



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL SEMESTER 2012**

**SO 3750 (A2) – Sociology of Aging - 3 (3-0-0) UT 45 Hrs.**

**INSTRUCTOR:** René R. Gadacz, Ph.D   **PHONE:** 780.539.2831  
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**OFFICE HOURS:** Daily; by appointment; drop-ins especially welcome

**PREREQUISITE(S)/COREQUISITE(S):** SO 1000 or equivalent

**REQUIRED TEXT(S)/RESOURCE MATERIALS:** M. Novak & L. Campbell, 2010 (6<sup>th</sup> ed.), Aging and Society: A Canadian Perspective. Nelson Education: Toronto.

**CALENDAR DESCRIPTION:** The study of aging from biological, psychological, and sociological perspectives. Includes aging in relation to the self-concept, family, religion, politics, health, retirement and leisure, housing, and attitudes toward death from a Canadian and comparative perspective. Critically examines Canadian social policies and programs, and institutional and community-based services.

**CREDIT/CONTACT HOURS:** (3-0-0) UT 45 hours

**DELIVERY MODE(S):** lectures, class discussion, group work, class presentations, written tests, written projects

**OBJECTIVES:** To understand the framework for studying aging as a process (e.g. concepts and theories, research methodologies, demography), to explore the macro relationships between individuals, institutions, programs, and social policies as they pertain to an aging population, and to appreciate the micro level experiences of individuals as they age in relation to gender, ethnicity, and culture.

**TRANSFERABILITY:** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Transfers to: UA, UC, AU, UL, AF

**STATEMENT ON PLAGIARISM AND CHEATING:**

Please refer to the College Policy on Student Misconduct: Plagiarism and Cheating at – [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)

**GRADING CRITERIA:**

**GRANDE PRAIRIE REGIONAL COLLEGE****GRADING CONVERSION CHART**

<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>95 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 94</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>76 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 75</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**EVALUATIONS:**

Bi-Weekly Quizzes (approx. every 4<sup>th</sup> class = 6 x 20 points)...

**Semester Work** [total 230 points] --

Daily Chapter Questions (4 x 10 points)..... **begins** September 17

Film Analysis (25 points)..... **due** October 31

In-Class Small Group Activities (10? x 5 points)..... TBA

Research project PROPOSAL + BIBLIO (25 points)..... **due** October 17

Research PROJECT (30 points)..... **due** November 26

Guest Speaker summary & feedback (3? x 10 points)..... TBA

Field Trip summary & feedback (2 x 15 points)..... TBA

**Total points are 350**; your total points will be converted to a percent (%) grade to determine your letter grade, for example, 275/350 = 79% = A-

### STUDENT RESPONSIBILITIES:

[A] **BI-WEEKLY QUIZZES** (120 points) may consist of multiple choice questions and/or glossary terms/concepts to define -- based on all lecture and text materials. **Note that there is no final exam as such.**

[B] **SEMESTER WORK** (230 points) comes in several parts:

(1) In terms of the daily Chapter presentations, each student will select **one question** from the 'Study Questions' at the end of each chapter and present their responses at the beginning of each class (10-15 minutes, including general class questions and discussion). You will be required to submit a written response to the question you answered on the day of your presentation, and must include a title page with your student I.D., date, and course information. Please work cooperatively with your presentation partner, as you will be sharing the mark.

(2) The **FILM ANALYSIS** itself involves analyzing a film according to any *theory* or *approach* or *issues* in aging/gerontology that are depicted in the film. YOUR INSTRUCTOR WILL PROVIDE YOU WITH A LIST OF FILMS; OR, SUGGEST A FILM THAT YOU THINK IS APPROPRIATE! 5 to 10 pages + references is the recommended length. In your write-up you may

follow any standard style format for your written submission, e.g. MLA, APA, Chicago -- in regards to layout, punctuation, referencing and source citations, footnotes.

**(3)** The project **PROPOSAL** (and ANNOTATED BIBLIOGRAPHY) should be a clear statement (2-3 pages) of what you specifically want to research, any related theory and issue(s), and drawing from your text. *SUGGESTED RESEARCH TOPICS AND OPTIONS WILL BE DISCUSSED IN CLASS*. The annotated bibliography (additional pages!) should consist of up to 10 *current* books and/or articles (but not less than 5) that you intend to use to research your chosen topic. The final **PROJECT** paper will be around 10 pages + references. Follow *any* standard style format for your proposal and final paper, e.g. MLA, APA, Chicago - in regards to layout, punctuation, referencing and source citations, footnotes.

**(4)** What the requirements are for the in-class group activities, guest speakers, and 'field trips' entail will be discussed in class as the course progresses!

**PLEASE NOTE:**

☀️ **Missed bi-weekly quizzes unfortunately cannot be accommodated - *unless* the situation is an unexpected personal or family emergency. The same policy holds true for the daily text Chapter questions that you have signed up for, participation in the in-class small group activities, attendance at guest speaker presentations, off-campus 'field trips,' and proposal/project deadlines/due dates.**

***You will be provided with additional instructions, details, and relevant information regarding all course requirements with plenty of lead time. Please check Moodle and your GPRC email account frequently for class announcements and updates, possible links to sites, messages, and so forth.***

Plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or HD copy of your work as back-up. There is writing help in the library, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interfere with the clear communication of ideas and you could lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

**Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 points (of the value of the work) PER DAY, up to and including the day of a late submission, unless prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.**

#### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

**Please Note:** Refer to the table of contents of the **Novak & Campbell** textbook for chapter content. Lectures will not always follow the book sequence or timeline below **because:** (a) material will be presented in class which does not appear in the textbook; (b) holidays like Thanksgiving and Remembrance Day/Fall Break, in-class activities, various guest speakers, as well as off-campus visits, will take class time, meaning that a chapter or some content will be moved to subsequent days. The

chapters and weeks will likely overlap, giving you the chance to get caught up or to read ahead, as the case may be.

**Week of (Fall 2012):**

September 10, 11 -- Course requirements, etc.; begin reading Chapter 1 in Novak and Campbell (abbreviated below as N & C) – Aging today

September 17, 19 -- N & C, Chapter 1, cont'd; begin Chapter 2 – Theories & methods  
**Daily chapter question presentations begin on September 17<sup>th</sup>**  
**Quiz #1 September 19<sup>th</sup>**

September 24, 26 -- N & C, Chapter 2; begin Chapter 3 – Aging then and now

October 1, 3 -- N & C, Chapter 3; begin Chapter 4 – Aging in Canada  
**Quiz #2 October 3rd**

October **8**, 10 -- N & C, Chapter 4; begin Chapter 5 – Personal health & illness  
**No classes on the 8<sup>th</sup>; Thanksgiving**

October 15, 17 -- N & C, Chapter 5; begin Chapter 6 – Psychology of aging  
**Project Proposal due October 17**

October 22, 24 -- N & C, Chapter 6; begin Chapter 7 – Social psychology of aging  
**Quiz #3 October 22nd**

October 29, 31 -- N & C, Chapter 7; begin Chapter 8 – Health care  
**Film Analysis due October 31st**

November 5, 7 -- N & C, Chapter 8; begin Chapter 9 – Finance and economics  
**Quiz #4 November 5th**

November **12**, 14 -- N & C, Chapter 9; begin Chapter 10 – Retirement & work  
**No classes on the 12<sup>th</sup> – Fall Break**

November 19, 21 -- N & C, Chapter 10; begin Chapter 11 – Housing & transportation  
**Quiz #5 November 21st**

November 26, 28 -- N & C, Chapter 11; begin Chapter 12 – Leisure, recreation  
**Projects due November 26**

December 3, 5 -- N & C, Chapter 12; begin Chapter 13 – Family life & supports  
**Quiz #6 December 5**

December 10 -- N & C, Chapter 13; Chapter 14 – Death & dying

[Classes end Tuesday, December 11, 2012]

***Six Ways To Make This Course More Valuable:***

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**