have happened about now—email me when you've submitted the journal and I'll know to go grade it.)
- T 03/31** Read: Issues in Aging, Chapter 12 (Leisure, Recreation, & Education); Quiz due by 6:00 AM;
Discussion
- Th 04/02** **FVP – Group 1: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)**
FVP – Group 2: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)
- T 04/07** Read: Issues in Aging, Chapter 13 (Family Life & Social Support); Quiz due by 6:00 AM
FVP – Group 3: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)
FVP – Group 4: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)
- Th 04/09** **Guest Lecture – Ms. Hao-Min Chen – Family life, social support, and feminism**
*Literature Review and References paper—Due by class time—Submit through WebCT.
Name your document with your last name and your first name, (e.g., CarterAllison.doc
(name the document, not the subject line on the WebCT email and send your file in
“.doc” or “.docx” format.)
Second Reflective Journal due within one week of fifth visit (That should happen about now. Email me when you submit your journal so I'll know to go grade it.)*

SECTION 7: Death and Dying

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

- T 04/14** Read: Issues in Aging, Chapter 14 (Death & Dying); Quiz due by 6:00 AM
Group 5: Aging: Concepts and Controversies # 10: Should People have the Choice to End their Lives?
- Th 04/16** **FVP – Group 5: 8:00-8:35 (8 AM class) 5:00-5:35 (5 PM class)**
FVP – Group 6: 8:40-9:15 (8 AM class) 5:40-6:15 (5 PM class)

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Final Integrative Term paper rough draft due by class time – One copy to me and one to partnered classmate. Submit through WebCT email

Name your document with your last name and your first name, (e.g., CarterAllison.doc (name the document, not the subject line on the WebCT email, and send your file in “.doc” or “.docx” format.)

T 04/21

Read: Chapter 15 (Politics & Policies); Quiz due by 6:00 AM

Group 6: Aging: Concepts and Controversies #5: What is the Future for Social Security?

Third Reflective Journal due within one week of your eighth visit. (That should happen about now. Email me when you submit your journal so I'll know to go grade it.)

Th 04/23

Friendly Visitors Program Preparation for Tribute – All Groups Meet in Class

Comments back to partnered classmate by class time – One copy to me and one to partnered classmate. Submit through WebCT email

Append your partner's document with your initials. (e.g., if I had traded papers with Allison Carter, I would rename the paper in which I commented with her name and my initials: CarterAllison.doc would become CarterAllisonDCL.doc (name the document, not the subject line on the WebCT email and send your file in “.doc” or “.docx” format.)

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?

T 04/28

Read: Issues in Aging, Chapter 16 (Careers in Aging); Quiz due by 6:00 AM

Preparation for Tribute

Integrative Term Paper due by class time – Submit through WebCT.

*Name your document with your last name and your first name, (e.g., CarterAllison.doc (name the document, not the subject line on the WebCT email)). DO NOT assume that I have received your final paper until you receive a **confirmation email** from me (I'll simply let you know that I got your paper and that I was able to open it). If you do not receive a confirmation email from me by midnight, I probably did not receive your final paper.*

Final Exam Day

Tribute to Elders – Location and time to be announced

CHFD3710—Mid-Life and Later Years—Spring 2009
Tuesday & Thursday, 8:00-9:15am – 310 Dawson Hall
Tuesday & Thursday, 5:00-6:15pm– 306 Dawson Hall

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. **Thursday, 02/19**, You will meet with the elder or agency for the Friendly Visitors Program (FVP).
2. **Tuesday, 03/03**, We will discuss possible topics and the format for your term paper.
3. **First reflective journal** is due **within one week after your 3rd week visit**.
4. **Tuesday, 03/24**, You must submit a statement of your proposed topic and the thesis statement on which you'll base your integrative term paper. This will serve as the introduction section of your final integrative term paper. It must be submitted through WebCT email.
5. **Second reflective journal** is due **within one week after your 5th week visit**.
6. **Thursday, April 9**, You must submit a literature review and reference list for your chosen topic. You must include at least eight scholarly references. At least six references must be of your chosen external references; the other two may be from external references or from assigned readings. This assignment will serve as the foundation for the literature review section of your integrative term paper.
7. **Third reflective journal** is due **within one week after your 8th week visit and no later than the last day of class (04/28)**.
8. **Thursday, 04/16**, You must have a "rough draft" of your paper. You must submit one copy to me and one to a classmate partner (you must find your own partner). Submit through WebCT email.
9. **Thursday, 04/23**, You must return your classmate's paper with comments before the start of class. Submit through WebCT email.
10. **Tuesday, 04/28**, Your integrative term paper is due at the beginning of class. You must submit it through WebCT email.
11. **Final Exam Day**, You must attend and participate in the Tribute to Our Elders Celebration.