



# Sociology of Aging

SOC 3100 - 101

Fall 2020

August 24, 2020 – December 11, 2020

Class Location: TAMUCT Distance Ed Online Course

**Professor:** Dr. Anastacia Schulhoff

**Office Hours:** by appointment

**Email:** [aschulhoff@tamuct.edu](mailto:aschulhoff@tamuct.edu)

**Course Catalog Description:** This course will provide a broad overview of the physical, psychological, social, and cultural aspects of aging. Major concepts, issues, and current research on aging will be analyzed, and current and proposed federal, state, and local programs impinging on the aged will be examined.

**Course Objectives:** This core seminar in the Gerontology curriculum provides students with an introduction to and comprehensive overview of the multidisciplinary field of Gerontology. Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored through online and in-person collaborative learning opportunities (roundtable discussions, group presentations, and projects), on-going reading and journaling, and formal learning projects. Particular attention is given to the following topics: the origins and intent of Gerontology as an academic field and professional practice; aging demographics; cross-cultural perspectives; multidisciplinary theoretical approaches; ageism and age stereotypes; economics and aging; social policies and programs; mid- and late-life transitions; diversity and aging; bio-/psycho/social/spiritual aspects of aging; and health and illness in later life.

**LEARNING OUTCOMES:** As a result of participating fully in this class you can expect to

- use a multidisciplinary approach to understand the adult development and aging process;
- recognize issues and concepts central to the study of adult development and aging;
- describe what are considered to be the typical social, psychological, and biophysical changes that occur as part of the human aging process;
- identify the basic political and economic issues of old age;
- recognize the importance of social, cultural, and historical context in shaping aging experiences;
- recognize the variability of individual aging experiences due to gender, race/ethnicity, class, and other factors contributing to diversity and difference;

- describe and compare traditional and contemporary theories of adult development and aging;
- assemble information about potential career, learning, and service opportunities in Gerontology; and
- demonstrate your ability to use scholarly literature from multiple disciplines in order to examine a Gerontological problem or topic.

### Contacting Your Instructor:

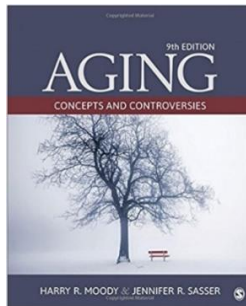
The best way to contact me is through email - [aschulhoff@tamuct.edu](mailto:aschulhoff@tamuct.edu)

I check my email every day during the week. Allow 24-48 hours for a response. Do not wait until the last minute to email me if you have a question or concern. 😊

**This is a 100% online course**, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

### Required Reading Materials:

- Moody & Sasser, 2017. *Aging: Concepts and Controversies*. SAGE. ISBN-13: 978-1506328003 and ISBN-10: 1506328008
- *Aging Our Way: Lessons for Living from 85 and Beyond* by Meika Loe ISBN-13: 978-0199797905
- Academic articles will be posted to Canvas. You will need to read these articles when they are assigned because we will be discussing these in class. Material from these sources, as well as any movies/documentaries, or news articles might be in the exams.



\*Found in the TAMUCT bookstore or online

### Course requirements:

Below is a description of the six main activities for this course. They include (1) reading assignments, (2) weekly discussions, (3) weekly quizzes, (4) informant interview paper, (5) Our Future Selves paper, and (6) midterm exam & final exam.

1. **Reading assignments and discussions:** Readings from the textbook are listed in the course schedule below. Students should complete the weekly readings before attempting to take a quiz and before posting your discussion board posts. Prepare ahead of time so you have the language and knowledge to fully participate in a shared intellectual discussion and to successfully complete the quiz/exams.

I will also provide you with academic articles, links to news articles, or video to watch, depending upon student interest in the course material and current events. Quizzes and your final exam will include questions on any of these academic article readings, supplemental videos, and news articles.

We will have weekly discussions each week. There will be a total of 10 discussions at 10 points each for a total of 100 points. Please see my rubric for discussion board postings. I assess heavily on your *use of the course material*, so cite the page number and use definitions and terms in your posts.

Discussion boards open on Sunday at noon and close the following Sunday at midnight.

*You are required to post twice per week. See below for details:*

Your initial post responding to my discussion board prompt/question is due no later than **Wednesday**, midnight.

Your second response to one of your peers post is due no later than **Sunday**, midnight.

- 2. Quizzes:** You will have weekly quizzes in Canvas system covering lectures and readings for the week. You will need to complete the quizzes using the course website and you can locate the quizzes in the “Weekly Unit” tab under the section entitled “Quiz #.” **Each Sunday, by 5pm Central Standard Time (EST), quizzes will become available to you. You must complete the quiz by 5pm CST the following Friday.** If you fail to complete your quiz by that time, you will receive a “0”. There are no makeup quizzes unless you have university approved absence documentation such as medical notes or police reports. Quizzes are worth 10 points each for a total of 100 points and will cover the readings and other material assigned for the same week.

Note: Questions from the quizzes will help you prepare for the final exam because some questions will reappear on the final. You can print out or save your weekly quiz results and use that information to help you study for the final.

- 3. Informant & Paper:** You will need to find someone who is 65 or older whom you are comfortable talking to – this can be a grandparent, neighbor, friend, etc. This person will be an informant for you throughout the semester. You will be asked to write a short four-page double-spaced 12 point Times New Roman font paper based on your informant’s responses to questions/topics we will be learning about in this class. Four class concepts/terms must be used when writing about the interview with your informant. More information about the paper will be provided. This assignment is worth 100 points.
- 4. Mid-term exam.** The mid-term exam covers readings, discussions, and any other supplemental material we engaged with during the first half of the semester. You can

expect the format to be a combination of multiple choice, matching, T/F, and short essay questions. This exam is worth 100 points.

5. **Our Future Older Selves: Questions for Reflection, Discussion, and Writing.** The paper will be an academic APA or MLA formatted six page, double spaced, 12-point font paper that asks you to reflect about your future self, the book *Aging Our Way*, and to apply class material and gerontological research to those reflections. Detailed instructions for this assignment and a grading rubric will be posted to Canvas. This paper must use material from the textbook and you must locate academic research to support your claims/observations. In other words, you must apply concepts/theories/definitions and peer-reviewed sound research in this research paper. It is worth 100 points.
6. **Final Exam:** There will be one final exam that covers readings, discussions, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, T/F, and short essay questions. This will be an in-class, in-person exam during finals week. The final exam is worth 100 points.

**EVALUATION OF LEARNING:**

Students will be evaluated through their participation in weekly quizzes, discussions/reading reflections/in-class worksheets, an interview/applied methods paper, a research paper, a mid-term exam, and a final exam. Points are earned in the following ways and will be totaled at the end of the class based on the following scale.

Coursework	Points
Reading Assignment Reflections/Activities/Worksheets	100
Weekly Quizzes 10 @ 10 = 100 points	100
Informant Paper	100
Our Future Selves Research paper	100
Mid-term exam	100
Final Exam	100
<b>Total:</b>	<b>600</b>

Points	Percent	Grade
520 - 600	90 – 100%	A
440 - 519	80 – 89%	B
370 - 439	70 – 79%	C
210 - 369	60 – 69%	D
0 – 209	0 – 59%	F

**Posting Grades** will be posted in the Canvas Grade book where students can monitor their status. Please allow me 7-14 days to return grades to you, as I need time to read and write comments on posts and papers.

**Late Work** will NOT be accepted without a university approved absent form such as medical documentation, police report, or emergency documentation. For each day with an approved absence, one letter grade will be deducted.

**Academic Integrity:** As a community of learners at TAMUCT, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct. One standard of academic work is that we do not cheat or plagiarize. Cheating is forbidden and includes, but is not limited to, unauthorized copying, collaboration or use of notes on exams. One must also be careful in his/her written work not to plagiarize. We are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. Cheating and plagiarism will not be tolerated. If you have questions about what constitutes cheating or plagiarism, please see me.

Use proper citations for your sources at the end of your assignment (reference page) and within the text (citations) when necessary. Plagiarism is when you use three or more words or an idea/theory from another person and do not cite it. Failure to properly cite information will result in a zero on the assignment for the first offense and referral to the Academic Integrity Board for a subsequent offense.

## **WARRIOR SHIELD**

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612)].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process,  
[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a report,  
[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.



For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu) .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours.

## Course Schedule

### Week 1. Aug. 23-30<sup>th</sup>

Topics	Introduction	Complete
Course Introductions	Syllabus and Saying "Hello" Discussion Board	Nothing Due = Purchase textbook, Watch Tuesdays with Morrie, Post in Discussion board no later than Sunday, midnight.
Movie	Watch Tuesdays With Morrie <a href="https://youtu.be/E463tZdAGn4">https://youtu.be/E463tZdAGn4</a>  Post in the discussion board about your thoughts on the film and how it tells us about aging - due by Sunday	

### Week 2. Aug. 30<sup>th</sup> – Sept. 6<sup>th</sup>

Topics	Read Preface to pg. 53	Complete
		<ul style="list-style-type: none"> <li>• <b>Quiz 1</b> due Sunday, 11:59pm (EST)</li> <li>• Discussion board initial post due by Wed. &amp; second post due no later than Sunday, midnight.</li> </ul>
	Complete weekly quiz and discussion board posts	

### Week 3. Sept. 6<sup>th</sup> – 13<sup>th</sup>

Topics	Read pgs. 55-96	Complete
Bodies growing old	Take quiz <a href="https://www.livingto100.com/calculator">https://www.livingto100.com/calculator</a>  **great quiz to share with family and friends, no need to turn it in to me. This is an activity for you to learn about yourself.	<ul style="list-style-type: none"> <li>• <b>Quiz 2</b> due by Sunday at 11:59pm (EST)</li> <li>• Discussion board initial post due by Wed. &amp; second post due no later than Sunday, midnight.</li> </ul>
No Class Sept. 7 <sup>th</sup>	<b>No Class, Monday, September 7<sup>th</sup> - Labor Day.</b>	

**Week 4. Sept. 13<sup>th</sup> – Sept. 20<sup>th</sup>**

Topics	Read pgs. 97-132	Complete
Intelligence and Creativity Decline?	Cognitive Decline and Normal Aging <a href="http://alzheimers.emory.edu/healthy_aging/cognitive-skills-normal-aging.html">http://alzheimers.emory.edu/healthy_aging/cognitive-skills-normal-aging.html</a>	<ul style="list-style-type: none"> <li>• <b>Quiz 3</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 5. Sept. 20<sup>th</sup> – 27<sup>th</sup>**

Topics	Read pgs. 133-198	Complete
Healthcare and Long-term care	Article: Gubrium “Bed and Body work” The Green House Nursing Home Alternative <a href="https://youtu.be/l4Ap1ByNgKE">https://youtu.be/l4Ap1ByNgKE</a>	<ul style="list-style-type: none"> <li>• <b>Quiz 4</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 6. Sept. 27<sup>th</sup> – Oct. 4<sup>th</sup>**

Topics	Read 201-264	Complete
Family Care-givers and full rights as a citizen and human being?	Additional videos to watch for the week:  Burnout Among Caregivers <a href="http://www.youtube.com/watch?v=NO7by5lYnXs">http://www.youtube.com/watch?v=NO7by5lYnXs</a>  Symptoms of Caregiver burnout <a href="https://youtu.be/da-4GEaWK4I">https://youtu.be/da-4GEaWK4I</a>	<ul style="list-style-type: none"> <li>• <b>Quiz 5</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 7. Oct. 4<sup>th</sup> – Oct. 11<sup>th</sup>**

Topics	Read pgs. 265-296	Complete
The Right to Choose Life or Death?	Article: TBD and posted in Canvas	<ul style="list-style-type: none"> <li>• <b>Quiz 6</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 8. Oct. 11<sup>th</sup> – Oct. 18<sup>th</sup>**

Topics	<b>Mid-term exam – Due by Sunday, midnight</b>	Complete
		<ul style="list-style-type: none"> <li>• <b>Mid-Term Exam due no later than Sunday, midnight</b></li> </ul>

**Week 9. Oct. 18<sup>th</sup> – Oct. 25<sup>th</sup>**

Topics	Read pgs. 297-330	Complete
Public Policy	Article TBA and posted in Canvas	<ul style="list-style-type: none"> <li>• <b>Quiz 7</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 10. Oct. 25<sup>th</sup> – Nov. 1<sup>st</sup>**

Topics	Read pgs. 331-400	Complete
Social Security & Spending on Long-term care	Article TBD and posted in Canvas <a href="https://youtu.be/l4Ap1ByNgKE">https://youtu.be/l4Ap1ByNgKE</a>	<ul style="list-style-type: none"> <li>• <b>Quiz 8</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 11. Nov. 1<sup>st</sup> – 8<sup>th</sup>**

Topics	Read pgs. 401-442	Complete
Retirement	Article TBD and posted in Canvas	<ul style="list-style-type: none"> <li>• <b>Quiz 9</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 12. Nov. 8<sup>th</sup> – Nov. 15<sup>th</sup>**

Topics	Read pgs. 443-492	Complete
Aging Boomers	Article TBD and posted in Canvas <b>Nov. 11<sup>th</sup> – Veterans Day – University Closed</b>	<ul style="list-style-type: none"> <li>• <b>Quiz 10</b> due by Sunday at 11:59pm (EST)</li> </ul>

**Week 13. Nov. 15<sup>th</sup> – Nov. 22<sup>nd</sup>**

Topics	Article TBD and posted in Canvas	<ul style="list-style-type: none"> <li>• <b>Discussion Board Post</b> due by Sunday at 11:59pm (EST)</li> </ul>
Intergenerational Connections and cultural differences in aging		


**Week 14. Nov. 22<sup>nd</sup> – Nov. 29<sup>th</sup>**

Topics	Flex week to catch up	Complete
	<b>Work on Informant paper that is due Tuesday, November 24<sup>th</sup></b>	<ul style="list-style-type: none"><li>• <b>Turn in Informant paper on Tuesday, midnight.</b></li></ul>
	<b>November 26<sup>th</sup> - 29<sup>th</sup> – Holiday Break</b>	

**Week 15. Nov. 29<sup>th</sup> – Dec. 6<sup>th</sup>**

Topics	No new readings in textbook. Flex week to catch up with terms and concepts in textbook and to finalize your Our Future Olde Selves paper.	
	<b>Turn in your “Our Future Older Selves” paper to TurnITIn no later than Sunday, December 6<sup>th</sup> 2020, midnight.</b> No emailed submission will be accepted.	<b>Turn in Our Future Selves paper, Sunday, midnight.</b>

**Week 16. Dec. 6<sup>th</sup> – Dec. 11<sup>th</sup>**

Topics	No new readings from textbook. Finals week.	
	December 11 <sup>th</sup> - last day of class	
	<b>Final Exam Week</b> <b>Take anytime between Dec. 6<sup>th</sup> – Dec. 11<sup>th</sup>, midnight.</b> Once the exam is opened, it can not be closed and returned to later/day.	Enjoy your winter break! 

**The Instructor reserves the right to change the syllabus based upon student interest and current events.**