



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3060 Principles of Social Gerontology

COURSE OUTLINE – FALL 2018

1. CALENDAR DESCRIPTION

A study of social and health aspects of individual and population aging, including theories and implications for understanding and working with the elderly.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits including (FRHD*1020 or SOAN*3100)
Co-Requisites(s):	none
Restriction(s):	none

2. COURSE DESCRIPTION

This course aims to answer and explore two core questions throughout the semester:

- How aging affects an individual (in the context of their society); and
- How society is influenced by its aging individuals

3. TIMETABLE

Lecture:	Tuesdays & Thursdays 10:00 – 11:20 a.m.
Location:	MCKN, Room 117
Final Exam:	Wednesday, December 5 th , 2018 from 11:30am-1:20pm.

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kelsey Harvey
Email:	kharve12@uoguelph.ca
Telephone:	519-824-4120 ext. 53785
Office:	MINS 115B
Office Hours:	Tuesdays 11:30 – 1:30 p.m. and by appointment

Teaching Assistant:	Fitsum Areguy
Email:	fareguy@uoguelph.ca
Office:	MACS 321 or MACS 329

Office Hours: By appointment and as posted on CourseLink

5. LEARNING RESOURCES

Required Resource(s):

Wister, A. & McPherson, B. (2013). *Aging as a Social Process: Canadian Perspectives*, 6th Edition. Oxford University Press.

The required textbook for the course is available at the University Bookstores for approximately \$100. Additional readings and resources will be posted the course website on D2L. A copy of the textbook is available from the library course reserves.

Recommended Resource(s):

Listed in course schedule section of this outline and available on CourseLink site in the Content section.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Be able to critically appraise public dialogue, political discourse, and research related to the study of social gerontology in order to differentiate common myths from facts/evidence about aging and population aging.
2. Engage with peers in respectful debate around social issues related to aging in order to enhance your own knowledge and perspective while appreciating the diversity of opinions of others.
3. Apply gerontological theory and evidence to the analysis of contemporary social and health issues and related to aging.
4. Value older adults and an aging population and embed anti-ageism into your perspective.
5. Reflect on your position as an active, engaged citizen and consider your influence of power and agency on your own (and others') experience of aging.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Thursday September 6	Welcome, Introductions, and Review of Syllabus, Learning Outcomes, and Assessments	None	
Tuesday, September 11	Principles of Social Gerontology: Guiding Questions for the Semester	Chapter 1: pp 3-6; 27-29; 36-37 Optional: Alkema & Alley (2006)	
Thursday, September 13	What do we know about aging in individuals?	Chapter 1: pp 11-17	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Tuesday, September 18	What do we know about population aging?	Chapter 4	
Thursday, September 20	Contemporary social issue: Ageism	Chapter 1: pp 19-27	
Tuesday, September 25	Contemporary social issue: Apocalyptic demography	Chapter 1: pp 6-11; supplemental reading (posted on CourseLink)	
Thursday, September 27	Lenses for understanding: Theory	Chapter 1: pp 11-14; Chapter 5; Chapter 6: pp 174-191; supplemental readings (posted on CourseLink)	Myth-busters assignment due Oct. 2nd by midnight
Tuesday, October 2			
Thursday, October 4			
Tuesday, October 9	NO CLASS		
Thursday, October 11	Aging as a political issue: What can you do?	Chapter 11: pp 349-351; Chapter 12: 403-409; supplemental readings	
Tuesday, October 16	Lenses for understanding: Gender, culture, and diversity	Chapter 2; Chapter 6: pp 165-174	
Thursday, October 18	Contemporary social issue: Changing family structures	Chapter 9	
Tuesday, October 23			MIDTERM EXAM
Thursday, October 25	Lenses for understanding: Social determinants of health	Chapter 7: pp 193-211	
Tuesday, October 30	Contemporary social issue: Social participation & leisure in later life	Chapter 11: pp 339-351; 361-367	
Thursday, November 1	Contemporary health issue: Mental health & aging	Chapter 7: pp 212-218	
Tuesday, November 6		Chapter 8	Media assignment part 1 due Nov. 6 by midnight

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Thursday, November 8	Contemporary social issue: Housing and caring for an aging population		
Tuesday, November 13	Population aging: What is successful?	Supplemental readings (posted on CourseLink)	
Thursday, November 15	Individual aging: Physical and psychological changes across the life course	Chapter 3	
Tuesday, November 20	Contemporary health / social issue: End of life care	Chapter 12	
Thursday, November 22	Contemporary social issue: Retirement, pension, and financial security in later life	Chapter 10	
Tuesday, November 27			
Thursday, November 29	Summary & Integration: Returning to our learning outcomes		Media assignment part 2 due Nov. 29 by midnight
Wednesday, December 5			FINAL EXAM

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Attendance	1, 2, 3, 4, 5	Weekly	10%
Participation	1, 2, 3, 4, 5	Weekly	10%
Mythbuster Assignment	1, 3, 4, 5	October 2, 2018	15%
Midterm	1, 3, 4	October 23, 2018	20%
Media Assignment Part 1	1, 3, 4, 5	November 6, 2018	5%
Media Assignment Part 2	1, 3, 4, 5	November 29	20%
Final Exam	1, 4	December 5, 2018	20%

*detailed rubrics for the Mythbusters and Media assignments are available on CourseLink

Total: 100%

1. In class attendance & participation – equally weighted throughout the semester.

Given learning outcomes #1, 2, 3, 4 and 5, active engagement is essential for success in this class. Being an actively engaged student does not necessarily mean you must be regularly contributing to large group discussions, but it does imply a commitment to working with others in class (in pairs, small groups, etc.) to develop a community that supports learning and fostering ideas. Active learning also includes individual reflection, reading and preparation, and contributing to a positive classroom environment. Recognizing that students have varying comfort levels with speaking in large groups, a variety of participation activities will be used.

PLEASE: bring paper to each class in order to engage in some participation assignments.

Given the nature of the class, participation is an expectation. Students are expected to attend all classes and to be prepared for class. This includes arriving on time and striving to comprehend reading and video assignments, as well as completing written assignments in a timely manner. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Participation during class time is required and students will have a variety of ways in which to participate. These will include large and small-group work, simulations, presentations, and mini-assignments. Students are also expected to participate on the course site outside of class meetings as assigned. Please speak to the instructor immediately if you anticipate difficulties competing course work online.

Class participation grades in this course will be based upon (a) the quality of the discussion each week; (b) observed mastery of the required readings assigned each week; (c) observed ability to engage other students in discussion relevant to the course; (d) consistency of participation in the course. Allowances will be made for differences in personal style.

2. Myth-busters assignment – due Tuesday, October 2nd, 2018

A core component of this class is to separate fact from fiction about aging and population aging. Students will have the opportunity to work with partners or individually in order to create a 'myth buster' that speaks back to the public in the form of an advertisement. Each student/pair will be able to select if they will use print, radio, social media, or video as their mechanisms for busting a common myth related to aging. A successful assignment will help meet students achieve competency in learning outcomes 1, 3, and 4. Additional details are available on Courselink and in the section below.

3. Midterm – scheduled for Tuesday, October 23rd, 2018.

This midterm will consist of multiple choice questions and short answers and is intended to measure your success meeting learning outcomes #1, 3, and 4.

4. Two-staged media assignment – part one due Tuesday, November 6th (worth 5%) and part two due Thursday, November 29th (worth 20%).

This activity is intended to develop your skills critiquing public dialogue about aging. This is a two-staged assignment that gives you an opportunity to show growth in your own knowledge and understanding. This assignment supports your success towards meeting learning outcomes 1,3, 4 and 5. Additional details about the media assignment will be available on Courselink and in the section below.

5. Final Exam – scheduled for Wednesday, December 5th 2018 from 11:30am-1:20pm.

Similar to your midterm, your final exam will consist of multiple choice questions and is intended to measure your success meeting learning outcomes #1 and 4. The final exam is cumulative but will focus on content since the midterm and the integration of information you have learned throughout the semester.

Grading: Points earned are translated to letter grades as follows:

- A range. 90-100 = A+ | 85-89 = A | 80-84 = A-

Work exceeds criteria set forth in rubric and/or assignment guidelines. Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional, creative writing skills.

- B range. 77-79 = B+ | 73-76 = B | 70-72 = B-

Work meets criteria set forth in rubric and/or assignment guidelines. Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, though there may be some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

- C range. 67-69 = C+ | 63-66 = C | 60-62 = C-

Work generally meets criteria set forth in rubric and/or assignment guidelines. Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; and writing skills that require further development.

- D range. 57-59 = D+ | 53-56 = D | 50-52 = D-

Work fails to meet criteria set forth in rubric and/or assignment guidelines. Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle seminar or reading materials; misunderstands them fairly seriously; and/or has poor writing skills.

- (F) Failure. 0-49 = F

Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and/or was carelessly presented.

*All grades will be rounded using conventional mathematical methods (.0-.4 is rounded down to the nearest whole number; .5-.9 is rounded up to the nearest whole number).

Grade Review: All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed:

- Write a one-page statement detailing why you believe a marking error was made. Use the grade rubric(s) to support your argument, citing specific examples from your paper as to why you believe you satisfied the criteria better than your grade reflected.
- The statement should be submitted, along with the marked assignment, to me for review. You may submit the request for a re-mark no sooner than 48-hours after the assignment was returned and

no later than one-week after feedback was returned. I will review your mark and get back to you with written feedback.

*Please note that there is a possibility that when a mark is reviewed, the new mark may be lower than the original.

9. COURSE STATEMENTS

Course format:

This course is made up of weekly seminar style lectures and labs that focus on skill development, applied learning and teamwork. Lectures are intended to foster analytic thinking about the assessment process in late life and to provide foundational knowledge about key assessment resources. Class discussions and seminars will build on required readings, lectures, case studies and student presentations. Students will be expected to be active participants in the course.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Email and classroom etiquette:

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and Students. Please use discretion when emailing. You will receive a response within 48 hours (not including weekends) if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a gmail or similar web-based account. Please do not email questions related to the course content; these questions are more appropriate for the discussion forums in Courselink.

Respect:

This course covers topics that can be sensitive in nature. It is a priority that all learners respect one another, as well as the potential confidential and sensitive nature of the topics being studied. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

Use of Electronics in Class:

Students are expected to turn off or place their cell phones on silent during class. Use of laptops/tablets/phones/etc. should be limited to purposes related to this course only. If expecting an important call during class time, please request an allowance to keep your phone on. Computer use in the classroom is intended to facilitate learning in that environment. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off (or asked to leave) for the remainder of the class.

When you cannot meet course requirements:

When you find yourself unable to meet in-course or online requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, id # and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10.UNIVERSITY STATEMENTS**E-mail Communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.