

REQUEST FOR APPROVAL TO USE W-DESIGNATION



LSC # 195
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Deanna B. Chang Phone 357-6247
- Writing Workshop? (If not at IUP, where? when?) MAY 1999
- Proposal for one W-course (see instructions below)
- 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) DEANNA B. CHANG Phone 357-6247
- Course Number/Title SO 357 (001)
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Dr. Deanna Chang
Department Chairperson [Signature]
College Dean [Signature] 2/21/2000
Director of Liberal Studies Thay Seller 3-16-00

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
SO 357(001)WI
SYLLABUS

Dr. Deanna Chang
Department of Sociology
Indiana University of PA

MWF 11:45-12:45
McElhaney 103
Fall, 2000

I. Catalog Description

Preq.: So 151

Introduction to various problems faced in the process of growing older. Attitudes of society toward the elderly and social and cultural impact of an aging U.S. population examined.

II. Course Objectives

Globally human society is aging; already America has been characterized as a "greying society" as its elderly begins to outnumber its young. This has meant a corresponding change in the societal reactions toward this particular social category and especially in the social policies that affect those individuals. In light of such realities, this course is concerned with assessing and understanding the multiple realities of aging in America from a sociological perspective. Particularly examined will be:

1. The social aspects of aging, including the historical-cultural variations of this life process;
2. Some pertinent sociological research on aging and the elderly;
3. The societal and personal reactions to aging, especially the myths and stereotypes that underly our society's prejudice and discrimination toward the elderly; and
4. The present and future policies and programs affecting our elderly and their caregivers inside and outside the home.

Another course concern is the objective of helping students improve their scholarly writing by providing them with opportunities to write:

1. Reaction papers (2) to stimulate thought and discussion on the video, article or presentation assigned;
2. Research summaries of at least one journal article and 4 texts to help them integrate past research literature as a basis for their own research; and
3. A case study or biographical reconstruction to give students hands on practice in doing sociological research involving interview techniques.

Students will be given guidance in conceiving, organizing, and presenting these written assignments. Opportunities for revision will also be provided so that they successfully submit a finished written product for each writing assignment.

III. Course Methodology

This course approaches the sociological analysis of aging from two combined teaching strategies: first, Chang's "Pathway" approach that emphasizes students' self-discovery about this life process and social category of individuals through supervised peer teaching within a small group or taskforce context. The second strategy involves their collective use of research methods commonly employed by sociologists to study aging and the elderly, notably, case studies and participant-observation in the field. Organized into taskforces, students will be expected to present the results of their sociological research as a panel of presenters and as contributing editors of a journal of aging. All taskforces will be investigating some aging-related topic and program, like myths about the elderly and care homes, respectively, and will be also presenting future social policy and program recommendations for treating our elderly with dignity as part of their class presentations.

This course is designed for those students who are able to work in groups, since the course grade is partly dependent on their collective efforts and peer evaluations. Students will be expected to visit either alone or as a group a long term care facility and write up their experiences and perceptions.

Audio-visual material will be shown whenever possible and guest speakers will be invited to stimulate the students' "sociological imaginations" and understanding of aging, the elderly and their care-givers in our contemporary society.

IV. Course Requirements

A. Grading

To critically and objectively evaluate students' comprehension of the lectures and text materials, including handouts, grading is based on the following:

a midterm exam-primarily objective-	20% of final grade
a final exam -non-cumulative, primarily objective	20% of final grade

Both exams are worth 100 points each. To score an "A" on each exam, 90 or higher must be earned on the exam. This range of points (90 or higher) is worth 4.0 or "A" on each exam. A range of points between 80 and 89 is 3.0 or "B" on each exam, etc.

A case study or biographical reconstruction (interview) examining a myth about the elderly (15-20 pages) (4.0= "A")	20% of final grade
An in-class taskforce panel presentation covering literature review of myth and highlights of their own interviews (4.0= "A")	20% of final grade
A write-up on a long term care home visit (4.0="A")	20% of final grade

A final course grade of "A" is based on an overall average of 4.0. If there are no 4.0s in the class,

then those with overall averages of 3.75 or higher will be considered for a possible "A" for the course. Thus, the range of overall averages for a final grade of "A" is 3.75 to 4.0.

There will be NO extracredit given to raise exam grades. Exams must be submitted on time. A student's failure to participate satisfactorily in taskforce activities (e.g., doesn't attend meetings, complete expected tasks) will be reported to the professor after the midterm by that student's taskforce as a Progress Report. That student will be advised of being in jeopardy with his/her taskforce. Such taskforce evaluations are to be taken seriously, since the student can lose out in getting the grade earned by his or her taskforce for their panel presentation. Instead the student will receive either a one letter grade reduction or no grade, depending on the extent and quality of his/her contribution as determined by the taskforce self-evaluation. An opportunity to make-up that portion of the course grade will be restricted to those students with a valid documented reason (e.g., medical).

Student compliance with the University's Student Handbook is mandatory, especially as it relates to exams, attendance, civility in the classroom, and plagiarism. Students are, moreover, expected to comprehend the texts and handouts on their own in studying for the exams.

B. Readings

- Required: William Cockerham. This Aging Society. 1997. Upper Saddle River, N.J.: Prentice-Hall.
 Kenneth Ferraro. Gerontology. 1997. New York: Springer.
 William White et al. Elements of Style. 1972. New York: MacMillan.
 Additional handouts will be passed out during the term.
- Recommended: Atchley, Robert. 2000. Social Forces & Aging
 Belmont, CA.: Wadsworth.

V. CONSULTATION

Meetings with students regarding any aspect of the course can be arranged by appointment or at the following times: MWF 10:30-11:30 WF 3:15-4:15
 Office telephone: 357-6247; email: deanna@grove.iup.edu Office: 112G McElhaney

TENTATIVE OUTLINE FOR THE SOCIOLOGY OF AGING COURSE FALL, 2000

<u>Dates</u>		<u>Contents</u>
August	30	Introductions & Orientation
September	1	Taskforce Activity: Myth Identification
	4	L A B O R D A Y
	6	Read Ferraro (F): Chapter 1 The Gerontological Imagination
	8	& Chapter 19: Is Gerontology a Multidisciplinary or an Interdisciplinary Field of Study
	11	Taskforce Activity: Library Search-aging myth-related literature
	13	Read Cockerham (C): Chapter 1 Sociological Perspectives on Aging

- 15 Read F: Chapter 2 Demography of Aging in the United States
C: Chapter 2 The Demography of Aging: North America
- 18 Taskforce Activity: library search myth-related summaries due
- 20 Video: the aging baby boomers-self-assessment paper
- 22 Taskforce Activity: Interviewee Consent Form/Intro drafts
- 25 Taskforce Activity: Interview Draft-10 Q per student
- 27 : Interview Draft-20 Q per taskforce
- 29 Read F: Chapter 6 Sociology of Aging
- October 2 Read C: Chapter 7 The Aged Self
- 4 Read C: Chapter 4 Social Theories of Aging
- October 6 Taskforce Activity: Interview Draft Revisions & Pretest
- 9 Read F: Chapter 7 Cross-cultural Comparisons of Aging
Read C: Chapter 3 The Demography of Aging Worldwide
- 11 Read F: Chapter 8 Reciprocity Between Family Generations
- 13 Read F: Chapter 9 Work and Retirement
Read C: Chapter 9 Work and Retirement
- 16 M I D T E R M E X A M
- 18 Read F: Chapter 13 Current Issues in Ethnogerontology
- 20 Taskforce Activity: long term care home participant-observation
- 23 video: who pays for mom and dad?- reaction paper
- 25 guest speaker on long term care home realities
- 27 Read F: Chapter 14 Economic Status of Older Adults...US
& Chapter 15 Promoting Healthy Aging
- 30 Taskforce Activity: long term care home participant-observation
(LTCHPO)Write-up DUE
- November 1 Read F: Chapter 16 Elder Mistreatment
- 3 Guestspeaker or video on elder abuse in America
- 6 Read C: Chapter 8 Ageism, Gender and Racial Minority Status
Read F: Chapter 17 Aging and Crime
- 8 Taskforce Activity: Revision of LTCHPO write-up Due
- 10 Read F: Chapter 18 Death, Dying and the Will to Live
Read C: Chapter 12 Death and Dying
- 13 Video: the chillsmiths' style of dying
- 15 Taskforce Activity: Drafts of myth interviews due
- 17 Read C: Chapter 10 The Aged as a Social Force
& Chapter 11 Aging and Social Policy in Selected Countries
- 20
- 22-26 THANKSGIVING BREAK
- 27 Taskforce Activity: draft revisions of myth-related interviews DUE
- 29 Read C: Postscript: The Future of Aging

TASKFORCE PRESENTATION PERIOD-MANDATORY ATTENDANCE:

DEC. 1 4 6 8

TF: _____ TF: _____ TF: _____ TF: _____

FINAL EXAM DAY/TIMES:

Exams must be submitted on time.

Writing Summary So 357-Sociology of Aging

So 357 Sociology of Aging is proposed for identification as a “W” course. Taught since the mid 1990s in the Sociology Department, this course has been taught yearly and is listed as a required course for Gerontology, a substantive area for clinical and applied social research. So 357 is also a required course for the Gerontology Certificate Program and is listed as an elective for Individual and Society, a substantive area for the general sociology track. It is not listed as a Liberal Studies elective. Although designed for Sociology majors, students are also drawn from other majors like Psychology, Criminal Justice, and Human Development/Family Relations. Class size is usually limited to 25 students.

Six basic types of writing will occur in this course:

I. THE SUMMARY OF AGING-RELATED RESEARCH - After selecting a myth about aging, students, organized as a taskforce group of at least 4 members, will be asked to do a library search for previously done research on the myth. They will be asked to write a summary of such research drawn from scientific journals and textbooks. Each taskforce group will then be given the opportunity to revise, if necessary that summary. An analysis guide will be handed out to help the students summarize each journal article or text material selected. This guide will have students identify the hypothesis, the key variables, their operationalization, the sample, the methodology or the research design and the major findings, etc.

This writing exercise provides the students with practice in doing literature reviews that are necessary before conducting their own research on their selected myths.

II. THE INTERVIEW FORMAT. After selecting a myth about aging and reviewing the literature that is relevant to their myth, each taskforce group will then collectively design an interview format for gathering data about their selected myth. This interview format will be used by each member of the taskforce, although students may add additional questions as the interview progresses. The interview format will cover the respondent’s awareness of the myth, perception of its prevalence in the population, its causation, and social and personal reactions to the myth. Also included will be the respondent’s recommendations for addressing such myths about the elderly on both societal and personal levels.

Students will also design an informed consent page that will be signed by the respondent prior to being interviewed. One signed copy will be given the instructor. An example of such a informed consent page will be given the students to adapt for their own interview purposes. Such an informed consent page will be based on the example given by the Human Subjects Committee of IUP’s Institutional Review Board for Protection of Human Subjects. Both the revised interview format and informed consent page will be evaluated by the professor before the students are sent into the field to do their own interviews. No interviews will be conducted without formal approval of such writing assignments and without the signed consent of the interviewee.

This writing exercise serves to provide students with the opportunity to doing sociological research and for understanding the complexities of the research process. In designing their interviews involving a minimum of 20 questions, the students will be synthesizing what they have read and found in their literature reviews as well as creating the research instrument that will

empirically describe their respondents' perceptions of their chosen myth. Their interviews will, moreover, provide the data for their individually graded written assignment, the case study or biographical reconstruction.

III. THE CASE STUDY

After conducting the interview, each student will then write up his/her findings as a case study or biographical reconstruction. The format for writing that case study will be based on the major headings of the interview format and will also include sections relating to the physical and socio-demographic description of the respondent and to the students' overall evaluation of their research experience. The individual case studies will then be compiled into a Journal of Aging, complete with a table of contents and appendices. The highlights of their journal will be given as part of their taskforce presentations to their peers at the end of the term. Since this written assignment constitutes 20% of the student's final grade for the course, the students will be given an opportunity to have their case studies evaluated prior to being graded on a simple scale, ranging from 0-4, with 4 representing "A" work.

IV. THE EXAM

There will be two major examinations, a mid-term and a final. Both exams will be predominately objective and will cover the material based on the texts, handouts and lectures. One section of the exam will require the students to write their short answers to interpretive questions. Each exam is 20% of the final course grade and to score an "A" on the exams, the student must earn 90 or higher points on each test.

V. THE REACTION PAPERS

To help the students think analytically and theoretically, a fifth writing assignment will be given; students must write a short 1-3 page reaction to a video about aging and the elderly that will be shown during class and to a out-of-class presentation, like a 60'clock session relevant to the course or site visit to a long term care home. The paper must demonstrate the students' ability to apply a sociological perspective to understanding aging and the elderly in contemporary America. This exercise in writing reaction papers will, thus, help students see that aging as a process and the elderly as a social category are embedded in a complex socio-economic-cultural-and legal context that is ever changing in our society.

VI. A LONG TERM CARE HOME VISIT WRITE-UP

To give students a first hand look and opportunity to do further social research, this sixth writing assignment will be required; students must write at least a 3- page reaction to their visit to a nursing home in the community of their choice. This paper must show that the students have obtained practical information needed in selecting a future nursing home, since so many will be in two-paycheck families, who, as the sandwich generation, may have to share the care of their elderly with these more professional organizations. This assignment will also give the students a possible intern or employment site as future gerontologists and a reality-based look at how these organizations are structured and function in light of growing concerns about quality elderly care and high costs of such care-giving.

Students, here is a sample consent form for interviewing your subject/informant:

Research Consent Form

Agreement to participate in: Sociology of Aging Case Study Project

Gerontologists are interested in looking at how the elderly experience their aging process through the life course. As students of So 357, which is an introductory course on aging from a sociological perspective, we are also interested in examining those elderly who are the focus of our taskforces on aging or those who may know them well enough to be resource persons for their biographies. We are specifically interested in looking at whether the elderly ... (insert your myth here).

The interview is voluntary and should be about an hour or less. It may be audio taped to ensure accuracy in reporting the information. Your interview questions will mainly focus on your perceptions and experiences as the elderly person or with the elderly person.

Any information you give will be confidential and used only for this So 357 class at IUP and will not identify you by your actual name if you choose to remain anonymous. If you have any questions about this class assignment, please contact Dr. Chang at the Department of Sociology at IUP. Her office number is 357-6247.

I certify that I have read the above information and that I have been advised that my participation is strictly voluntary. I, therefore, give my permission to be interviewed.

signature of interviewee

Date _____

cc: signed copy to interviewee

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WRITING SPECS FOR LONG TERM CARE HOME VISIT
(Participant-Observation)

Students, for this writing assignment, you may go as a taskforce or independently to a long term care home in this community or elsewhere. Please make a scheduled appointment for a guided tour. You are to visit the facility as though you contemplate placing a significant other there, like a disabled elderly. Find out all you can about the facility from a consumer point of view, but through the eyes of a sociologist. Look for the following in doing your write-up, which should be about 3 pages. Pictures of the facility may be appended along with the brochures given you.

- I. The setting: Where is this facility located; describe its grounds/landscape.
Place photos in this section.
- II. The historical background: When was such a facility built? Who was/were responsible?
Has there been expansions to the facility? Describe its growth.
- III. The working philosophy/mission statement of the facility: Why was such a facility built; what goals are served?
- IV. The staff: Describe the different staff present for the various programs available in terms of education, work experience, job titles, etc. Don't forget to mention number of full- and part-time, volunteers, etc.
- V. The programs: Describe the various programs offered the elderly in detail.
Don't forget the costs, financing arrangements, etc.
- VI. Your appraisal: How does this facility measure up in terms of being able to serve effectively and humanely the elderly who are there as clients? How well did you enjoy visiting and meeting the patients? Would you place yourself or elders in such a place? What aspects of the facility, especially programs or staff, would you want to change? Did you find anything dysfunctional about the place or staffing or programs? Explain.

SOCIOLOGY OF AGING

The Biographical Reconstruction Case Study

The purpose of this taskforce assignment is to interview a person over 60 years old, or a reliable informant, about your age-related myth, e.g., Is "male menopause"-fact or fiction?, to debunk or evaluate that popular social belief from a sociological perspective.

Each taskforce group will compile their individual case studies into a single journal that will be entitled JOURNAL OF AGING.vol. 1, no.1 and dated for the appropriate semester and year, like Fall, 2000. A Table of Contents should list each individual case study, whose pages should be numbered sequentially. Include an Appendix in which a clean copy of your taskforce group's interview schedule, literature review references, and all signed consent forms are attached.

The individual interviews should be a maximum of 20 pages. All pages must be typed double-spaced with a one inch border. Number the top right corner of each page. Proofread your papers. Any correction will adversely affect the final grade. You may use Writing Labs for assistance in proofreading or editing. Do not show any white-out spots or injected hand written words in your journal of interviews.

Follow the following writing format for your individual interviews:

- I. Title page-centered; title of your interview (you may be creative, like "The Aging Tiger-a male menopause case study")
your name
- II. Body of individual interview
 - A. Introduction-give an attention-capturing introduction to your subject, or about our subject if you're using an informant;
 - give a sociological reason for selecting that particularly elder;
 - give the format of your paper (what your interview basically will cover in the following pages)
 - B. the Biographical Reconstruction or Case Study Interview
 - Part I-Family Background-trace your elder's personal family history briefly over at least 3 generations
 - Part II-Personal Characteristics-describe your elder physically so that the reader can visualize him or her.

Part III- The Interview -elaborate here your interview as guided by your taskforce group's finalized set of interview questions. All biographies should ask at minimum these questions chosen by the group; for example, if your myth deals w/ debunking the male menopause belief, the group would all be asking their subjects whether or not they believe there is such a phenomenon for men and to explain their beliefs. Any added questions and their answers should be enclosed entirely by parentheses or brackets.

Part IV-Conclusion- sum up briefly what you learned about the myth and the subject of your casestudy/biographical reconstruction and suggest implications for further sociological research.

The Appendices: Include an unused copy of the interview format, the signed consent forms, and references for the literature review.

Follow any sociological journal style for writing references.

Summary of Writing Assignments for So 357 W1					
Assignment	Pages	# of Assignments	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
exams	1 (ea. exam)	2	yes	no	40% (20%ea. exam)
interview format	5-10	1	no	yes	0 (part of 20%)
case study/biogra. reconstruction	15-20	1	yes	yes	20%
reaction papers	1-3	2	no	yes	0 (in-class)
journal article summary	2-3	1	no	yes	0 (part of 20%)
long term care home visit write-up	3	1	yes	yes	20%
panel presentation (handouts/posters, etc.)	var	1	yes	no	20%