

AUG 19 2004

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 242
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor J. Beth Mabry Phone 724-357-1289
- (X) Writing Workshop? (If not at IUP, where? when?) IUP May 2003, Virginia Tech May 1998
- () Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility _____
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) *J. Beth Mabry*

Department Chairperson *Alley Herbert*

College Dean *A Ann* 8/23/04

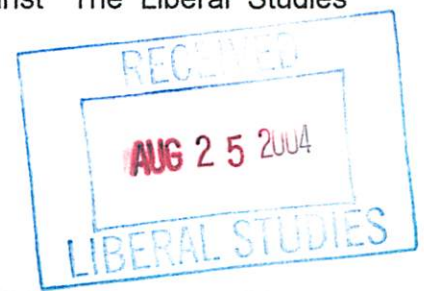
Director of Liberal Studies *Cheryl Soch* 9/15/04

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



SOCIOLOGY OF AGING & THE LIFE COURSE

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Office Hours: Mon., Wed., & Fri. 8:30 -10:15 a.m. & by appointment

COURSE SYLLABUS

Course Texts

1. Quadagno, J. (2004). *Aging and the Life Course, 3rd Edition*. Boston: McGraw-Hill.
2. Markson, E. W., & Hollis-Sawyer, L. (Eds.) (2000). *Intersections of aging: Readings in social gerontology*. Los Angeles: Roxbury Publishing Co.

Introduction

From the moment we are conceived, we begin aging. Aging is a life long process—not one that begins some time after age 40, 50, or 60. The sociology of aging examines how social contexts and societal forces shape the way people develop and experience the aging process across adulthood and into later life, as well as how an aging population affects society.

The aging of populations across the globe are radically changing the world. In most countries, the elderly population is increasing at an unprecedented rate. In the United States, more than 1 in 5 of the population will be 65 years or older by the year 2025. The major institutions of society are beginning to confront this “aging revolution,” adapting strategies to better meet the income, health, and social needs of a swelling older population. In the process, social change is altering the meaning of “old age,” as we see new roles for older people emerge, along with new complexities such as intergenerational conflict over societal resources, multi-cultural diversity in aging families, and ethical issues concerning health care and end-of-life issues. In this context, society and its central institutions both react to the aging of society and give shape to it.

Course Objectives

Issues and Course Organization

In this course, we will examine the social aspects of the life long process of aging and of attaining old age. We will abandon popular, preconceived notions that aging is universally experienced in the same way by all people, and investigate how aging over the adult life course is shaped by the social, cultural, economic, political, and historical contexts within which we live our lives. The course is organized around three broad themes: The first theme centers on the central conceptual and theoretical ideas in the sociology of aging used to explain how the meaning of old age, and even the very definition of successful aging, are “socially constructed.” The second theme revolves around the social roles and relationships that shape the experience of life course transitions, old age, and particularly roles in families, communities, social networks, and the workplace. The third theme is related to the wider social contexts that influence the diverse pathways in the aging process, and how factors such as a person's position the social structure (gender, race, and social class) interact with the political economy, the health care system, and national policy to limit or expand our options, opportunities, and resources available to older people.

Writing in SOC 357

Developing strong written and verbal communication skills is an essential part of your education and career preparation. That's why this course provides opportunities for you to write, receive feedback, and access resources to help you to develop your written communication skills, as well as to speak before a group of people to communicate ideas verbally. You should review the Writing Tips & Resources on the course WebCT site. I take your writing, speaking, and professional development seriously, and I encourage you to do so, as well.

Course Requirements

Learning requires engaging with the issues at hand and spending time and effort exploring the knowledge related to the issues. Accordingly, students must fully participate in the course. This includes thinking, discussing, reading, and writing about the issues and ideas presented in class and in course materials. In addition to regular class presentations and discussions, the course learning assignments are designed to assist you in integrating course material and synthesizing knowledge. Your grade in the course will be based on your fulfillment of six requirements, as indicated below. Assignments are outlined at the end of the syllabus and detailed on the course WebCT site. **You should follow the directions in the detailed assignments posted on the course WebCT site.**

Students enrolled for course credit should complete the following:

1.	Daily Assignments	100 points
2.	10 Critical Thinking Question Responses	100 points
3.	Issue Analyses (5 x 25 points)	125 points
4.	Exams (2 x 150 points each)	300 points
5.	Life Course Interviews & Analyses	200 points
6.	Final Exam	<u>175 points</u>
		1000 points

Your final grade will be calculated on the basis of 1000 total points (the sum of the above). The final course grade--and the grade for each exam and assignment--will be based on individual performance, not on a class curve. You are not competing against other students, but evaluated according to your own degree of mastery of course content:

A = 90+% B = 80-89% C = 70-79% D = 60-66% F = 59% or less

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. This means that **all work** submitted in your courses must be your own and all sources of information and ideas must be properly attributed. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity.

While most people know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into

your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly (using APA style for this course). Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Please make use of the Writing Resources section of the course WebCT site for resources and examples.

Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the university's Academic Integrity Board for judicial review and sanctions which potentially include suspension or expulsion from the university. **You are responsible** for knowing and abiding by the IUP Academic Integrity Policy.

Student Participation

Learning is an interactive process and students should come to class prepared to participate in this process. You are expected to complete readings and assignments **before** class. You cannot pass the course without attending virtually all classes because the material presented in class is required to complete exams and assignments (assignments are accepted only from students in attendance).

The university permits only one week of unexcused absences per semester (3 absences in M,W,F classes, 2 absences in T,Th classes, and 1 absence in classes that meet once a week). Therefore, the course is structured to permit students to miss the allotted number of class meetings without penalty. However, you should plan to attend every class, turn in assignments on their due dates, and save the permitted unexcused absence for the emergencies that inevitably occur.

Daily Assignments (DAs)

Daily Assignments (DAs) are due daily--hence the name. Most DAs are informal, in-class activities that are due on the day that they are assigned, or, less often, at the beginning of the next class period. There are two purposes of the DAs: First, DAs are a way to get you involved in the content of the course and give you a chance to exercise your knowledge as you participate in the learning processes. Second, DAs are a way of rewarding you for attending class. Every class session is important, *and if you attend class, you are rewarded!*

THERE ARE NO MAKE-UPS ON DAs. There are enough DAs to allow you to receive the full points allotted within the university's policy permitting 1 absence in classes that meet once a week, 3 unexcused absences per semester in M, W, F classes, , etc.). Please, do not let the DAs bring down your grade. They are designed to help you, not hurt you. You must be present for the full class period on the day a DA is assigned to receive credit for it. In addition, DAs are helpful study tools, so be sure to ask a classmate for a copy of a missed DA.

Exams

No make-ups on exams or assignments are available for unexcused absences. Individuals who miss an exam with an official, verified, and university approved excuse **may** receive an alternate examination, in either oral or essay format, at the instructor's discretion. Valid excuses are death of an *immediate* family member, your own hospitalization or *extremely serious* illness. Provide proper documentation, such as a printed funeral home notice or hospital/physician certification. *Valid excuses do not include visits to student health, minor illnesses, transportation problems, alarm clock failure, having to work, conflicts, technology glitches, or not being prepared.*

COURSE OUTLINE

Section I: Basic Concepts and Theories in the Sociology of Aging

08/30, 09/01, 03 Week 1 Introduction: The Meaning of Age in Society

Quadagno: Chapter 1, "The Field of Social Gerontology"

Sokolovsky, J. (2000). Images of aging. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 6-11). Los Angeles: Roxbury.

09/08, 10 Week 2 Aging Populations: The Demographic Transition to an Older Society

Quadagno: Chapter 4, "Demography of Aging"

Rosenthal, J. (2000). The age boom. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 60-64). Los Angeles: Roxbury.

09/13, 15, 17 Week 3 Historical Perspectives on Aging

Quadagno: Chapter 5, "Historical Perspectives on Aging"

Haber, C. (2000). Old age as a time of decay. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 39-51). Los Angeles: Roxbury.

09/20, 22, 24 Week 4 Theories of Aging

Quadagno: Chapter 2, "Theories of Aging"

Markson, E.W. & Hollis-Sawyer, L. (2000). Introduction. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 1-5). Los Angeles: Roxbury.

Riley, M. W. (2000). Aging in the twenty-first century. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 465-473). Los Angeles: Roxbury.

09/27, 29, 10/01 Week 5 The Life Course Perspectives & Transitions

Quadagno: Chapter 3, "Life Course Transitions"

Allen, K.A. & Chin-Sang, V. (2000). A lifetime of work. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 229-236). Los Angeles: Roxbury.

Hagestad, G.O. (2000). Able elderly in the family context. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 263-271). Los Angeles: Roxbury.

10/04, 06, 08 Week 6 Review, Focus on Writing, & Exam 1

This week we will conclude and review material presented to date and consider remaining questions, have the first exam, and spend time discuss writing issues and course assignments in detail.

Section II. Social Roles and Relationships in Later Life

10/11, 13, 15 Week 7 Aging Families

Quadagno: Chapter 8, "Family Relationships & Social Support Systems"

Sherman, S. R. (2000). Intergenerational reciprocity. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 286-295). Los Angeles: Roxbury.

Pruchino, R. A. & Johnson, K.W. (2000). Research on Grandparenting. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 300-307). Los Angeles: Roxbury.

10/18, 20, 22 **Week 8** **Living Arrangements and Caregiving**
Quadagno: Chapter 9, "Living Arrangements" and Chapter 10, "Caring for the Frail Elderly"
McAuley, W.J. (2000). History, race, and attachment to place. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 142-156). Los Angeles: Roxbury
Markson & Hollis-Sawyer: Chapters 31, 33, 34, 39 (Choose 2, be sure to cite them properly!)

10/25, 27, 29 **Week 9** **Work & Retirement**
Quadagno: Chapter 11, "Old Age & the Welfare State" and Chapter 12, "Work & Retirement"
Calasanti, T. M. Sherman, S. R. (2000). Incorporating diversity. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 188-202). Los Angeles: Roxbury.
Crown, W. H., & Longino, C.F. (2000). Labor force trends and aging policy. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 203-205). Los Angeles: Roxbury.
Savishinky, J. (2000). The unbearable lightness of retirement. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 213-223). Los Angeles: Roxbury.

Section III: The Social Contexts of Aging

11/01, 03, 05 **Week 10** **Intergenerational Equity & Conflict Between Generations**
Quadagno: Chapter 15, "The Economics of Aging" & Chapter 17 "The Politics of Aging"
Callahan, D. (2000). Health care struggle between young and old. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 415-417). Los Angeles: Roxbury.
Kingson, E.R. (2000). Social Security and aging baby boomers. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 286-295). Los Angeles: Roxbury.

11/08, 10, 12 **Week 11** **Diversity in Aging: Gender, Race, Culture, & Social Class**
Quadagno: Chapter 16, "Poverty & Inequality"
Johnson, C. L. (2000). Adaptation of oldest old Black Americans. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 133-141). Los Angeles: Roxbury.
McInnis-Dittrich, K. (2000). Too little, too late. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 237-246). Los Angeles: Roxbury.

11/15, 17, 19 **Week 12** **Health & Long-Term Care**
Quadagno: Chapter 12
Grant, L.D. (2000). Ageism and its impact on healthy aging. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 360-367). Los Angeles: Roxbury.
Friedell, M. (2000). Incipient dementia: A victim's perspective. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 381-385). Los Angeles: Roxbury.
Morgan, L.A. , & Eckert, J.K. (2000). Burdens and boundaries. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 392-401). Los Angeles: Roxbury.

11/22

Week 13 Exam 2

This week we will conclude remaining discussions of course topics and issues to date, review material, have the second exam, and discuss writing issues and remaining assignments in detail.

11/29, 12/01, 03 **Week 14 Death & Dying**

Quadagno: Chapter 14: "Death, Dying, and Bereavement"

Viramontes, S.R. (2000). The moths. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp.296-299). Los Angeles: Roxbury.

Mitford, Jessica. (1995). "The American Way of Death." In J. B. Williamson & E. S. Schneiderman (Eds.), Death: Current perspectives (4th ed) (pp. 163-167). Mountain View, CA: Mayfield Publishing Co.

Pine, Vanderlyn. (1995). "Public Behavior in the Funeral Home." In J. B. Williamson & E. S. Schneiderman (Eds.), Death: Current perspectives (4th ed) (pp. 168-182). Mountain View, CA: Mayfield Publishing Co.

12/06, 08, 10 **Week 15 International Perspectives on Aging**

O'Leary, J.S. (2000). Japan's honorable elderly. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 12-28). Los Angeles: Roxbury.

Binstock, R. H. (2000). Healthcare costs around the world. In E.W. Markson & L. Hollis-Sawyer (Eds.), Intersections of aging: Readings in social gerontology (pp. 418-426). Los Angeles: Roxbury.

12/13

Week 16 Life Course Interviews and Analyses
Life Course Interviews and Analyses Presentations

Final Exam: The final exam is cumulative.

December 15th (12:30-2:30 p.m.) or **December 17th** (6:00 –8:00 p.m.)

Course Assignments

(These are only overviews, you should be sure to read and follow the fully detailed directions for these assignments posted on the course WebCT site)

The aim of all assignments in this course is to help you to integrate and synthesize ideas and knowledge, develop high-level critical and analytical thinking, and apply what you learn to issues of interest and concern to you. This requires you to work on solid logic and clear expression of your thinking through writing. If you have excellent ideas but cannot express them in a comprehensible way, it is difficult for people to understand and appreciate your ideas. Clear thinking deserves clear writing to communicate those good ideas!

You should engage in **good writing practices** as you develop your assignments. That means outlining, free-writing and brainstorming ideas, planning to write more than one draft before turning it in, asking other people to read and comment on your work, revising, proofreading, and polishing the final version. The assignments and related details are posted in advance on the course WebCT site so that you have plenty of time to work on them. I'll offer feedback and be glad to consult with you. Please make use of the Writing Tips section on our WebCT site and the IUP Writing Center, too, to develop your written communication skills.

Critical Thinking Questions (10 x 10 points each for 100 points total)

Each week a critical thinking question based on the assigned readings is posed. After some thoughtful consideration of the question *in light of the readings*, you should write your response to the question in preparation for classroom discussion. This is an informal writing assignment—the quality of ideas and reflection on the readings are what matter, not spelling, grammar, etc. Your response should consist of a paragraph, or a brief outline, or list of points, no more than one page. You will turn in your written response in class on Monday and it may be typed or hand-written. These must be completed *before* coming to class. Ten are required, 14 are offered.

Issue Analyses (5 x 25 points each for 125 points total)

In these assignments, you will briefly summarize the main ideas of the readings, then apply and synthesize the ideas or themes from both the assigned readings and the class material in response to an Issue Analysis question related to the week's course content. The summarizing in your analyses should be basic and serve mainly to help you clarify the main ideas and recall the reading in some detail several weeks later. The majority the assignment should be your scholarly reflections on or reactions to the reading—in the context of the required readings and previous course readings.

These are **formal** writing assignments in which content, clarity, and mechanics count. Visit the course WebCT site section on **Issue Analyses** for a detailed explanation of the objectives and expectations of this assignment. Each assignment should be 3-5 pages long. These are due the week for which the readings are assigned. Late papers and papers from absent individuals are not accepted. Only 5 Issue Analyses are required, so you may choose to complete this assignment by writing about the 5 issues or topics of most interest to you. You will still need to complete the week's assigned readings to participate in class, complete the Daily Assignments, and respond to the Critical Thinking Questions. You will have the opportunity to revise each of these once.

Life Course Interviews & Analyses (1 x 200 points)

You will interview **both** an older man and an older woman (separately) about their lives today and in the past. (You should print out the detailed description of this assignment and the guide for the interviews is available on the course WebCT site.) It is important that you plan and conduct these interviews well before the end of the semester. In your analyses of the interviews, you will apply the life course theoretical perspective in analyzing five course-related aspects of the lives of your two case studies. During the last week of classes, you will give a 5 minute synopsis of the individuals' history and the main life course themes you identified in their lives.

Extra Credit Opportunities!

Some extra credit opportunities will be announced in class and available only to students in attendance. In addition, to enhance your learning, you may want to conduct an analysis of a popular film or book dealing with the life course and/or aging. Your 3-5 page (double-spaced, type-written) analysis should include (a) a *very* brief summary of the work and (b) an examination of the book or film from a sociological perspective, applying different theories and comparing the depiction of characters' lives to actual trends established by empirical research. Be sure to **thoroughly document** sources of information by using proper citations in order to **avoid plagiarism**. You may receive *up to* 10 extra credit points for each analysis (up to a maximum of 50 points, but no more than 20 points for films). A book or film analysis may not be used in lieu of issue analyses, an exam, or other assignments. Some suggestions for works to analyze:

Books

Albom, Mitch. *Tuesdays with Morrie*.
Allende, Isabella. *Like Water For Chocolate*.
Delaney, Sarah & Elizabeth. *Having Our Say*.
Kidder, Tracey. *Old Friends*.
Laurence, Margaret. *Stone Angel*.
Tan, Amy. *Joy Luck Club*.

Films

Avalon
Cocoon
Grumpy Old Men
On Golden Pond
Soul Food
Trip to Bountiful

I. WRITING SUMMARY – SOC 357 “Sociology of Aging”

SOC 357 Sociology of Aging is proposed as a “W” course. The course is offered annually, usually in the fall. Though it is not a liberal studies course, it is part of an interdisciplinary certificate program in gerontology as well as an elective within the sociology major. Most of the students are juniors and seniors from sociology, nursing, and other social and health sciences. Class size is limited to 30 students.

A variety of writing assignments in this course are offered to achieve:

A. Writing to learn.

Daily Assignments are in-class, informal writing assignments offered daily (when no other assignments are due) to spur thinking about course content and allow students to apply the material introduced each day. These assignments are a page or less and are not graded, but credit is given for completing them. They comprise 10% of the final grade.

B. Writing to read.

Critical Thinking Questions are weekly, out-of-class informal writing assignments that ask students to think about an issue related to the week’s readings, consider the importance and relevance of the issues or themes, and prepare to engage in classroom discussions of these issues. Ten of these 1 page responses from each student are evaluated for quality of ideas and reflection, but not the quality of the writing. They comprise 10% of the final grade.

C. Writing to integrate and communicate.

Issue Analyses are formal writing assignments that require students to apply and integrate the ideas or themes, both from the week’s assigned readings and from the class material, in response to a question related to a significant issue related to the week’s course content. Students choose 5 of these 3 to 5 page assignments to complete from among the 14 offered during the semester. These assignments are evaluated for understanding of the course content, the integration and application of the readings, and the clarity and mechanics of the writing. Students receive feedback on each of these and have the opportunity to revise and resubmit them for an improved grade. They comprise 12.5% of the final grade.

D. Writing to synthesize, apply, and communicate.

Life Course Interviews and Analyses is a culminating activity and formal writing assignment in which students apply a broad theoretical framework and supporting evidence (discussed extensively in the course) to the lives of two elderly individuals whom they interview. It requires students to identify “real life” themes that correspond to core components of the central organizing framework of the course as well as to 5 broader social patterns studied during the semester, thus “bringing to life” the material. Students complete this assignment in 2 parts: The first consists of the 5-page *Midterm Exam* in which students consider the interview process, the elements of life course framework, and prominent social influences in shaping the aging process. It lays the foundation for the background and analysis of the second part, the final assignment. Students receive feedback on the midterm that they then can incorporate into the writing of their final assignment. The final assignment of 10 to 12-pages comprises 20% of the final grade and is evaluated according to the accurate application of the life course perspective, appropriate identification of related themes and social factors shaping the lives on the individuals interviewed, and the quality of the writing and the student’s ability to effectively communicate ideas.

The *Final Exam* is a formal writing assignment that asks students to identify three significant issues related to aging in American society and to examine them sociologically, thus requiring a synthesis of factors discussed during the course (demography, policy, economics, cultural and social change) that are related to the issues. This 5-page assignment is 17.5% of the final grade and is evaluated according to the accurate application of theory, appropriate identification of related social factors and supporting empirical evidence, and the quality of the writing and the student's ability to effectively communicate ideas.

Summary Chart for Writing Assignments*

A. Writing Assignments (informal—<i>quality</i> of writing NOT graded; formal—<i>quality</i> of writing counts)					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Daily Assignments (informal)	15	15	N	N	10%
Critical Thinking Question Responses (informal)	10	10	Y	N	10%
Issue Analyses (formal)	5	15	Y	Y	12.5%
Life Course Interviews & Analyses (formal)	1	10	Y	Y	20%
Totals	36	50	NA	NA	52.5%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	Exam 1 -- 100% (formal)	5 pages	15%
2.	Exam 2 -- 40% (informal)	2 pages	15%
3.	Final -- 100% (formal)	5 pages	17.5%
Totals		12 pages	47.5%

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.

Total type-written pages for this course are approximately 35 and writing (of a variety of types) comprises 91% of the course grade.

SOCIOLOGY 357

DR. MABRY

SOCIOLOGY OF AGING & THE LIFE COURSE

Name _____

Critical Thinking Question # 1

Below is this week's critical thinking question. After some thoughtful consideration of the question *in light of the readings*, write your response in preparation for classroom discussion. This is an informal writing assignment—the **quality of ideas and reflection on the readings are what matter**, not spelling, grammar, etc. On Wednesday, you will turn in your written response. It may be hand-written below and on the back of this sheet, or typed and stapled to this sheet. Complete this brief assignment *before* coming to class.

Age plays a pivotal role in how people are treated and expected to behave in society. For example, age is one important way that society allocates the privileges and restricts benefits to people. Age also is a timing mechanism for the major events along the life course. Answer the following questions for discussion with your classmates:

1. What is the optimal age to get married? Why?
2. What is the optimal age to have children? Why?
3. What is the optimal age to retire? Why?

Examine the timing of the life transitions above from a *sociological* perspective by answering, "What does society gain from having narrowly defined age expectations (such as the norm of starting school at about age 5)?"

SOCIOLOGY OF AGING & THE LIFE COURSE

Weekly Issue Analysis

Task: Integrate material from the weekly readings and class lectures by:

- synthesizing succinctly the major points of the readings;
- briefly comparing and contrasting the readings;
- applying the material in the readings to the issue analysis question;
- critiquing the strengths and weaknesses of the content; and
- articulating questions or issues raised by the readings.

Objectives: This assignment is designed to help you:

- identify significant points in the readings;
- compare information and ideas contained in the readings;
- make the material relevant and useful in relation to a specific issue;
- think critically and develop analytical skills; and
- explore issues in social gerontology.

Imagine **your audience** for these issue analyses are your colleagues in the class. Assume we all have read the same material and do not need a detailed summary. However, we do need a clear understanding of your response to the readings. You should highlight what you think are the most important themes or points in each of the readings, briefly, in about 25 words or less per reading. Focus your discussion on your **thinking** about the more interesting, controversial, or enlightening points of the readings in your response to the issue analysis question.

You should **include all of the assigned readings** for the week in your response. You also may augment your response with outside sources, although they are not required. Your issue analysis should be typed, double-spaced, and about 3-5 pages in length. Obviously, this requires you to express your ideas clearly and concisely. Any supplemental materials, such as charts, tables, and figures (original or from the readings) should be limited to 1 additional page and included only to enhance and/or illustrate points in your response. **USING PROPER APA OR ASA STYLE, CITE SOURCES OF ALL FACTS AND IDEAS THAT ARE NOT YOUR OWN.**

Each issue analysis will receive up to 25 points for the quality of content, thoughtfulness of analysis, clarity of expression, and mechanics (so, spelling and grammar count, in addition to your ideas.) The 5 issue analyses represent 125 points of your course grade. You may revise and resubmit any or all of the 5 issue analyses after you receive feedback. However, work that is not submitted initially in a polished, college-level form will be returned ungraded and is not eligible for revision—in other words, do not submit a rough draft.

Points are awarded as follows:

Thoughtful response to the issue analysis question unsupported by readings	<u>Up to:</u> 5 points
Thoughtful response with material from Quadagno reading well-integrated	10 points
Thoughtful response with material from all readings well-integrated	20 points
Professional, college-level writing: proper spelling, grammar, mechanics, citations	25 points

Life Course Interviews and Analyses

Please respect and protect the confidentiality of the people you interview. In your paper (and any discussions with others), please refer to your interviewees by title and initials only (such as Mr. S.), or by fictitious names. You should interview each individual separately, and keep confidential the information each person provides—especially if you interview your own family members and/or if the man and woman you interview are married to each other.

Task: To interview two older individuals (one man and one woman, age 70 or older) and conduct a *sociological* analysis of the individuals' life courses (using the life course perspective discussed in class and your readings). This assignment may have more meaning to you if you interview older family members, however, you may choose to interview other older persons.

Learning Objectives: This learning assignment is aimed at helping you:

- get to know—or better know—two older persons;
- relate course concepts to particular individuals' lives;
- identify ways that social phenomena influence lives; and
- apply a sociological perspective on the life course to understanding the trajectory of human lives.

Ethical Issues

Before you request an interview, you should carefully consider the particular questions you want to ask so that you are well prepared. *Suggested* interview topics and questions are provided below. You need not limit your questions to those provided, and there are some issues that you may want to avoid if you know they relate to an issue that is sensitive for a particular person.

The identity of and the information shared by the individuals you interview should be kept absolutely confidential—even (*perhaps especially*) if you interview family members. Whatever transpires between you and those you interview should remain private from other family members, co-workers, classmates, etc. Conduct your interview of each person separately—do not interview a couple together.

Procedures

You may wish to use tape recorder during your interviews so that you can maintain eye contact with your interviewees during your conversation and keep your focus on what is being said and questions you want to ask. If you choose to use a tape recorder, be sure you (a) get the permission of the interviewees, (b) keep the tapes confidential, and (c) erase/destroy the tapes after completing this assignment.

Some of your information should come from your own observations (such as ethnicity and physical functioning). For example, if you interview a person in his/her home, consider the living situation—both the physical setting (issues of mobility might be relevant) and the social context (consider with whom the person lives and what the causes and consequences of this are for the individuals involved).

You do not need to do a word-for-word written transcription of your interviews. Instead, you'll provide an overview of each person's life, and then an extensive analysis using the 4 elements of the life course perspective and other course concepts and sociological theories and research.

Overview

- Briefly summarize each interviewee's life (in about 2 pages for each person), emphasizing major roles, transitions, and the social and historical contexts that shaped his or her life.

Analyses

Your written analyses of each interview (in about 3 to 5 pages for each person) should:

- Identify how each of the 4 elements of the life course perspective (Elder, 1994; Quadagno 2004) are evident in the life of each individual;
- relate these individuals' lives, their life course themes, as well as their similarities and differences, to the sociological aspects of aging and the life course discussed in your readings and throughout this course.

Your paper should be approximately 10-12 double-spaced, type-written pages. You will need to carefully organize your paper and express your ideas succinctly. You should cite materials from the course readings, and you may include outside sources (although they are not required).

Imagine that your audience consists of college-educated professionals who may not have any knowledge of the sociology of aging. This means you need to briefly explain the key concepts that you are using and why/how an interviewee's life illustrates a particular concept.

As with other assignments in this course, this assignment will be evaluated on conceptual quality, content, clarity, and mechanics. College-level writing is expected.

Again, please respect and protect the confidentiality of the people you interview. In your paper, please refer to your interviewees by title and initials only, or by fictitious names. Do not discuss your interviews with other people (especially the family members of the people whom you interview); it jeopardizes confidentiality.

Sociology of Aging Writing Assessment & Feedback

Criteria	Excellent	Good	Adequate	Needs Work
Conceptual Quality & Content				
Is there a clear thesis statement including key ideas and the relationship between them?				
Is the supporting material (facts and ideas) persuasive?				
Are ideas well-developed?				
Do the major ideas receive enough attention?				
Are ideas ordered effectively?				
Clarity of Expression				
Do the introduction and conclusion focus clearly on the main point?				
Is unnecessary repetition of ideas avoided?				
Are ideas expressed clearly?				
Is each paragraph organized, and coherent?				
Are paragraphs the right length for reading (not too long or too short)?				
Style & Mechanics				
Do introductory sentences of paragraphs indicate what the paragraph is about?				
Are transitions used to move from one topic to another?				
Is passive voice (e.g., "to be," "have been," "were studied") avoided?				
Are wordiness and jargon, as well as contractions and informal language, avoided?				
Are formatting (APA style citations), punctuation, grammar, and spelling correct?				

Three specific changes for this work are:

1.

2.

3.

Three particular strengths of this paper are:

1.

2.

3.