

EDHD400 Section 0101 and 0201

Introduction to Gerontology Fall 2016 Online Course Syllabus

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Office hours: By appointment

Class meeting: Wed(Section 0201)//Thurs (Section 0101) 9:30-12:15 (Note both sections are online. Class time is used as a time period to introduce new weekly material and assignments.)

Required Textbook:

Hooyman N.R., Kawamoto, K.Y., & Kiyak, H.A. (2015). *Aging Matters: An introduction to social gerontology*. Saddle River, NJ: Pearson Education Inc. ISBN 10:0-205-72764-6.

Course Objectives:

Upon successful completion of this course, students will:

1. Have acquired an understanding of the major theories of adult development and aging and a broad knowledge base for concepts such as age differences and age changes in physical, cognitive, social, emotional development and self-processes.
2. Be familiar with environmental factors that influence adult development and aging including family variables (e.g., family structure, siblings, birth order) and socio-cultural variables (e.g., cultural difference, social class, poverty, ethnicity, and gender).
3. Have acquired an understanding of the nature of individual differences, including differences in developmental competence, physical and cognitive abilities, and self-regulation.
4. Have engaged in self-exploration to understand factors that are related to successful aging and to increase awareness as a participant in the aging process.

Course Requirements:

General Class Preparation: Each student is expected to complete all assigned readings and to be an active participant in all class discussions and activities. Participation will enhance your

understanding of the course material. Some content which will be discussed online is not in your textbook, but will be included on exams. Thus please read all discussions and materials posted.

Online Discussions (MSGE) (50%): All students will be assigned to a discussion group. At the start of the week of September 7th, students will respond to discussion questions which pertain to the readings. These questions will be posted on ELMS/CANVAS.

Each week, every student will post three substantive comments to these discussion questions, “Substantive” may be defined as contributing factual information, describing an observation, introducing a new variable for consideration, or suggesting a different perspective for discussion. These initial responses to the weekly three discussion questions will be due no later than 11:59pm on SUNDAY following the Wednesday material introduction date. Your second and third responses to the discussion must be posted by 11:59 on the following Tuesday. (Dates are included in Course Schedule.)

**A grading rubric for online discussion responses is attached at the end of the syllabus.

Class activities (MSGE) (20%): To promote the appreciation of various aging issues, each student will complete four assignments. Directions for reporting answers for these assignments will be given a week prior to assignment due date.

1. Life Expectancy Questionnaires –Complete both of the life expectancy questionnaires which you will find at the following websites
www.livingto100.com
<http://gosset.wharton.upenn.edu/mortality>
(use the longer version)
2. Health Calculator Quizzes –use the following websites and answer the questions honestly.
www.healthcalculators.org
www.yourdiseaserisk.wustl.edu
3. Personality Inventory –use the following website to answer the long form of the IPIP-NEO test. You will be instructed how to save your answers to be used in the final exam.
www.personalitytest.net
4. Retirement planning: Women’s Institute for a Secure Retirement. Read two documents from this website and answer questions that will be posted.
www.wiserwomen.org

Online Quizzes (MSGE) (10%) –There will be 5 online quizzes that will be due throughout the semester. Due dates for each quiz are posted in the Course Schedule.

Final Exam (MSGE) (20%) –As required by the University, there will be a final exam for this course. It is a take home exam that will cover course material from readings, class discussions and various presentations.

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Course Schedule

8/31: Course Introduction, syllabus

Respond by following Sunday and Tuesday (9/4, 9/6)

9/7: Chapter 1: Older Populations

Respond by following Sunday and Tuesday (9/11, 9/13)

9/14: Chapter 2: Global Aging

Respond by following Sunday and Tuesday (9/18, 9/20)

Quiz 1 (due 9/20)

9/21: Chapter 3: Physical Well-Being

Respond by following Sunday and Tuesday (9/25, 9/27)

Life Expectancy Questionnaire (due 9/27)

9/28: Chapter 4: Mental and Emotional Well-Being

Respond by following Sunday and Tuesday (10/2, 10/4)

Personality Inventory (due 10/4)

10/5: Chapter 5: Social Theories of Aging

Respond by following Sunday and Tuesday (10/9, 10/11)

Health Calculator Quizzes (due 10/11)

Quiz 2 (due 10/12)

10/12: Chapter 6: Family Friends and Other Informal Supports

Respond by following Sunday and Tuesday (10/16, 10/18)

10/19: Chapter 7: Informal and Family Caregiving

Respond by following Sunday and Tuesday (10/23, 10/25)

Quiz 3 (due 10/25)

10/26: Chapter 8: Productive Aging

Respond by following Sunday and Tuesday (10/30, 11/1)

11/2: Chapter 9: Loss and Grief in Old Age

Respond by following Sunday and Tuesday (11/6, 11/8)

11/9: Chapter 10: Economic Well-Being

Respond by following Sunday and Tuesday (11/13, 11/15)

Retirement Planning (due 11/15)

Quiz 4 (due 11/16)

11/16: Chapter 11: Community Well-Being

Respond by following Sunday and Tuesday (11/20, 11/22)

THANKSGIVING BREAK

11/30: Chapter 12: Technology

Respond by following Sunday and Tuesday (12/4, 12/6)

12/7: Chapters 13-14: Promoting Well-Being; Careers in Aging

Respond by following Sunday and Tuesday (12/11, 12/13)

Quiz 5 (due 12/13)

Final Exam Due TBA

Rubric for Grading Online Discussion posts

Students will be required to make a total of 3 posts weekly (of course you can post more often) to earn up to five points (for a maximum of 70 points over the semester). Requirements for each week include:

1. Answer ALL THREE discussion questions in your post. This initial response to the discussion questions should be at least 600 words. Your first post must answer all three questions. (This is due weekly on Sunday nights) [Earns 3 points]
2. The second post MUST be a comment on one of your discussion group members' posts. (This is due weekly on Tuesday nights) [Earns one point]
3. The third post may contain any of the following items: a comment on another discussion group member's post, post a relevant question to the group, or post an additional comment with reference to the discussion questions, a Citation to a relevant newspaper article, on line article or journal article with a comment on the content. [Earns one point]

Scoring the discussion responses will be graded as follows:

5 points: student made at least 3 posts, each was substantive, and followed all requirements above.

4 points: student made at least three posts, only 2 initial responses were the required length/substantive OR did not comment on a group member's post OR made only 2 substantive posts

3,2,1 point(s): student made at least three responses but some responses were not substantive and did not meet any requirements or only made one substantive post.

0 points: Did not submit or complete weekly assignment.