

California State University, Sacramento
Gerontology Department
GERONTOLOGY 100 – 01
Aging Issues in Contemporary America
Spring 2022

Class Time: Mondays, 5:30 to 8:20 PM
Academic Resources Center 1011

Professor: Carol Sewell, MAG
E-mail: Carol.Sewell@csus.edu

Office Hours: Tuesdays, 4:00 – 6:00 p.m.
via Zoom:

<https://csus.zoom.us/j/86347130371?pwd=WHArbStYRUINakVCTjd0R01qc3FMUT09>

Meeting ID: 863 4713 0371

Passcode: 725723

By phone: 1-669-900-6833

COURSE DESCRIPTION

Welcome to *Aging Issues in Contemporary America*. **This is a GE area D course.**

This course will introduce the field of gerontology and the social implications of aging in the United States and internationally. The course covers current issues in gerontology, including:

- Aging and social constructs
- Aging implications for public policy and systems
- Demographics and variations
- Ageism
- Aging and health
- Social and community support
- Economic and policy issues

We will delve into our own perceptions of aging by reflecting on personal experiences and identifying the societal forces that have influenced our perceptions. Interwoven throughout the class will be the life course perspective on aging. The Life Course perspective views aging as part of the continuum of human development. Through this lens, we understand how experiences and outcomes in later life are affected by our circumstances and choices made throughout our lives.

We will learn about normal aging processes and about conditions that appear to be part

of normal aging but may be pathological in nature. During the semester, we will identify lifestyle changes we can adopt to improve our chances of a healthy old age. At the conclusion of the class, we will explore aging-related career paths and how your new knowledge in gerontology can advance your professional goals.

OUTCOMES AND OBJECTIVES

Upon the completion of this course, students will:

GE AREA D Learning Outcomes

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Additional Program & Gerontology Sacramento State Baccalaureate Learning Goals

5. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)
6. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
7. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
8. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
9. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)
10. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)

Student Learning Outcomes # 1-10 above will be measured by the follow:

- Weekly short answer written assignments based on lecture and reading
- Written projects

- In-class discussion and activities with individual and group written work components
- Peer-reviewed research article summary and presentation

Course Objectives

Students will be able to:

1. Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course.

GE AREA D Learning Outcomes

11. Describe and evaluate ethical and social values in their historical and cultural contexts.
12. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
13. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
14. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Additional Program & Gerontology Sacramento State Baccalaureate Learning Goals

15. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)
16. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
17. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
18. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
19. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)
20. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)

Student Learning Outcomes # 1-10 above will be measured by the follow:

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Course Objectives

Students will be able to:

2. Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course

Course Objectives

Students will be able to:

3. Define the life course perspective and describe how age/period/cohort, gender, race, and ethnicity influence the life course.

GE AREA D Learning Outcomes

21. Describe and evaluate ethical and social values in their historical and cultural contexts.
22. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
23. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
24. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Additional Program & Gerontology Sacramento State Baccalaureate Learning Goals

25. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)
26. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
27. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
28. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
29. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5)
30. Exhibit personal and social responsibility, and ethical and professional behavior in

allsettings. (4, 5)

Student Learning Outcomes # 1-10 above will be measured by the follow:

- Weekly short answer written assignments based on lecture and reading
 - Written projects
 - In-class discussion and activities with individual and group written work components
4. Peer-reviewed research article summary and presentation.
 5. The syllabus, assignments, projects, and other information about the course will be posted onCanvas. Not all assignments will be posted at the beginning of the semester. Some Understand how the demographics of the older population affect various aspects ofour society.
 6. Critically review studies of elders and understand how to use these studies to improvethe health and wellbeing of society as a whole.
 7. Differentiate between normal changes in functioning due to aging and pathological(abnormal) changes leading to disease.
 8. Describe how personality affects a person's adaptation to old age.
 9. Demonstrate how sensory losses affect the individual.
 10. Describe the effects of stereotypes on the older person and how these stereotypes maylimit access to jobs, medical care, or a person's autonomy.
 11. Give examples of how aging affects intelligence, both positively and negatively.
 12. Develop a personal definition of successful aging and apply it.
 13. Examine social policies, including Social Security, Medicare, the long-term caresystem, employment, and age discrimination.

In addition, this course has been designed to meet several of the learning objectives outlinedin the *Gerontology Competencies for Undergraduate and Graduate Education*. These Competencies can be accessed at <https://www.aghe.org/resources/gerontology-competencies-for-undergraduate-and-graduate-education>.

REQUIRED READING

Most of the content for this course will come from the following textbook:

Morgan, L. and Kunkel, S. *Aging, Society and the Life Course, 5th Edition*. (2015)
Springer Publishing

In addition, you should have access to the following guide:

Publication manual of the American Psychological Association (6th ed.). (2010).
Washington, DC: American Psychological Association.

The University Library also has an APA style guide, <https://csus.libguides.com/APAstyle>, which includes [a tutorial](#) that students can complete (long version is all types of sources, short version is focused on journal articles) and receive a time-marked certificate of completion.

CLASS WEBSITE

assignments will be posted after specific material is covered. Please check the Canvas course regularly.

You must have a Saclink account to access the course's website. Go to SacCT on the CSUS homepage and click "SacCT Login." For help setting up your email, working in Canvas, or other help with your SacCT account, go to: <http://www.csus.edu/irt/labs/>

Unless instructed otherwise, please submit all completed assignments, projects, and other written work electronically through Canvas. Be sure to save copies of your completed work. If you do not know how to post assignments, you can get help through <http://www.csus.edu/irt/labs/>.

CLASS CORRESPONDENCE

The best way to communicate with other students or with me outside of class is through email. You may also email me with questions (Carol.Sewell@csus.edu). If you email me directly, **please include "GERO 100" in the subject line and sign your full name (not just your first name).**

I will strive to respond to messages within two business days.

How to Succeed in this Course

To succeed in this course, you will need to:

- Regularly attend class sessions via Zoom
- Actively participate in class discussions and in-class activities
- Complete reading assignments prior to class meetings
- Turn in written assignments in a timely manner
- Carefully read and follow directions

Your success is important to me. We will all need accommodation because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let either your professor know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

There are many services offered on campus to help you succeed in this course and throughout your academic career. I encourage you to take advantage. Links to the

following resources are also available in [SacCT](#). All of the following services are currently available to you online.

Academic Advising

The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

IRT Service Desk (Service Desk)

The IRT Service Desk assists students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat.

[Hornet Learning Online 101](#)

For additional help using the Canvas online learning platform, Hornet Learning Online 101 is a 1-hour tutorial available to all students.

Here are some details about the course Hornet Learning Online 101:

- Hornet Learning Online 101 is a tutorial built in Canvas for students on strategies and skills for online and flexible learning;
- is short, interactive, 1 hour, and students can self-enroll;
- the content includes: growth mindset, time management, technology readiness, Canvas navigation, and an interactive list of campus resources;
- it produces an online readiness survey report and awards a “Digitalbadge” upon completion.

Click below to sign up!

HORNET LEARNING ONLINE 101

Services to Students with Disabilities

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required

before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Please feel free to set up an appointment with me to discuss your approved accommodation. This syllabus and course materials are available in alternate formats upon request. In addition, as your professor, I feel I have a responsibility to actively support culturally diverse learners with a wide range of learning styles and abilities and to be responsive in my teaching practices. Feel free to discuss your progress in this course with me at any time.

[Crisis Assistance & Resource Education Support \(CARES\)](#)

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The [CARES office](#) provides case management support for any enrolled student.

Student Affairs

If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

Student Health Center

Student Health Services promotes the health and wellness of Sac State students.

University Library

The Sac State University Library provides access to workshops, research guides, subject specialists, databases, electronic journals, and other electronic resources.

University Writing Center

The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.

COURSE STRUCTURE AND ASSIGNMENTS

This course is organized using a hybrid model. This means some weeks we will meet together over Zoom to learn and **discuss course materials while other weeks you will**

work independently or come together for an abbreviated lecture or in-class activity. Please see the Week-At-A-Glance for a schedule of class meetings, assignments, and independent projects (no class meetings).

Reading Assignments

Before class, you will be exposed to the course material through assigned readings. Topics in your textbook may be supplemented with additional readings throughout the semester. Any additional readings will be provided in PDF form on Canvas as they are assigned. Note that the chapters for the reading assignments may not necessarily be assigned in the same order as presented in the textbook. See your Week-At-A-Glance for the order of reading assignments by chapter and date.

Classroom Learning

During class, we will examine course materials through lecture, discussions, individual and group activities, and videos. In-class material will overlap with the text, but new material will also be introduced. Not all material in the text will be covered in class.

Your regular attendance and active participation in class are essential for your own and your fellow students' learning. **Attendance is required to earn points for in-class activities.** There will be nine in-class activities worth 10 points each. You may miss one and still earn the full points (80 total). If you complete all nine, you will earn 10 extra credit points.

In class we will sometimes discuss topics about which members of our classroom community will express different opinions and viewpoints. The intention is not to come to an agreement but to have a civil and rich discourse about important issues affecting us all, using credible evidence and concepts covered in this course to support our ideas. To do this, we will strive to do the following, and we ask that you also:

- Share your unique experiences, values, and beliefs
- Be open to the views of others
- Honor the uniqueness of your fellow classroom community members
- Appreciate the opportunity we have to learn from one another
- Value one another's opinions and communicate in a respectful manner
- Keep confidential discussions that are of a personal nature
- During and after discussing distressing topics, take extra care of yourself and one another

Short Assignments

You will deepen your understanding of course materials through short assignments. The purpose is to allow you time to review the material presented in the book and in class,

express your thoughts about what was learned and experienced, and reflect on implications for yourself and society. These short answer assignments also assist me to identify areas of misunderstanding that can be addressed in subsequent class sessions. Questions for each assignment will be posted in the week's materials on Canvas; please check Canvas for associated due dates.

Please note that assignments and due dates may be subject to change.

Projects

There will be 4 independent projects. **Each project is in lieu of a class meeting.** These projects are designed to give you the opportunity to apply the material covered and practice analyzing aging-related research.

Instructions regarding each project will be posted on Canvas at least one week prior to the due date.

Article Summary Paper

You will select a topic that is related to the material covered in this course and find a **peer-reviewed research article** about this topic. Detailed instructions regarding how to complete the article summary is posted in Canvas.

You must submit a PDF of the article to me in advance. Submitting a pdf of the article to me by the due date is worth 5 points. See the Week-At-A-Glance for submission date.

Presentation and Peer Feedback

During the last day of class and finals week, students will give presentations on their article summaries. Using a feedback form that will be provided, you will give anonymous feedback to three fellow students on their presentations. Feedback forms will be returned to me at the end of class.

GRADES & GRADE CORRECTIONS

You can earn up to 500 points by completing the required assignments. In addition, you can earn 10 extra credit points by attending all class meetings and up to 10 extra credit points by completing an extra credit assignment. There will also be other extra credit points built into assignments and projects. Below is a chart explaining how many points each required assignment or class activity is worth.

Assignment	Number and Value	Total Points
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In-Class Activities	9 activities 10 points each	80
	(if complete all, 10 extra credit points)	
Short Assignments	10 assignments 15 points each	150
Projects	4 projects 45 points each	180
Article Summary	5 points turn in pdf of article 55 points paper	60
Presentation	15 points presentation 3 peer feedback forms, 5 points each	30
Total		500

The following grading scale will be used:

Letter Grade	Total Points
A	468 and above
A-	449-467
B+	433-448
B	418-427
B-	398-417
C+	383-397
C	368-382
C-	348-367
D+	333-347
D	318-332
D-	298-317
F	297 or below

If you feel a grade or points posted are not correct or if you have a question about the grade you received, **you have one week after the grade is posted** to contact me in writing. After oneweek the points or grade will be final.

COURSE POLICIES

Attendance

You must attend class to earn points for in-class activities. I understand that life happens, and some students may need to miss class. You can miss one class with no penalty to your grade (i.e., still earn the full 80 in-class activity points). Limited extra credit is available to make up some points lost from missing more than one class. However, extra credit is no

substitute for attending class. Repeatedly missing class will likely negatively impact your final grade.

Late Work

Be sure to pay close attention to deadlines. See Week-At-A-Glance for due dates of all assignments.

Unless otherwise specified, written assignments submitted after the due date and time will receive a 10% grade deduction for each day late. For example, an assignment that would have earned 80% of the possible points if turned in on time will earn only 70% of the possible points if turned in one day late. Unless otherwise specified, the assignment will no longer be accepted after 5pm on the Wednesday following the due date.

If you have a valid reason for not being able to submit an assignment on time, please let me know as soon as possible. I may require documentation of the extenuating circumstances.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade.

Online course participation

This course will be strictly online for the Fall 2021 semester; lectures and class activities will be delivered live via Zoom. Your attendance is required for all scheduled classes. Please make sure your first and last name shows in the list of Zoom participants at the beginning of each class and be prepared to participate in class discussions and activities throughout the session. You will be expected to listen, take notes, and participate in class discussions throughout this course.

ACADEMIC HONESTY

Academic integrity is central to the mission of educational excellence. Each student is

expected to turn in work completed independently. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use citations and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or from an interview.

Violation of university policies on academic integrity may result in failure of the course or the assignment and could end in suspension from the university. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

CSUS Policy on Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it.

Acknowledgement is not necessary when the material used is common knowledge. The following would constitute plagiarism:

- Word-for-word copying.
- The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work)
- The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory) – unless you cite the paraphrase.
- Fabrication (inventing or counterfeiting sources).
- Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action. At Sac State, “**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” **Source:** Sacramento State University Library

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. The student code will be strictly enforced in this course and it will be expected that each student is both aware of and familiar with its requirements and penalties. All aspects of your course work are covered by the University’s student code and any violation(s) will be reported to the

University.

Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.