Instructor: Dr. Shannon E. Jarrott
Office: 366 Wallace
Classroom: Whittemore 277
Phone: 231-4794
Time: Tuesdays 9:00-11:50
Office Hrs: By appointment (HD Staff can schedule an appointment for you at 1-4794)
Scholar Site: https://scholar.vt.edu/xsl-portal

COURSE DESCRIPTION:

This is the first of a two-semester sequence designed to introduce students interested in gerontology to individual and interpersonal aspects of development in adulthood and old age. The first semester will provide an overview of biological, psychological, and selected sociological aspects of development; the second will focus on family and other interpersonal relationships.

OBJECTIVES:

Having successfully completed this course, students will be able to:

a. demonstrate an understanding of the major theories of aging
b. discuss and critique the empirical literature that focuses on the biological, psychological, and social aspects of aging
c. apply theoretical and empirically based concepts and constructs to situations facing aging individuals
d. write a review of literature paper that integrates and synthesizes the scholarly literature on a specific aging-related topic

REQUIRED TEXTBOOKS:


Readings posted at the Scholar course site or available online via the VT library page.

*If this is your first course on adult development and aging, you will want to read the Papalia et al. book in its entirety. If you have studied gerontology before, you are still responsible for the contents of the Papalia book and will probably find that reviewing the content suffices.
ASSIGNMENTS:

The VT Honor Code standards apply to all assignments. [http://ghs.grads.vt.edu/](http://ghs.grads.vt.edu/)

Five points per day will be deducted from the final grade of each assignment that is submitted after the class period in which it is expected.

1. REVIEW OF LITERATURE (Topic - Sept 15; First Draft – Nov 3; Final Paper - Dec 8)

The purpose of this assignment is for students to learn to critically review, integrate, and synthesize empirical research and/or interpretations of the research on aging.

Students are responsible for selecting a contemporary topic/issue in gerontology and assuming responsibility for preparing a review of the relevant literature. The paper is to include the following sections: (a) introduction and rationale for review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), (d) recommendations for future research and practice (or policy), and (e) references. The final paper should be 15-20 double-spaced typewritten pages in length, including references.

Students are required to select a topic for their paper early in the semester and submit a one-page narrative that provides the rationale for the focus of the paper and a one-page topical outline describing proposed content of the paper. When submitting the first draft of the paper, at least 50% of the overall paper is to be complete; each of the sections listed in the topical outline (due Sept 15) above must be at least partially written. At the end of each section, students should provide an outline or description of the additional information they foresee including in the final version of the paper.

Recommended topics for the paper include but are not limited to: attitudes towards aging; caregiving; cross-cultural comparisons of perspectives or experiences in aging; education and older adults; elder abuse; environments and aging; friendships in later life; health concerns/conditions; learning and memory; long-term care issues; recreation/leisure; rural elders; spirituality and aging; technology and aging; and widowhood. Depending on the depth of research in a given area, you may find it necessary to broaden or narrow the focus of your paper.

The paper is to be prepared according to the guidelines put forth in the APA publication manual (6th ed.). Before beginning the paper, students should review the guidelines for expression of ideas (i.e., writing style, grammar, and bias in language), APA editorial style, and manuscript preparation. Failure to follow APA format will result in a lower grade for the assignment.

NOTE: The college librarian, Heather Moorefield-Lang, will lead us through a session on effective resource searching in Ebsco on our second class meeting September 1, so you will want to have some ideas about what you will write about.

Students may be interested in a free download that scans papers for evidence of plagiarism. It can be a useful tool to insure that your paper is free of inadvertent

2. FORMAL PRESENTATION OF PAPER (Dec 8)

The purpose of this assignment is for students to prepare and present the information they acquired in a professional and creative manner.

Students will have approximately 15-20 minutes to present their review of literature papers (including 5-10 minutes for questions). Students should not plan to read the paper, even though it will provide the basis for the presentation. The presentation is intended to simulate a conference presentation.

3. ADDITIONAL READINGS

The purpose of this assignment is to provide students an opportunity to discover, read, and critique the gerontology literature that is of personal interest.

Twice during the semester, students will be responsible for finding three additional scholarly journal articles relevant to the topic being discussed (see course schedule). The additional readings should be related to the general class topic/issue and must represent current (2004+) empirical investigations or theoretical discussions. Students are responsible for integrating the readings into the class discussion and facilitating a discussion of the material. I like to promote active learning as much as possible, so students responsible for integrating additional readings are welcome and encouraged to provide multi-media resources (e.g., brief video clips) or engage the class in exercises (discussions, case studies, site visits, debates, concept mapping – the sky’s the limit) that will enhance the discussion. If you wish to work additional media or exercises into the class, please communicate your plans with me when we meet to discuss your plans for co-facilitating the class meeting.

To enrich class meetings, ensure that a broad range of information is infused into class discussions, and to avoid duplication of efforts, each student leader should schedule a meeting with me two weeks prior to co-facilitating the class meeting. You should come to that meeting with potential readings selected (bring paper copies of the articles in their entirety) and ideas about appropriate class discussion questions and activities. I will offer you feedback on the articles and activities and make suggestions where needed. This meeting will also help me know how to prepare the rest of the class to compliment what you will cover. Then, student leaders post their articles (or DOIs for the articles) and 3-5 discussion questions or any “homework” at least one week before the class meeting she or he is co-facilitating. Information should be posted at the Scholar course site.

In addition, students will complete a comparative article matrix (example provided by instructor) and a review of the articles, which is due at the end of each class for which they facilitated discussion. The matrix succinctly captures information on each article (one matrix per article) in a tabular format, including: (a) purpose statement, (b) theory or conceptual framework, (c) hypothesis/research questions, (d) sample characteristics, (e) measures and data collection methods, (f) analyses, (g) major findings, and (h) conclusions. For the written review, students are expected to synthesize and critically
analyze the information across articles. Each report should be no longer than four double-spaced typed pages and is to be prepared using the following format: (a) name, date, topic at the top of first page (no cover sheet), (b) complete citation for each article (APA format), (c) brief summary of the purpose, method, results, and conclusions of the author(s) (approximately one paragraph for each of the papers), (d) identify similarities and differences across articles with respect to the use of theory, definition of constructs, hypotheses, sample, procedures, measures, unit of analyses, statistical approach, and findings, and (e) lessons learned across the three articles and the class readings.

To protect copyright, it is advised by university librarians that permanent links or Digital Object Identifiers (DOIs) be posted instead of PDFs. To post journal articles on Scholar, log in to the Scholar site:

1. select the Drop Box button on the left hand menu once you access the course site.
2. click on the appropriate folder for the session for which you’re posting the articles
3. click on Add and select the option that fits what you are posting.
   a. If you are uploading a file, select this item.
   b. If you are posting a persistent link or DOI, select Add Web Links
4. Upload the document from your files or paste the web link.
5. Include your name in the Display name or the details so that students know who is posting which readings.
6. Select the “add details” button and post the citation of the reading in full APA format.
7. Select the bottom left hand button that reads either “upload files” or “add web links now.”

Students not co-facilitating in a given week are expected to read and prepare related discussion question notes for at least one of the articles posted by each student leader.

4. PARTICIPATION/LEADERSHIP

The purpose of this assignment is to provide students an opportunity to have a voice in leading and participating in the class discussions.

Students are required to complete all reading assignments, write questions and discussion question notes to discuss in class, bring those questions and notes to class, and be prepared for each class session. Active involvement and participation in all class discussions is expected. Students also may be assigned particular readings for which they will be responsible for facilitating the discussion.
EXAM:

All students will complete a written comprehensive examination, requiring the integration, synthesis, and application of material presented in class (including peer articles). The 3-hour exam will consist of short answer and essay questions and is scheduled for December 1, 2009.

EVALUATION:

The final grade in the course will be based on the number of points earned on each of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Article Reviews</td>
<td>60 pts</td>
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<tr>
<td>Classroom Leadership</td>
<td>30 pts</td>
</tr>
<tr>
<td>Paper - Narrative/Outline</td>
<td>20 pts</td>
</tr>
<tr>
<td>Paper - First Draft</td>
<td>100 pts</td>
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<tr>
<td>Paper - Final Draft</td>
<td>60 pts</td>
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^You’ll notice we have 12 content-based class meetings. We may have a class site visit for which class leadership is difficult to demonstrate (and for which leadership points would not be awarded). I will announce which class that is. Otherwise, you can, in effect, earn up to 3 extra points for leadership (33/30).

The following criteria will be used to determine final grades:

- **A** = 270 - 300
- **B** = 240 - 269
- **C** = 210 - 239
- **D** = 180 - 209

NOTES:

- Make-up assignments are generally not options in this course. Attend class regularly, plan your time wisely, and turn in all work on the due date. If you are unable to be in class, please contact me by phone or e-mail before class.
- Students are welcome to discuss their progress in this course with me at any time during the semester. I encourage you to make an appointment with me to discuss any matters raised in the class discussions, assignments, or readings with which you find yourself having difficulties. I am very willing to read and critique drafts of your assignments and especially encourage those of you with limited writing experience to submit early copies of your work for review.
- Phones and media players need to be off and put away during class. If you may potentially receive an emergency call during class, be sure to put your phone on vibrate mode.
- If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, sensory, etc.), if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me during the first two weeks of class to discuss needed accommodations.
- Students enrolled for a letter grade will complete all requirements. Pass/Fail
students will complete all assigned readings, prepare additional readings matrix, and participate in class discussions. Audit students will complete all assigned readings and participate in class discussions.

- The honor code will be strictly enforced in this course. All assignments submitted shall be considered graded work. All aspects of your course work are covered by the honor system. Any suspected violations of the honor code will be promptly reported to the honor system. Honesty in your academic work will develop into professional integrity. The faculty and students of Virginia Tech will not tolerate any form of academic dishonesty. For specific information go to: http://ghs.grads.vt.edu/
- Compendium of journals and periodicals in Gerontology: http://crab.rutgers.edu/~deppen/journals.htm
- Class email: See https://scholar.vt.edu/xsl-portal
### Key:
*Posted on Scholar
+On-line

**Note:** Readings are listed in a recommended sequence rather than alphabetically (e.g., the 1\textsuperscript{st} article of the week should be read 1\textsuperscript{st}).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>Aug. 25</strong></td>
<td><strong>Introduction: The Demographics of Aging</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
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<td></td>
<td>Additional Source(s):</td>
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<tr>
<td></td>
<td>In-class activity: sign up for class presentations, receive theory to prep for next week.</td>
</tr>
<tr>
<td><strong>Sept. 1</strong></td>
<td><strong>Theory in Gerontology</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>NOTE:</strong> We will meet in Torgerson 3310 with the college librarian, Heather Moorefield-Lang. She will provide us with basic and advanced Ebsco search training, which will be useful for finding your class leadership articles and research for your papers. Come with presentation and paper ideas in mind.</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
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</tbody>
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**Sept. 8**  
**Culture and Diversity – Guest Speaker, Brandy McCann, Doctoral Candidate in HD**  
**Week 3**

**Readings:**


Additional reading to be provided by Ms. McCann.

Revisit from Week 1. Explore the data relevant to your areas of research.


**Presenting Students** (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by Thursday, 9/2; Post readings by 9/3)

1. Name:
2. Name:

**Sept. 15**  
**Physical Health in Late Life – Guest Speaker, Matthew Komelski, HD Doctoral Candidate**  
**Week 4**

**Readings:**

Papalia: Chapters 3 & 4


View and take notes on the lecture posted at the link below.


Additional Source(s):

Presenting Students (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 9/3; Post readings by 9/8)
1. Name
2. Name

Sept. 22  Week 5  Mental Health in Late Life – Field trip to VA Hospital in Salem
We will meet at the Wallace ADS parking lot ready to leave for the VA at 8:30. I can drive everyone. We will attend a meeting from 9:30-10:30 with Dr. Kye Kim, Director of the Memory Disorders Clinic and Dementia Unit, and a Staff Psychiatrist at the Traumatic Brain Injury Clinic, Salem VA Medical Center. We will return to campus by 11:50.

Readings:
Papalia: Chapter 12


Additional Source(s):


**Presenting Students** (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 9/8; Post readings by 9/15)

1. Name
2. Name

**Sept. 29**

**Week 6**

**Cognition and Personality in Later Life**

**Readings:**

Papalia: Chapters 5-7 and 11 (notes to come on what to concentrate on from these chapters)


**Presenting Students** (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 9/15; Post readings by 9/22)

1. Name
2. Name

**Oct. 6**

**Week 7**

**Relationships in Later Life: Theory & Models**

**Readings:**

Papalia: Chapters 9-10


Additional Source(s):


**Presenting Students** (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 9/22; Post readings by 9/29)

1. Name
2. Name

**Model UN – Intergenerational Solidarity**


**Read two of the following papers available at the UN site (not all the papers at the UN site are listed here):**

Butts, D. M. (2007). *Intergenerational solidarity: What does it mean and what are the key issues?*

Cruz-Saco, M. A. (2007). *Intergenerational transfers, remittances, and old-age pensions: Evidence from Peru*


**Oct. 20**

**Week 9**

**Interventions to promote intergenerational solidarity in the community**


UNDER CONSTRUCTION 8/24/09

Presenting Students: Presenting Students (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 10/6; Post readings by 10/13)

1. Name
2. Name

**Oct. 27**

**Week 10**

**Work and Retirement**

Readings:

Papalia: Chapter 8


Presenting Students Presenting Students (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 10/13; Post readings by 10/20)

1. Name
2. Name

### Nov. 3  
**Environments and Aging** – Meet in Wallace 247, Ctr. for Real Life Kitchen Design

**Week 11**

**Readings:**


Presenting Students Presenting Students (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 10/20; Post readings by 10/27)

1. Name
2. Name

### Nov. 10  
**Aging Well**

**Week 12**

**Readings:**


**Presenting Students**

*Presenting Students* (Meet with Dr. J [and your potential articles, discussion questions, and facilitation ideas] by 10/27; Post readings by 11/3)

1. Name
2. Name

**Nov. 17**
**Week 13**

**Reflections and Review**

**Dec. 1**
**Week 14**

**Final Exam**

**Dec. 8**
**Week 15**

**Presentations**