SOC206 Social Gerontology and the Aging Revolution
Fall 2013

Mission Statement: Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.

Vision Statement: Walla Walla Community College will be one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations.

Logistics

Course Location: Online: Canvas LMS
Meeting Times: Distance Learning 24/7 (class dates: 09/23/13 – 12/12/13)
Instructor: Dr. Curtis Phillips
Office Phone: 509-527-4296
Mobile and Text: 509-956-8224
Primary E-mail: curtis.phillips@wwcc.edu
Alternate E-mail: curtis.w.phillips@gmail.com
Office Location and Hours: AAA Main Building Room 240A / By appointment
Social Sciences College Chair: Jim Peitersen / james.peitersen@wwcc.edu / (509) 527-4601
Social Sciences Main Desk Phone: 509-527-4212

Course Description

SOC206 Social Gerontology Overview:

Looks at the effects of the aging population of society, life/health insurance, retirement planning, and resources for the elderly, discussing the individual and group behaviors with respect to health and illness. Examination of medical professionals and their behaviors, with a look at the human behavioral responses to health, illness and the aging process. The distinction between culture and the process of death, dying and bereavement will be analyzed as it relates to the physical, mental and social changes in people as they age. Emphasis on the aging process itself. The institutional impact of the aging revolution. Recommended: READ 098.

Text

Required:

Learning Outcomes

Core Learning Outcomes

- Recognize the impact of the social and sociocultural conditions on the process of aging and the social consequences of this process.
- Demonstrate how the older population and the diversity of aging both affect and are affected by the social structure through classroom discussions, readings, lectures, essays, and class activities.
- Apply critical reasoning and communication skills while exploring the aging population as it relates to health care, long-term care, specialized services, and other industries aimed at the older population.
- Examine the institutional impacts of the aging revolution such as: aging and the economy, medicalization of old age, the elderly and their families, old age in the mass media, old age in the workplace, and politics of aging.

Teaching Strategies

The following performance objectives are provided as a focus for learning in the Social Gerontology course. The purpose of class sessions is as follows:

- Make practical application of the information so students obtain the desired learning outcomes.
- Discuss and debate the material addressed in the text.
- Discuss and assimilate the completed assignments.
- Evaluate the complexities of an aging and aging system.

I am here to assist you in your educational experience; your success in this course is of primary importance to me. My fundamental objective is for you to learn as much as possible about the complexities of a gerontology and aging from a sociological viewpoint. Additionally, I am aware of the demands on adult students and will make every attempt to accommodate you in your learning. If you require assistance please bring it to my attention immediately.

Contacting Your Instructor

If you are presented with a problem, or unclear on an assignment, please contact me ASAP. You can reach me by phone, text message, email, chat, and in-person. Please send a text message if reaching me after working hours or on the weekend: 509-956-8224

Course Policies and Purposes

The binding course policies between the College, Instructor and Student are as followed:

- Students with Disabilities
- Late Work Policy
- Attendance Policy
- Classroom Participation
- Classroom Etiquette
• Scholastic Dishonesty / Plagiarism
• Academic Freedom
• Student Conduct and Responsibility
• Safety Policy
• Student Rights and Responsibilities
• Other Issues
• Contacting Your Instructor Afterhours
• Grade Policy

Students with Disabilities:

WWCC has support services for students with disabilities to ensure that our programs and facilities are accessible. Our campus provides reasonable accommodations to qualified students with disabilities. These services are provided through the Student Development Center. To learn about our services contact: Claudia Angus; Coordinator of Disability Support Services, Office 133D, Phone: (509) 527-4543, TDD: (509) 527-4412, E-mail: claudia.angus@wwcc.edu Or visit WWCC Website at http://wwcc.edu

Late Work Policy:

All assignments must be turned in on the day it is due, in person, posted in Canvas, or sent electronically (e-mail). I will respond to all e-mail submissions, which certifies I’ve received your homework. If not, please forward or resend the original e-mail if you feel an error has occurred.

Please consider due dates as the last opportunity to submit assignments, rather than the targeted goal date. It is difficult for me to accept late work when I’m presented with a problem the same day an assignment is due. This reason has formed my policy on late work; exceptions will be made depending on the circumstances.

The standard policy for late work is subject to a 25% grade reduction per day—including weekends.

Attendance Policy:

The purpose of attending class is to take advantage of learning opportunities, therefore attendance is required. It is vital to logon a minimum of three days each week and perform the tasks according to the syllabus. Items include posting an assignment or responding to classmates in the discussion forums. In cases of medical, personal, or cultural/religionat traditions, the student is required to contact the instructor beforehand and request a leave of absence.

Classroom Participation:

Participation is essential! There will be more than enough to discuss and everyone has an opinion. You’re tasked with reading all course materials each week and come prepared so we can have meaningful conversations. Please be courteous to all individuals, some topics yield a range of viewpoints and providing an inclusive environment is essential to learning. Feel free to ask questions during class sessions.
Classroom Etiquette:

This course emphasizes active learning. For this to take place a few simple online classroom procedures need to be followed:

- Everyone has something to add to the class and to the learning experiences, so treat your classmates and instructor with respect and courtesy.
- Complete all assigned tasks.
- Ask questions.
- Participate in classroom threaded discussions when using Canvas.
- Have meaningful, well written discussion posts that are free of spelling errors.
- Understand the basic operating functions of the Canvas classroom.

Scholastic Dishonesty / Plagiarism:

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to, cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to, tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

From the WWCC Student Handbook (http:www.wwcc.edu) definition and disciplinary action for Plagiarism are as follows:

(1) Plagiarism is defined as the buying, borrowing, or stealing of written material for the purpose of fulfilling or partially fulfilling any assignment or task required as part of the student’s program of instruction at the College. Any student who plagiarizes shall be subject to disciplinary action.

(2) Any student who aids or abets the accomplishment of such activity as defined in subsection above shall also be subject to disciplinary action.

(3) An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism or cheating. Course of action might include but not be limited to:
   (a) Student receive warning and lowered grade
   (b) Student receive failing grade for the course
   (c) Student dropped from course
   (d) Student be recommended for suspension or dismissal from the College
   (e) Case referred to civil action

Academic Freedom:

Institutions of higher education are conducted for the common good. The common good depends upon a search for truth and upon free expression. In this course the professor and students shall strive to protect free inquiry and the open exchange of facts, ideas, and opinions. Students are free to take exception to views offered in this course and to reserve judgment about debatable issues. Grades will not be affected by personal views. With this freedom comes the responsibility of civility and a respect for a diversity of ideas and opinions. This means that students must take turns speaking, listen to others speak without interruption, and refrain from name-calling or other personal attacks.
Student Conduct and Responsibility:

Rules of Conduct and Procedures of Enforcement. Admission to Walla Walla Community College carries with it the expectation that students will conduct themselves as responsible members of the college community, that they will comply with established rules and regulations of the College, maintain high standards of honesty and integrity, and respect the rights, privileges, and property of other members of the college community. Walla Walla Community College expects that students will conform to the laws of the greater society and regulations established to assure the orderly conduct of the affairs of the College.

Rules of Conduct including but not limited to, Plagiarism/Cheating, Abusive Language, Disorderly Conduct, Sexual Harassment, Malicious Harassment, Liquor, Drugs, and Computer Trespass.

Safety Policy Students Right To Know:

The security of all members of the campus community is of vital concern to Walla Walla Community College. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, Walla Walla Community College information concerning campus safety, campus crime statistics for the most recent three-year period, graduation and transfer statistics, and other right-to-know information can be found at http://wwcc.edu.

Student Rights and Responsibilities:

Each student has the right to expect a campus climate in which all students:

• Are given the opportunity and encouragement to succeed
• Are treated with dignity and respect
• Demonstrate good manners and courtesies
• Are safe from sexual harassment and discrimination
• Are free to ask for help, anytime

Each student has a responsibility to:

• Support a learning environment and opportunity for all students to succeed
• Prepare mentally and physically to be the best you can be
• Treat all students and staff with dignity and respect
• Exhibit good manners and common courtesies at all times
• Serve as a positive role model for less experienced students
• Respect the property and space of others
• Help keep the campus litter free
• Refrain from swearing and using any inappropriate communication
• Read and abide by the college rules in the Student Handbook
• Be accountable for your own actions

Taken from the WWCC Student Handbook. For complete text visit the website at: www.wwcc.edu.
Other Issues:

Although the course is well outlined and will likely follow the dates and topics in the syllabus, some degree of flexibility is expected as some events require changes and/or amendments. I do reserve the right to modify the course content, expectations, and graded assignments during the quarter, as needed, or based on performance outcomes. You should anticipate additional readings and/or films to be incorporated throughout the quarter and should changes occur, advanced notice and accommodations will be given.

Contacting Your Instructor Afterhours:

If you are presented with a problem, or unclear on an assignment, please contact me ASAP as I am always available during college operating hours. You can reach me by phone, text message, email, chat, and in-person. Afterhours or on weekends, please send me a text message at 509.956.8224 to prevent delays when seeking assistance.

Grade Policy:

The WWCC grading system provides a permanent record of grade evaluations which reflect the student’s course achievement. The following grades are used:

- A 4.0 points per credit hour 94 – 100% (682 – 725 Points)
- A- 3.7 points per credit hour 90 – 93% (653 – 681 Points)
- B+ 3.3 points per credit hour 87 – 89% (631 – 652 Points)
- B 3.0 points per credit hour 84 – 86% (610 – 630 Points)
- B- 2.7 points per credit hour 80 – 83% (580 – 609 Points)
- C+ 2.3 points per credit hour 77 – 79% (559 – 579 Points)
- C 2.0 points per credit hour 74 – 76% (537 – 558 Points)
- C- 1.7 points per credit hour 70 – 73% (508 – 536 Points)

Minimum Achievement

- D+ 1.3 points per credit hour 67 – 69% (486 – 507 Points)
- D 1.0 points per credit hour 60 – 66% (435 – 485 Points)

Unsatisfactory Achievement

- F 0.0 points per credit hour 59% and Below (434 and under)

Course Outline of Assignments

Student grades will be comprised of the following:

- Syllabus Quiz and Contact Information .......................... 25 Points
- Check Your Understanding (CYU) ................................. 100 Points
- In the News .................................................................. 60 Points
- Internet Activities & Discussion Forums ......................... 290 Points
- Final Exam ................................................................. 100 Points
- Final Paper ............................................................... 150 Points
- Extra Credit ............................................................. 25 Points

Total Score .................................................................... 725 Points
## Course Activities and Evaluation Criteria

### Classroom Participation in Discussion Forums
Participation is being actively involved in the online classroom discussions. The standard goal for participation is responding to four (4) of your classmates each week with responses at least 100 words in length.

I will be looking for those responses that fit these criteria and **participation can happen** in a number of different ways. You can reply to classmate’s original post, you can respond to a previous reply, or to any submission made by your instructor.

### In the News:
During this course you will find a **current** news article, centered on course topics, where the primary premise of the article relates to individuals 65 years or older. Look for news article that have an original publication date within the last seven days. You may use any news article found on any reputable news source (NBC, Wall Street Journal, Seattle Times, CNN).

Write a one paragraph summary on the news article, including the web address link (URL) for the article. Feature the principal storyline and reference any application of course material in your summary. As always, your written work must be in your own voice and any quoted material will be referenced in your response. Please review the policy on plagiarism for more information.

Each 15 points……………………………………………………………………………………………………………………Total 60 Points

### Check Your Understanding (CYU):
The assignment Check Your Understanding pulls the core concepts from your **textbook** which is designed to give you a framework on each chapter. You can retake this assignment until you achieve a mastery score of 100% prior to the due date. Your highest score will be assigned. Check Your Understanding chapters will contain a 10-item multiple choice assessment for each chapter. Each 10 points………………………………………………………………………Total 100 Points

### Final Exam:
The final exam will consist of textbook chapters covered in your CYU assignments. The final exam includes an 80-item multiple choice question set and one essay question. You have 1 hour and 30 minutes to complete your final exam once you start. The final exam is available on Monday December 9th through end of Tuesday December 10th in your online classroom. The essay question is worth 20 points………………………………………………………………………Total 100 Points

### Extra Credit:
Giving back to the community is extremely important. For an extra credit assignment your task will be to help someone in need. There are no specific criteria of **helping**—this could be going to the grocery store, raking leaves, changing a flat tire, or volunteering at a local organization. After you complete your community service you will share your experience with the class in week six and receive 15 extra credit points. Completing the end-of-course survey gives you another 10 extra credit points………………………………………………………………………Total 25 Points
Final Paper | Project:
You will be responsible for one writing assignment during the quarter that has three options. Regardless which option you pick, your paper needs to be a full five (5) pages in length.

Option I You will interview an older adult (over age 65, preferably 75+) and write a brief biography of this person. This section needs to be at least five (5) full pages. You can interview a family member, but I would prefer you interview someone you do not know. You will be required to incorporate the concepts you have learned about social gerontology into your interview of the older adult. Be sure to include major milestones that have been important in shaping her/his life. Have them share fears and concerns about the systems for the aging. Other questions should include their thoughts on the lifelong journey about family, employment, policies, Medicare, Social Security, politics, and current social issues.

Option II Interview a program or service administrator: You will interview an older adult program administrator (nursing home, assisted living community, continuing care community, board and care facility, etc.) and compose a report that contains a minimum of five (5) full pages. You may be required to submit check points throughout the course prior to the due date. For more information on this option will be posted.

Option III You can combine option I and II for a total of five (5) full pages. Interview an older adult program administrator and older adult!

The written portion of your paper needs to be at least five (5) full pages in length, double-spaced, and represent college level writing. Typeface and Size: Times New Roman and 12 point. A cover page and reference page must also be included and does not count towards your five page minimum requirement.

IMPORTANT: Students who fail to meet the five (5) page minimum requirement will receive a zero (0) for the entire paper. Putting extra spaces or headings throughout your paper will not count, when in doubt—add more pages..............................................................Total 150 Points

Materials and Resources

Campus Resources

Computer Lab: IBM compatible computers are available for student use. In Walla Walla, computers are also available in the Library and the Academic Support Center. Call for hours 509.527.1818 (WW Tech Center) 509.529.5858 (WW- Main Bldg) 509.758.1772 (Clarkston).

Library Services: On the Walla Walla Campus during the academic year, library hours are from 7:30 a.m. to 9:00 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m., Friday; and 1:00 p.m. to 5:00 p.m., Sunday. Evening and weekend hours are not provided when classes are not in session. Library patrons may also access information through several online databases. Phone: 527-4294
Instructional Support Services: Academic Support Center (ASC) 509.527.4624 (Walla Walla) 509.758.1772 (Clarkston Campus) On the Walla Walla campus, the Academic Support Center (ASC) is located on the 2nd floor of the main building. The Math, Writing and Science Labs are located in the Academic Support Center. Students needing assistance with math may drop in or make an appointment to work with a member of the math lab staff. The writing center staff provides writing assistance to all registered students. Students may visit on a drop-in basis or by appointment, and may be referred from an instructor.

- Math Lab http://www.wwcc.edu/CMS/index.php?id=879
- Science Center http://www.wwcc.edu/CMS/index.php?id=880
- Writing Lab http://www.wwcc.edu/CMS/index.php?id=65

Individual Tutoring: 509.529.5511 (Walla Walla) WWCC provides individual and group tutoring services in many, but not all, subject areas to students who have demonstrated a need for assistance, and currently have a C grade or lower in the course for which they are requesting tutoring. Students must have an instructor recommendation to be eligible for tutoring.

Bilingual Language Assistance Program: 509.527.3684 (Walla Walla) This program offers individualized instructional support and tutoring in a variety of subjects. Instruction can be tailored to your specific needs. If you need a tutor for a college-level class see the tutor coordinator in the Student Development Office. BLA Website http://www.wwcc.edu/CMS/index.php?id=1031

Student Advising and Development Center: Advisors in the Student Development Center help students identify and successfully achieve their academic, career and personal goals. Staff members also assist students with the development of problem-solving skills and advocate for students.

Online Student Peer Mentors: can provide support in a number of areas, including: Logging in to Canvas, How to activate a WWCC student account, Creating, renaming, or delete files and folders, Sending emails, Finding a course syllabus, or Contacting an instructor. Contact an online peer mentor at: wwcc.mentor@wwcc.edu.

Other Resources and Helpful Links
- Whitman College: http://www.whitman.edu/penrose
- Walla Walla University: http://www.wallawalla.edu/index.php?id=992
- Lewis-Clark State College: http://www.lcsc.edu/library
- Washington State Library: http://www.secstate.wa.gov/library