SOCL 310 - SOCIAL, PSYCHOLOGICAL, AND CULTURAL ASPECTS OF AGING

I. COURSE DESCRIPTION (3 credit hours)
This course examines various psychological and sociological aspects which impact the aging process. An analysis of the individual and society, changes in social roles and status, intergenerational relationships, sociocultural differences, and intrapsychic dynamics will be explored.

II. TEXTBOOK
Required Text:

III. MISSION STATEMENT
Benedictine University is dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens and leaders in the world community.

IV. GOALS, OBJECTIVES AND STUDENT LEARNING OUTCOMES
Benedictine University's core mission is to prepare students for active participation in an increasingly interconnected world. Its Core Curriculum advances this mission by enabling students to attain a broad range of learning goals, listed below:

A. Benedictine Core Goals
1. Demonstrate an effective level of cognitive, communicative, and research skills;
2. Achieve a college level of computational skills and an ability to understand and interpret numerical data;
3. Acquire a knowledge of the history and heritage of western civilization, to include:
   a. the contributions of religious faith and philosophical thought to understanding the person in community;
   b. the relationship of the individual to society: membership and participation in groups and institutions,
   c. scientific literacy through a knowledge of the history, the methods, and the impact of science on the individual, society, and the environment, artistic and literary heritage;
4. Develop an understanding of global society: cultural diversity, mutual relationships, interdependence of peoples and nations;
5. Apply liberal learning in problem-solving contexts as preparation for active participation in society;
6. Make informed ethical decisions that promote personal integrity, the legitimate rights and aspirations of individuals and groups, and the common good.

B. Course Objectives/Outcomes
As a distribution course within the Core Curriculum, SOCL 310 was designed with the above Core goals in mind. Thus, upon successful completion of the course, SOCL 310, the student will be able to demonstrate their mastery of the following objectives and student learning outcomes:

A. GOALS
1. To have a general understanding of the sociological, biological, and psychological theories of the aging process.
2. To have a comprehension of the impact of stereotypes, gender, work, and culture on aging.

B. COURSE OBJECTIVES/OUTCOMES
Upon completion of the course, students will be able to demonstrate their mastery of the following objectives and student learning outcomes:
1. To identify the sociological and psychological theories on the aging process.
2. To recognize the physical, psychological, social, cultural, health, and cognitive changes in adulthood.
3. To identify the stages of dying.
4. To study special populations of elder women and ethnic groups.
5. To examine in depth a particular topic in aging by conducting interview, researching, and writing a paper and presenting its finding to the class.

V. TEACHING METHODS
Online discussions, power point presentations, and supplemental videos that illustrate issues in the social, psychological, and cultural aspects of aging.

VI. COURSE REQUIREMENTS

Attendance Policy
This course is highly accelerated, and students will need to take a great deal of responsibility for their own learning outcomes. Any absence of required online work must be due to extraordinary circumstances and will require documentation for it to be considered excused. Documentation must be provided immediately in order to determine what, if any, accommodations are reasonable or possible. Completing or submitting online work late will directly impact your final grade, and each undocumented absence will be considered unexcused and will result in a 20% reduction in the overall final grade for the course.

Due to the accelerated nature of the course, should you experience a medical condition which prevents you from attending any class(es), appropriate medical documentation must be provided immediately so it may be determined what, if any, accommodations are reasonable or possible.

It is important that students work on assignments consistently and participate in online discussions.

Reading Assignments
Please see course schedule for assignments. It is expected that students will have completed all assignments before posting discussions and taking the exam.

Discussion Questions
Students are to answer the five questions provided for each section. Responses are to be two to three paragraphs long. A paragraph consists of at least three sentences. Each question is worth 10 points. If you have a question about the class that needs to be addressed promptly, please e-mail me. Chapter Questions are worth 50 points per week.

Additionally, students are asked to introduce themselves on the discussion board (10 points).
Written Assignments
Students will complete an interview with an older adult (age 55+). Areas to be covered in this interview are as follows: family of origin, education, vocation, nuclear family, important life events, their social support network, and how society has impacted their lives.

Choose and research a topic from a social, psychological, biological, or cultural perspective that addresses aging. Discuss how the information gathered applies to the interviewee’s life story. A guide will be given with more information.

The material will be from research literature, such as journal articles or a book. A minimum 5 page term paper (not including title and reference pages) is required. The type should be Times New Roman or Arial (size 12) and should have at least 4 sources (one of the sources can be the textbook). The paper is worth 150 points.

For one-on-one assistance with written work, students are strongly encouraged to use SMARTTHINKING, a free online 24-hour tutoring service. Contact the Resource Center for access to SMARTTHINKING: (217) 525-1420, ext. 3320.

All papers are due Friday, March 7, 2014 at 11:59pm. Papers turned in after that date will be dropped a letter grade for each day late (ex. 1 day late 15 points will be taken off; 2 days late 30 points will be taken off; 3 days late 45 points will be taken off). No papers will be accepted after 3 days late.

Students must submit their papers via the D2L Drop Box function. Papers sent as an e-mail attachment, dropped in the instructor’s mailbox, or submitted in any other way will not be accepted. Only papers submitted in .doc, .docx, or .rtf format will be accepted. There are no exceptions to this requirement. Students are expected to practice using the Drop Box function (a practice folder in the Drop Box function will be available). Being unfamiliar with the Drop Box function is not an excuse for a late paper.

Exams
The three exams are comprised of multiple-choice and true/false questions. Students are allowed to use their books and other materials during the test. Each test is worth 100 points.

Students will be given a 7-day window to complete the exam. Once the exam is open, students will have a 75-minute time limit to submit the completed exam. Exams are comprised of 50 questions at 2 points each. Students will not be able to make up late exams for any other reason than a medical emergency. Medical documentation must be given to the instructor within a timely manner in order to make up an exam. Students may use their textbooks, notes, and power point slides during the exam. Students must work independently.

A student found to be cheating will fail the test/paper with a warning not to do it again. It is considered cheating to work with a student during a test or to plagiarize a paper (to turn in a paper or part of a paper not written by and in the language of the student). If the student is found cheating a second time, then they will receive an F for the course.

Benedictine University at Springfield Student Academic Honesty Policy
The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University at Springfield pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation, and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.
Student’s Responsibility

Though there is no formal honor code at Benedictine University at Springfield, students are expected to exhibit academic honesty at all times. Violations against academic honesty are always serious and may result in sanctions that could have profound long-term effects. The final responsibility for understanding the Academic Honesty Policy of the institution, as well as the specific policies for individual courses normally found in syllabi, rests with students. If any doubt exists about what constitutes academic dishonesty, students have the responsibility to talk to the faculty member. Students should expect the members of their class to be academically honest. If students believe one or more members of the class have been deceitful to gain academic advantage in the class, students should feel comfortable to approach the faculty member of the course without prejudice.

Violations of the Academic Honesty Policy will be reported to the Office of the Dean of Academic Affairs. Along with a verbal warning, the following are consequences a student may face for academic dishonesty:

- a failing grade or “zero” for the assignment;
- dismissal from and a failing grade for the course; or
- dismissal from the Institution.

VII. MEANS OF EVALUATION

The course grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100%</td>
<td>610 pts - 546 pts</td>
</tr>
<tr>
<td>B</td>
<td>89.49 – 79.50</td>
<td>545 pts - 485 pts</td>
</tr>
<tr>
<td>C</td>
<td>79.49 – 69.50</td>
<td>484 pts - 424 pts</td>
</tr>
<tr>
<td>D</td>
<td>69.49 – 59.50</td>
<td>423 pts - 363 pts</td>
</tr>
<tr>
<td>F</td>
<td>59.49 ------</td>
<td>362 points or less</td>
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Discussion Questions/Introduction 160 points
Interview/Paper 150 points
3 Exams 100 points each 300 points
Total 610 points

If a student believes that an error has been made in reporting a grade, an appeal must be made in writing to the instructor and must be initiated within 60 calendar days after the end of the term for which the grade in question was reported. The appeal should contain specific information about why it is believed the grade reported is inaccurate. See the Student Handbook for additional details.

Add/Drop Dates
Please refer to the current Academic Calendar for add/drop dates.

Incomplete Request
To qualify for an “I” grade, a minimum of 75% of the course work must be completed with a “C” or better, and a student must submit a completed “Request for an Incomplete” form to the Registrar’s Office. The form must be completed by both student and instructor, but it is the student’s responsibility (not the instructor’s) to initiate this process and obtain the necessary signatures.

Student Withdrawal Procedure
It is the student’s responsibility to officially withdraw from a course by completing the appropriate form, with appropriate signatures, and returning the completed form to the Advising Office. Please refer to the Student Handbook for important financial information related to withdrawals.
VIII. TOPICAL COURSE OUTLINE

Class schedule (all assignments are due the Sunday of the week they are listed at 11:59pm, except for the paper):

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduce yourself on the discussion board</th>
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<tr>
<td>1/6 – 1/12</td>
<td>Complete discussion questions for Ch. 1-5</td>
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<tr>
<td>Week 2</td>
<td>Exam 1 (Chapters 1-5)</td>
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<tr>
<td>1/20 – 1/26</td>
<td>Complete discussion questions for Ch. 6-10</td>
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<tr>
<td>Week 3</td>
<td>Exam 2 (Chapters 6-10)</td>
</tr>
<tr>
<td>2/3 – 2/9</td>
<td>Complete discussion questions for Ch. 11-15</td>
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<tr>
<td>Week 4</td>
<td>Exam 3 (Chapters 11-15)</td>
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<td>2/17 – 2/23</td>
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<tr>
<td>Week 5</td>
<td>Interview Paper is due Friday, March 7, 2014 at 11:59pm</td>
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<tr>
<td>3/3 – 3/9</td>
<td></td>
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IX. AMERICANS WITH DISABILITIES ACT (ADA)
Benedictine University at Springfield provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in campus-sponsored programs, activities, and services, or to meet course requirements, should contact the Director of the Resource Center as early as possible: springaccess@ben.edu or (217) 525-1420, Ext. 3233.

X. ASSESSMENT
Goals, objectives, and learning outcomes that will be assessed in the class are stated in this Syllabus. Instructor will use background knowledge probes, one-minute papers, reflective essays and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction.