COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title:  HUSV 101 ID2,  Introduction to Gerontology
Semester and Term:  SPRING 2015
Day and Dates:  Saturdays, 2/21/2015 – 3/21/2015
Time:  9am-1pm
Campus Location:  Bridgeport

Course Description:
An interdisciplinary overview of the implications of aging in American society. This course is designed to acquaint the student who is contemplating a career in gerontology, with the physical, psychological, social, economic and cultural dimensions of the total experience of growing older.
Prerequisite Courses: None
Course Code: GER-C, HS, HSM, DM-H

Instructor & contact information: Rebecca Lippel
Email: rlippel@bridgeport.edu


To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Up successful completion of this course, students will be able to:

- Summarize the population aspects of aging in America
- Debunk some of the myths related to older adults.
- Apply theories of aging to case scenarios
- Describe the physical aspects of aging including life expectancy, age-related physiological changes, sexuality, and health status.
- Describe the psychological aspects of aging including age-related psychological changes, mental health issues, and Alzheimer’s disease.
- Describe the sociological aspects of aging including role transition, family life, religion and spirituality.
- Explain the role of work, retirement and leisure, e.g. aging and the minority experience; long-term care; AIDS in the elderly, victimization of the older adult; euthanasia and older adults; family care-giving issues, etc.
- Use death and dying principles in working with older adults.
<table>
<thead>
<tr>
<th><strong>CLASS</strong></th>
<th><strong>DATE</strong></th>
<th><strong>SUBJECT</strong></th>
<th><strong>TEXT READING</strong></th>
<th><strong>ASSIGNMENT DUE</strong></th>
</tr>
</thead>
</table>
| 1         | February 21st  | • Aging in America                                                            | Chapters 1-3     | Discussion Posting #1 Due  
Discussion #1: According to the text our country is currently experiencing and will continue to experience a significant increase in life expectancy. The rapidly growing older adult population presents a variety of interesting challenges and benefits. Please describe one challenge and one benefit that our society will experience as a result of the graying of America. Please remember to post your response on Canvas and reply to two (2) of your classmates’ posts. Refer to the syllabus for additional instruction on discussion posting specifications. |
|           |                | • Stereotypes & Images                                                        |                  |                                                                                                              |
|           |                | • Social & Psychological Theories in Later Life Development                  |                  |                                                                                                              |
|           |                |                                                                              |                  |                                                                                                              |
| 2         | February 28th  | • Physical Health & Well Being                                               | Chapters 4-6     | Reaction Paper #1 Due  
(Reaction paper will be on video watched during class)  |
|           |                | • Mental Health                                                              |                  |                                                                                                              |
|           |                | • Friends, Family & Community                                                |                  |                                                                                                              |
| 3         | March 7th      | • Intimacy & Sexuality                                                       | Chapter 7-9      | Discussion Posting #2 Due  
In class Quiz on classes #1 and #2  |
|           |                | • Work & Leisure                                                             |                  |                                                                                                              |
|           |                | • Finances & Lifestyles                                                      |                  |                                                                                                              |
| 4         | March 14th     | • Living Environments                                                        | Chapters 10-12   | Oral Presentation of Final Project  
(Project and grading rubric will be provided during class #1)                                             |
<p>|           |                | • The Oldest-Old &amp; Caregiving                                                |                  |                                                                                                              |
|           |                | • Special Problems                                                           |                  |                                                                                                              |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>March 21st</td>
<td>Reaction Paper #2 Due In class Quiz on classes #3 and #4</td>
</tr>
</tbody>
</table>

### Grading Criteria:

**Class Participation:** 20 points

Every student is expected to be present for each class. As the course consists of only 5 classes it is imperative that all classes are attended and each student is on time. Students are also expected to actively engage in the classroom setting. Lack of participation during each class will be reflected in the final grade. It is strongly advised to take notes during class.

**Discussion Postings:** 20 points

There will be 2 discussion board questions during the course. Students are responsible for 3 tasks for each discussion question. First, students are to respond thoughtfully to each question posted by the instructor. In addition, students are then to respond and provide feedback to two (2) of their classmate’s postings. Responses should be 1-2 paragraphs in length. See Discussion Posting Rubric for guidelines.

**Quizzes:** 20 points

Quizzes are designed to summarize the in class discussions and textbook readings in a concrete manner. Each quiz is worth 10 points each.

**Reaction Papers:** 20 points

There will be 2 reaction papers required from each student. The purpose of these papers is to encourage students to consider the textbook content, classroom experience and their own life experience and offer a thoughtful response. See Reaction Paper Rubric for guidelines. Papers are to be printed and handed in during classes 2 and 5.

**Project/Oral Presentation:** 20 points

Students will be expected to follow guidelines from instructor on a project which will then be presented by each student during the 4th meeting of the course (specific guidelines and criteria for grading will be reviewed by the instructor during the first class meeting.) This type of project will offer students an opportunity to think creatively about the content they have absorbed pertaining to gerontology. Projects should be well presented and caliber reflect what is expected in an accelerated college course.
University of Bridgeport Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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**Reaction Papers:**

A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

**Grading Rubric for Reaction Papers:**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</td>
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<tr>
<td>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</td>
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<tr>
<td>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
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<tr>
<td>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase). In-text and end-text references are complete and in the right format.</td>
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**Discussion Postings**

**Grading Rubric for Discussion Postings:**
Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
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<tr>
<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
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<tr>
<td>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
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<tr>
<td>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</td>
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<tr>
<td>Student has submitted 3 components of the assignment including a response to the question posed and thoughtful comments to two of his/her classmates.</td>
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**Final Project**
Rubric for final project will be distributed and discussed during the first class.
ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for
help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account
in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

**Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
</tbody>
</table>
Cashier | (203) 576-4682 | cashier@bridgeport.edu
Financial Aid | (203) 576-4568 | sfs@bridgeport.edu
Registrar | (203) 576-4635 | registrar@bridgeport.edu
Emergency Notification Phone | (203) 576-4159 |
IDEAL Office | (203) 576-4800 | idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations | http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243