SYLLABUS GERO 101

INTRODUCTION TO GERONTOLOGY

San Diego State University

School of Social Work

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Office Hours: THURSDAY 3-4 pm

INTERACTIVE SYLLABUS ON GOOGLE SITES
Click on the topic of the class and you can download the PowerPoint presentation for that class. The background reading is hyperlinked to the article. Click on the link to download.

COURSE SYLLABUS

Overview:

This syllabus describes the course's purpose, scope and student learning outcomes, office hours and contact information. It includes information about accommodating students with disabilities, and describe the course design, required materials, schedule, and grading policies. This syllabus does not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design.

Course Purpose:

Gerontology 101 is an introduction to the field of human aging. The course of study will include a multidisciplinary examination of the way in which human aging is
viewed – how we perceive the process of growing older and how society responds to the issues of aging. The class will look at aging from multiple perspectives that include the social, political and biological sciences, arts and humanities, care giving and social services. Particular emphasis will be placed on how these issues will become prominent with the advent of the Baby Boomers.

Course Scope:

This course is designed to:

Raise student awareness about the later stages of human life cycle,
Raise student awareness about the needs and challenges facing the current generation of older adults, as well as the emerging generation of older Americans,
Explore social/political perspectives, behavioral, and biological aspects of aging,
Explore the ways aging affects areas such as sexuality, family relations, personality, and creativity,
Explore existing and potential careers in the field of aging, and
Factors that would contribute to successful aging,
Define the key terms used in the field of aging,
Describe what is known in the field of social gerontology,
Differentiate and discuss the myths and realities of aging,
Describe the range of services available to meet the needs of older adults, and
Identify social policy issues that affect older adults.

Student Learning Outcomes:

At the end of the course, students will be able to:

- Define the key terms used in the field of aging,

- Describe what is known in the field of social gerontology,

- Differentiate and discuss the myths and realities of aging,

- Describe the range of services available to meet the needs of older adults, and

- Identify social policy issues that affect older adults.

Course Design;

This is a classroom-based course. There will be no distance education component.

The course will follow a structure developed specifically for this course.

Gerontology is a field of many masters. Meaning that there are many perspectives
and there is no one standard. As such, there are a lot of misinterpretations, half-truths and outright deception. The study of gerontology will teach you how to discern the difference between these perspectives. In this class you will learn the scientific method for evaluating some of the issues as they relate to aging. You will be provided with the tools to enable you to identify evidence to enable you to make accurate and valid conclusions.

Course Standards;

Attendance & Participation: This is not a distance education class. Students are expected to attend and participate in every class. Attendance will be taken. For each class attended you will earn two points. To earn full participation points students must attend class from the beginning of class. Students are expected to complete all exercises, assignments identified in the syllabus, and submit the assignments by the deadline stated in this syllabus.

Incompletes: University policy on an “Incomplete” is restricted to situations where a student is doing passing work in a course, but is unable to complete course requirements due to significant, documented circumstances beyond the student’s control. If, during the semester, students experience serious work, family or medical problems that might affect their ability to complete the course requirements,
students are required to contact the instructor as soon as possible. There are strict guidelines and students are counseled to understand the requirements (Bulletin – Page 30)

Plagiarism: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com or other forms of detection of plagiarism. All submitted papers will be included as source documents. You have the option to request, in writing, that your papers not be submitted to Turnitin.com or other plagiarism detection software. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Students with Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Students with Emotional Issues: Students are encouraged to utilize SDSU’s Counseling and Psychological Services. Consult with one of the psychologists on staff
by calling 594-5220, and ask to speak with a therapist. A brief consultation may help you sort out the relevant issues, explore alternative approaches, and identify other resources. Web site: http://studentaffairs.sdsu.edu/cps/

Absences from Class: Within the first two weeks of class, a student who expects to be part of an official university event or activity (such as athletics, performances, forensics, etc.) shall notify the instructors and provide a schedule indicating any class days that will be missed. When possible, the instructor shall reasonably accommodate the student’s required absence from class. It is the responsibility of the student to notify the faculty member of any changes in the schedule immediately.

The Policy File also states that instructors must accommodate students who notify them in advance of planned absence for religious observances. Even if a student fails to provide notification, however, instructors should be aware that Section 89320 of the California Education Code requires that students be permitted to take a test or examination at a time when it does not violate the student’s religious creed. The instructor has the right to assign make-up work in lieu of the missed class. Each three-hour class might require a 1000 word essay on the topic missed. The instructor will determine the requirement on an individual basis.

There class will take attendance. Each student will be awarded two points (out of a total of 100 points for the course) for each attendance.
Student-Athletes: The NCAA mandates that student-athletes not receive any extra benefits. That includes "benefits" an individual faculty members might offer such as creating assignments for student-athletes that differ from those required of all other students in a class or offering student-athletes incompletes or extra credit work that is not offered to all other students and identified in a course syllabus. Allowing such extra benefits puts the student-athlete, the team, and the university in jeopardy. Contact with instructors should come only from academic advisors or the Student-Athlete Academic Services Office, not coaches. Direct questions or concerns to 594-8931.

Required Text and Supplementary Materials:

Required Text: There is no required Textbook.

Abstract

However you are expected to read each of the suggested reading and to provide an abstract (500 words) describing the assigned paper for that week, and your
evaluation of it. This is due on the day of the lecture when the suggested reading is posted. Send this as an email with the narrative in the body of the email and the subject of the email will be the class WEEK Number (eg “WEEK 10”)

Metrics for evaluating Abstract

1 point: Overview: What is the importance of the research? Why would a reader be interested in this study?

1 point: Problem: What problem does this work attempt to solve? What is the scope of the project? What is the main argument/thesis/claim?

1 point: Methodology: What approach was used in the study, was it an experiment, a literature review, an observational study? Try and describe the types of evidence used in the research.

1 point: Results: Indicate specific results of the study, or discuss the findings in a more general way.

1 point: Implications: What changes should be implemented as a result of the findings of the work? How does this work add to the body of knowledge on the topic?
All abstracts include:

A full citation of the source, preceding the abstract.

The most important information first.

The same type and style of language found in the original, including technical language.

Key words and phrases that quickly identify the content and focus of the work.

Clear, concise, and powerful language.

Additional Materials: Attached to this syllabus is a list of books and videos recommended for watching and reading. These books and videos will be described in class. They are not required for the course, but students will find these materials not only complementary to this course but useful as a future reference.

NOTE:
All assignments shall be submitted through email to mgarrett@mail.sdsu.edu.

Please send your work as text in the body of your email message. "Attachments" will not be opened.

Grading

Attendance 15 Classes (2 point each)

Summary reports 14 (5 points each)  70

TOTAL  100

The following score ranges will be used for grading:

The 4.0 Grading System

A 100%-94%
A- 93% - 90%
B+ 89% - 87%