

SYLLABUS Gerontology 485 700

Spring 2017

Contact Information

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Office Hours: Via phone by appointment and regularly via email.

Emails received during business hours will be answered within 1-2 business days, if not earlier. Since this course is 100% on-line, please call if you have an emergency, leave a message, and I'll return your call as soon as possible. If you have a critical issue, please indicate in the email subject line.

Course Description

This capstone experience provides a structured opportunity for gerontology minors to integrate knowledge and experiences from course work and explore a variety of theoretical, methodological, and professional issues in gerontology while conducting an applied gerontology project.

Course Text

The Postmortal by Drew Magary (2011), required. This book is a science fiction novel where a cure for aging has been discovered but immortality comes with problems, that are very real. Is the cure for aging what might lead to utopia or dystopia? 'We' will use this *text* in the discussion boards to expand on issues in aging and issues each of you are addressing as you write your applied project. About \$12.00 on Amazon. Also available in Kindle and Audio.

ISBN-10: 9780143119821

ISBN-13: 978-0143119821

Please have your copy by the 2nd week of classes.

Grabinski, C. Joanne. (2014), *101+ Careers in Gerontology, Second Edition*, New York: Springer. Recommended, not required.

Available online through WKU Libraries

Identifier: ISBN9780826120083;ISBN0826120083;ISBN9780826120090;ISBN9781322176154

Available on Amazon for purchase with a Kindle option.

ISBN-13: 978-0826120083

ISBN-10: 0826120083

Other Items Required:

- Access to a computer (preferably your own) with a reliable Internet connection and webcam for communicating with me, and the class.
- Headset to use with computer for Collaborate Ultra/Hangouts.
- Microsoft Word or other word processing software that saves files in .doc or.docx
- Adobe Acrobat Reader (a free download from Adobe.com)

Course Overview

The primary goal of this class is to allow students to integrate what they have learned in gerontology with a focus on how those concepts, ideas, theories, and practical experiences relate to their personal, professional or higher education goals. In other words, in concert with the Instructor, you will have an *opportunity to choose an area of personal interest* in gerontology and carryout an applied research project/or business idea around it. It is also an opportunity to prepare portfolio materials for graduate school or your first career position after graduation.

Course Objectives

1. Demonstrate understanding of theoretical perspectives related to the study of aging.
2. Construct a short project that demonstrates and integrates aspects of previous courses in aging when applied to real world issues. Project will include chosen topic literature review, data analysis (if applicable), project description and presentation.
3. Demonstrate an understanding of the diversity of the older population and an appreciation of the impact of rural/urban differences, culture, race, ethnicity, social class, sexual orientation, longevity economy and/or gender on aging.
4. Apply professional and ethical perspectives to career planning in the field of aging.

Evaluation

The percentage distribution for grading of this course will be based on the following:

<u>Assignment</u>	<u>Percentage</u>
CITI Certification	10%
E- Portfolio	15%
Discussion Board participation	20%
Applied Project/ Business Plan Option	40%
Presentation/Pitch	<u>15%</u>
	100%

Assignments (Note: In-depth instructions will be provided for assignments on BlackBoard. Below are summaries of the assignments.)

1. CITI Certification. (10%)

All students must either complete or show evidence of successful completion of the CITI ethics certification, basic and Social Science 1 researcher modules. See the Office of Compliance (University Research) for more details.

2. e-Portfolio. (15%)

There are multiple parts of this assignment. While some parts will need to be provided in advance, the final e-Portfolio will need to be submitted fully completed on the final due date.

- *Intellectual Biography.* Almost all graduate or professional programs require a personal statement or “intellectual biography” that explains what brought you to this place in your scholarly/professional life and where you want to go from here. For job seekers, this biography will assist you when asked to write similar personal statements for a professional position and when interviewed for a position. 1 to 1 ½ pages suggested.
- Gerontology Course Work Completed: List all the gerontology (and aging-related) coursework you have completed to date, complete with number of hours and grade. Also include current gerontology and aging-related courses you are taking.

- Plan for Continuing Education and Professional Development: How do you intend to continue to develop your understanding and expertise in the areas of knowledge that are central to your goals and dreams? 1-2 pages.
- *Resume, Cover Letter, & Informational Interview.* For this assignment, you will need to visit the WKU Career Center, then write (or revise) a resume and cover letter, plus conduct at least one informational interview that will assist you in your professional development as you prepare for graduate school and/or a career. You'll provide the resume and cover letter to the instructor for review. A summary of the informational interview will be placed on the discussion board for others to learn from and discuss the interview.

3. Discussion Boards (20%)

There are two major discussion boards.

- *Class Introduction.* No points assigned for this entry, but completion is mandatory to proceed in the course and the discussion of the informational interviews, grading is included in the points above.
- *Post Mortal Discussions.* You will be discussing the novel over a 10-week period.

4 Applied Project/ & Presentation. (Applied Project =40%/Presentation or Pitch = 15%)

For the Applied Project: There are two options for the Applied Project.

In discussion with the Instructor, you will develop a topic/business idea from an area of aging that is of interest to you and examine it from a multidisciplinary perspective, e.g., biological, health, psychological, sociological, business, longevity economy, anthropological, etc.

Option One:

- A 10 to 15-page research based paper of type to be determined (double-spaced) that documents the process for your project
 - o Purpose of project and target audience
 - o A comparative discussion of the literature (should be *no more* than 1/2 of your report), including at least two theoretical perspectives contrasted and discussed.
 - o Description of project design, e.g., methods, steps, resources
 - o Discussion of findings/results and their implications, i.e., your conclusion
 - o Things you would do differently
 - o Reference list used to develop your project (APA format). Minimum 10 peer-reviewed references within the last 5-year period (not included in number of pages above). suggested.
 - o Papers are to be submitted in .doc or docx format. If using other formats, you must export the essay into a .doc or .docx format; other formats will not be graded. PDF is not acceptable for essay submissions.
- Samples of any collateral materials developed, e.g., posters, brochures, information flyers, etc. Each *piece* of collateral material may count as one page of your total number of required report pages, up to 2 pages.

Option 2: Business Plan/Pitch

Discussion of Business Plan/Pitch option: The Longevity Economy is the largest sector of the U.S. economy. This is the portion of the economy attributed to the spending and consumption of those 50+ and by those providing and working for individuals ages 50+. Only recently has the strength of the

longevity economy been noticed. Merely **30% of this economy may be credited to health care/medical industry/long-term care, etc.** That means the remaining 70% of the longevity economy is going somewhere else. Where? This 70% is going into new housing designs, new clothes, new technologies, foods, travel, ways for older adults to age more independently. Seriously, Harley Davidson picked up on this several years ago, when slight changes were made to motorcycles, lowering the saddles, brightening instrument panels, altering shifting to meet the needs of the 50+ buyer. The 50+ individual has the funds, taste and desire to age differently than past generations and will spend to do so.

Additionally, the workforce is changing. No longer are employers committed to employees. The 'gig' employment sector where individuals are self-employed is about 35% of the workforce and is projected to be about 50% by 2020 with younger workers comprising the largest portion. Many young people, who study aging, think only of the traditional career fields of aging. This entrepreneurial option will prepare the student to become more creative and self-confident in the ever-changing economics of the workforce.

Finally, students who elect this option will have the opportunity, if they desire, to enter their business plan and pitch in the Association for Gerontology Global Business of Aging Pitch Competition. This is an international and virtual business pitch competition. Sound stressful? Yes? Don't worry. I've taught this, successfully, before and it is fun. A few more details below.

Students who elect this option will be exposed to examples of new technological issues in the longevity economy (e.g. shopping, work environments, transportation, education, clothing, and health) to remain productive and its members engaged. Exploring case studies of new products, students will be presented a basic entrepreneurial foundation from which the student will be challenged to develop a new service, idea, or product marketable for older adults age 50+. Students will be required to conduct a small market study, write a 2-page business plan, and tape a 4-minute business pitch that will be uploaded on YouTube. In addition, the student will need to write a 5-page paper using a theoretical/gerontological perspective grounded in peer-reviewed literature to support their idea that outlines their experience. A reference list (not included in the 5-page requirement) of a minimum of 10 peer-reviewed references within the last 5-years is required. Materials are to be submitted in APA format and in .doc or docx format.

5. Project Updates for either Options above (points are included in the discussion board above)

Regular project updates on Discussion Board (DB). Students will post regular updates on their progress. Feedback will be provided in Discussion Board formats as well as via email.

Additional (and important) Course Information

Plagiarism

All students taking this course are expected to have read policies regarding Plagiarism and to have completed the online Academic Integrity module by the end of 2nd week. To read policies regarding Plagiarism go to www.wku.edu/csa/policies/plagiarism.php

FYI, I consider plagiarism one of the most appalling and serious of academic misconducts; thus complete the academic integrity module so you are aware of the guidelines for plagiarism.

Classroom Environment/Resources

Use of Technology

This is an online course where all required work is to be completed online through the use of Blackboard (Bb) and the Internet. If you do not know how to use Blackboard, tutorials are available online. All work is due by 5 p.m. of the date assigned.

Blackboard Help/WKU IT Help Desk

270-745-7000

Blackboard Student User Training

If you have not used Blackboard a lot, or if this is your first online class, I highly recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot report to be helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. Although there is no credit given for this training and it is not required for the class, it could be very helpful for you and important for your success.

WKU Distance Learning Student Resource Center

You may also want to visit the WKU Student Resource Center at <http://www.wku.edu/online/src/>

Attendance and Late Policy

Online attendance is monitored. It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment once the Syllabus Quiz has been attempted. All students are expected to submit assignments, quizzes, and journal entry posts via BlackBoard by the due date and time. Late work will be downgraded by one-half grade each day late, including partial days. For example, if a paper is due Sept. 5th by 5 p.m. and the student submits the paper after 5 p.m. on Sept. 5, the paper will be downgraded (e.g. An 'A' paper would become an 'A-'). If the student submitted the paper on Sept. 6 at 9 p.m. the 'A' paper would become a 'B+' paper and so on. Please communicate with me if there are issues on completing your work in a timely fashion. I'm willing to work with you, but if you don't communicate with me, I can't.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard course Announcements page each time they log in. New announcements will appear at the top of the page, so please read until you get to information you already know.

Academic Integrity

All students taking this course are expected to have read policies regarding Academic Integrity. To read policies regarding Academic Integrity go to www.wku.edu/handbook/academic-dishonesty.php

Student Accessibility Resource Center (SARC)

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at [270-745-5004](tel:270-745-5004) [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center."

Extended Campus Library Services

For students taking online courses, this office will copy citation and pull library books, sending them through the mail at no cost to the student. Students must return the library books themselves. They also have a courier service to the extended campuses. For more information on Extended Campus Library Services go to www.wku.edu/library/dlps/extended_campus/index.php

WKU Libraries has subject specialist faculty members who work with every department and program on campus. Students can make an appointment with the subject specialist faculty librarian any time they have a paper or project. Gerontology's library specialist is Carol Watwood carol.watwood@wku.edu She's developed an excellent library resource page for student use at <http://libguides.wku.edu/gerontology> Make good use of this outstanding resource.

Writing Center Assistance

The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 163 on the Glasgow campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment. More information about the Glasgow Writing Center hours can be found at the website: <http://wku.edu/startcenter/writingcenter.php> Please note that online assistance is also available.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. The Learning Center website is www.wku.edu/tlc