

Narrative
AHS 305: Society and Aging

In addition to serving as a Foundational Studies Upper-Division Integrative Elective, AHS 305-“Society and Aging” meets an elective requirement in the Human Development and Family Studies major and is also a core requirement for the Gerontology Certificate.

Although one faculty member is primarily responsible for teaching AHS 305, the Department of Applied Health Sciences is committed to offering a single face-to-face section each Fall with of maximum enrollment of 50 students. In addition, the Department of Applied Health Sciences is committed to offering an online section of the course during one of the Summer sessions, also with a maximum enrollment of 50 students.

Participation in class discussion will be expected of all students in AHS 305. Students in the online section of AHS 305 will earn their discussion points by participating in a deliberative dialogue over the reading on the Blackboard discussion board. All students in AHS 305 will complete a news article presentation (online students will create a video presentation and post it on Blackboard), a commercial critique paper, and a research paper.

As the exemplar syllabus indicates, the Department of Applied Health Sciences is committed to ensuring that students enrolled in the regular section of AHS 305, as well as honors student enrolled in AHS 305H, will meet the Upper Division Integrative Electives learning objectives and skill and applied learning requirements.

We also are committed to conducting an assessment each time the course is offered to determine whether students are meeting the specified Foundational Studies program outcomes, the learning objectives, and the skill and applied learning requirements. If they are not, we will respond immediately by shoring up those areas in which the outcomes appear not to have been met.

AHS 305: SOCIETY AND AGING
Syllabus

COURSE INFORMATION

Course Title: Society and Aging
Course Prefix, Number, and Section Number: AHS 305-001
Scheduled Meeting Days and Time: TBD
Scheduled Meeting Place: TBD
Instructor: Tina Kruger Newsham, PhD

INSTRUCTOR CONTACT INFORMATION

Instructor	Office Address	Office Phone Number	UK Email Address*
Tina Kruger Newsham	Arena B-76	812-237-8483	tina.kruger@indstate.edu

*Email is the preferred method for contacting me. Please note that emails sent after 5:00 p.m. might not be read and replied to before 9:00 a.m. the following morning.

Office Hours

By appointment

Blackboard Website:

<http://blackboard.indstate.edu> (login using your ISU user name and password)

Foundational Studies Credit: Upper Division Integrative Elective

Students who successfully complete “Society and Aging” will meet a Foundational Studies Upper-Division Integrative Elective requirement.

COURSE DESCRIPTION

This Foundational Studies Upper Division Integrative Elective is open to any major. This course provides an introduction to the social aspects of aging and the life course through multiple ways of knowing. Students will differentiate between the aging individual and the aging population, discuss the social implications of an aging society, and seek to understand the social influences on older adults. In this course we will focus on the application of basic principles and current processes of problem solving to matters related to aging. This course was designed to provide students with an introduction to and a comprehensive overview of aging and the life course through multiple ways of knowing. Specifically, we use information gleaned through **laboratory science** to explore physiological aspects of aging. We will use **social and behavioral science** to differentiate between the aging individual and the aging population as we discuss the social implications of an aging society and seek to understand the social influences that affect the older adult. We will highlight and explore how aging affects our lives, our communities, and our world through assigned readings (including refereed journal articles as well as **classical and popular literature**), lectures, class discussions, in-class activities, and take-home assignments. We will examine **historical** trends in and perspectives on aging and take a **global perspective** on aging, examining trends in aging and experiences of aging individuals in several countries in addition to the United States. We will highlight **ethical issues** and questions of **social responsibility** related to the world’s increasingly aging population. Throughout this course we will challenge assumptions about

aging and old people and present aging as a lifelong process in which we all participate. The culminating experience in the class is a critical research paper over an aging-related topic selected by each student.

Foundational Studies Program Outcomes

Taking “Society and Aging,” as well as meeting the other requirements in Foundational Studies, will help ensure that, upon graduating from Indiana State University, you will have the knowledge base and skills to be successful professionals, consumers, and citizens (see the Foundational Studies website <http://www.indstate.edu/gened> for a listing of the Foundational Studies program objectives).

Specifically, this course will move students towards competence in the following Foundational Studies learning outcomes:

- ✓ Locate, critically read, and evaluate information to solve problems;
- ✓ Critically evaluate the ideas of others;
- ✓ Apply knowledge and skills within and across the fundamental ways of knowing;
- ✓ Demonstrate the skills for effective citizenship and stewardship;
- ✓ Demonstrate an understanding of diverse cultures within and across societies;
- ✓ Demonstrate an understanding of the ethical implications of decisions and actions;
- ✓ Express yourself effectively, professionally, and persuasively both orally and in writing.

Foundational Studies Learning Objectives for Upper Division Integrative Electives:

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
 - Theme: Aging in modern society
 - Integration of “Multiple Ways of Knowing”:
 - Social or Behavioral Science (Assigned readings, Commercial critique, Discussions, Quizzes, Oral history project, and Final Paper)
 - Historical (Assigned readings, Discussion, Quizzes, Oral history project and Final Paper)
 - Literary (Assigned readings, Discussions, and Quizzes)
 - Fine and Performing Arts (Assigned readings, Oral history project, and Discussions)
 - Global Perspectives and Cultural Diversity (Assigned readings, News article presentation, Discussions, Quizzes, Oral history project, and Final Paper)
 - Ethics and Social Responsibility (Assigned readings, Discussion, Quizzes, Oral history project, and Final Paper)
2. Engage in a project or conduct research that makes use of “multiple ways of knowing” to address a particular topic or issue;
 - News article presentation
 - Commercial critique
 - Oral history project
 - Final Paper
3. Analyze and write at an advanced level
 - Commercial critique
 - Oral history project
 - Final Paper

Skill and Applied Learning Requirements for Upper-Division Integrative Electives:

Every Foundational Studies designated course must assist students in developing and improving their critical thinking, information literacy, and written communication skills. In this class, the following assignments will assist you in meeting these skills:

- Assigned reading (critical thinking skills)
- Deliberative dialogue over the assigned reading (critical thinking skills)
- Commercial critique paper (critical thinking and written communication skills)
- Oral history project (critical thinking, information literacy, and written communication skills)
- Final paper (critical thinking, information literacy, and written communication skills)

For a course to earn a designation as an Upper- Division Integrative Elective, it also must:

- Incorporate opportunities for you to critically read and analyze sophisticated, and complex text, and to write intensively.
 - Selected reading from multiple texts
 - Commercial critique (no fewer than 5 pages and no more than 8 in length)
 - Final paper (no fewer than 11 pages and no more than 22 pages in length)
- Include assignments that apply information from within and across various "ways of knowing"
 - For both the Oral history project and the Final paper, you will integrate information from at least four of the following "ways of knowing":
 - Social or Behavioral Science
 - Historical
 - Literary
 - Fine and Performing Arts
 - Global Perspectives and Cultural Diversity
 - Ethics and Social Responsibility

Required Materials

Moody, Harry R. (2012). *Aging: Concepts and Controversies, 7th Edition*. Thousand Oaks, CA: Pine Forge Press. **Available at the ISU Bookstore.**

- Laboratory science
- Social or Behavioral Science
- Historical
- Global Perspectives and Cultural Diversity
- Ethics and Social Responsibility

Additional readings include, but are not limited to, the following:

Carstensen, L.L., Isaacowitz, D.M., & Charles, S.T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist, 54*, 165-181.

- Social or Behavioral Science

Handy, J. (2004). Home health care and Medicaid: The challenge ahead. *Home Health Care Management Practice, 16*, 389-392.

- Laboratory science
- Social or Behavioral Science
- Ethics and Social Responsibility

Lafontaine, C. (2009). Regenerative medicine's immortal body: From the fight against ageing to the extension of longevity. *Body Society* 15, 53-71. Available at:
<http://bod.sagepub.com/content/15/4/53.full.pdf+html>

- Laboratory science
- Ethics and Social Responsibility

Pastalan, L. A. (1979). Sensory changes and environmental behavior. In T. O. Byerts et al. (Eds.), *Environmental context of aging*. New York: Garland Press.

- Laboratory science
- Social or Behavioral Science

Quinn, J.F. (2002). Social security reform: Options for the future. *Journal of Applied Gerontology*, 21, 257-272.

- Laboratory science
- Social or Behavioral Science
- Historical
- Ethics and Social Responsibility

Wilde, O. (1891). *The Picture of Dorian Gray*.

- Literary
- Historical

COURSE POLICIES

Expectations of Students

Attendance:

1. Each student is expected to attend each scheduled class session and participate in class activities.
2. Attendance will be taken during each class, and you are expected to come to class on time and stay for the whole period. Students who arrive late or leave early may be counted as absent, at the instructor's discretion.
3. If you have more than two absences, points will be deducted from your attendance grade (3 points per session). Students who miss five or more classes will automatically receive an F for the course.
4. If you miss a class, it is your responsibility to get the notes and any materials that were handed out. Go to a classmate for the notes, check Blackboard, and see me for any distributed materials.
5. Students who miss an exam or assignment will receive a score of zero points for the exam or assignment missed. If you must miss an exam or assignment due to an illness or a death in the family, I must be contacted PRIOR to the exam or assignment due date in order for it to be made up.
6. If you have a scheduling conflict during Final Exam week, you must contact me at least two weeks prior to finals week.
7. The only exceptions to the aforementioned attendance policies will be made with official notification which must contain the signature of a physician or university official requesting you be excused from class.

Assignment formatting:

1. Assignments will be typed, unless otherwise indicated.
2. All assignments must be turned in at the beginning of the class period on the day which the syllabus indicates they are due in order to be considered 'on time'.
3. Use APA format when writing assignments for AHS 305. This means students will refer to the APA manual or the APA website. Furthermore, students will attribute sources used in their research papers and presentations when appropriate. Failure to cite sources appropriately could lead to a charge of academic dishonesty.

Academic integrity:

1. Honesty and integrity is expected. Academic dishonesty (cheating, plagiarism) will result in a failing grade and any consequences outlined by the University Student Code of Conduct. The following behaviors are some examples of academic dishonesty (from Kittleson, 2006, http://www.kittle.siu.edu/health_informatics):
 - a. Taking an exam for another student.
 - b. Forging or altering an official document.
 - c. Paying someone to write a paper to submit under one's own name.
 - d. Copying (with or without another person's knowledge and claiming it as one's own work).
 - e. Including items on a list of references that were not used.
 - f. Doing assignments for someone else.
 - g. Obtaining a copy of a test before it is given.
 - h. Working with other students when not expressly told to do so.
 - i. "Recycling": Copying and pasting (or retyping) material from a paper written for another course and submitting it for a grade for the present course without previous consent from instructor.
 - j. Using in-text citations for sources not used in the paper.
 - k. Copying and pasting text from a source without quotations and citation of source.

Classroom conduct:

1. Mature and professional conduct is expected of all students.
2. The classroom should be an environment that is safe and conducive to learning for each individual. I want each student to be able to express his or her concerns/complaints concerning any issues related to the class. However, individual concerns, complaints, and/or questions must be addressed during office hours and/or via e-mail.
3. I am committed to maintaining an amicable classroom environment. Disrespectful and/or disruptive behavior will not be tolerated. Any student who demonstrates disrespectful behavior will receive a warning and may be asked to leave the class. Disrespectful behavior includes (but is not limited to) the following:
 - a. Using language or behavior that demeans any individual.
 - b. Talking to another student while the instructor is speaking.
 - c. Talking to another student while another student is speaking to the instructor or class.
 - d. Arguing with instructor during class. Any concerns may be addressed with instructor on an individual basis during office hours or via e-mail).
 - e. Using disrespectful words, tone of voice, or body language towards instructor or other students.
 - f. Repeated late arrival to class.
 - g. Repeated early departure from class (this includes walking in and out of the classroom during the session).

- h. Having cell phones on during class. ***Cell phones and other portable electronic devices must be turned off before class begins.***
- i. Having laptops open if not taking notes.
- j. As writing is a critical skill acquired by health educators, you are expected to take notes during class sessions.

Laptop policy

While there will be no in-class assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with appropriate documentation from the Student Academic Services Center (Gillum Hall 2nd Floor, 812-237-2300, <http://www.indstate.edu/sasc/programs/dss/index.htm>) for coordination of campus disability services available to students with disabilities.

In addition to the class policies and definitions outlined above, each student is held to the Indiana State University Code of Student Conduct (<http://www.indstate.edu/sci/docs/code.pdf>). Please see me if you have any questions pertaining to the class or University policies.

GRADING

Attendance (worth 10% of total grade)

Attendance will be taken at each class. You have two 'freebies' (no excuse needed). After two absences, for each additional absence you will lose three points. Having more than five absences will result in an automatic F in the course.

News article presentation (worth 5% of total grade)

Find a current (i.e., no more than two weeks old) article in a newspaper that presents a story related to aging or an issue that affects older adults. Email a scanned copy or a link to the article to the instructor at least 24 hours prior to your presentation. In class, you will give a presentation summarizing the article and sharing how it relates to society and aging. Be prepared to answer questions from the class and the instructor. Your presentation will be limited to 5 minutes.

Through this assignment, you will develop the following skills:

- Critical thinking (critical reading and analysis)
- Advanced information literacy

You will also meet the following Foundational Studies program learning outcomes:

- Critically evaluate the ideas of others;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express yourself effectively, professionally, and persuasively in writing.

Commercial critique (worth 10% of total grade)

For this assignment you will be examining representations of aging and/or the aged in commercials. The objective is for you to describe the ways in which older adults are represented in commercials and how commercials affect people's views and experiences of aging. You will need to include scholarly references (minimum of 5).

Through this assignment, you will develop the following skills:

- Integrating knowledge across disciplines
- Critical thinking (critical reading and analysis)
- Advanced writing
- Advanced information literacy
- Quantitative literacy (use and analysis of quantitative data)

You will also meet the following Foundational Studies program learning outcomes:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express yourself effectively, professionally, and persuasively in writing.

Chapter quizzes (worth 15% of total grade)

After we begin our discussion of each new controversy chapter, you will have 15 minutes to complete a 10 question quiz on Blackboard prior to the next class meeting. You will need to come to class prepared (i.e., have read the assigned pages) so that you can contribute constructively to the activities in class and ask questions about the material in each assigned reading. Your two lowest quiz grades will be dropped.

Through these quizzes, you will develop the following skills:

- Integrating knowledge across disciplines
- Advanced information literacy

You will also meet the following Foundational Studies program learning outcomes:

- Locate, critically read, and evaluate information to solve problems;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;

'Aging in the Avenues' oral history project (worth 25% of total grade)

- Interview summary (5%): due one week after interview; must include scholarly references (minimum of 3)
- Poster draft (5%)
- Final poster (5%)
- Presentation at reception (5%)
- Partner evaluation (5%)

Through this project, you will develop the following skills:

- Integrating knowledge across disciplines
- Quantitative literacy (use and analysis of quantitative data)
- Critical thinking (critical reading and analysis)
- Advanced writing
- Advanced information literacy

You will also meet the following Foundational Studies program learning outcomes:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Express yourself effectively, professionally, and persuasively in writing.

Research paper (worth 20% of total grade)

You will research a topic of interest to you related to society and aging and write an 11-22 page paper. The paper will be broken down into several components to allow you to receive and incorporate feedback from the instructor throughout the semester. You must incorporate at least three ways of knowing about your chosen topic by synthesizing information regarding **physiological** aspects of aging with **social-psychological** understanding of the experience of aging in modern society (and how those experiences differ from **historical** experiences) as well as incorporating references to **artistic and/or literary** representations of aging or the aged.

- Proposed topic and thesis statement (3%)
- Revised thesis statement, introductory paragraph, and outline of paper (3%)
- Annotated bibliography of at least 10 scholarly references (3%)
- Revised introduction and draft of body of paper (3%)
- Revised body of paper and draft of summary/conclusion (3%)
- Final paper (5%)

Through this assignment, you will develop the following skills:

- Integrating knowledge across disciplines
- Quantitative literacy (use and analysis of quantitative data)
- Critical thinking (critical reading and analysis)
- Advanced writing
- Advanced information literacy

You will also meet the following Foundational Studies program learning outcomes:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express yourself effectively, professionally, and persuasively in writing.

Final exam (worth 15% of total grade)

Grading Scale:

A: 93-100%	A-: 90-92	
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
F: 59 pts and below		

TENATIVE COURSE OUTLINE (subject to change at discretion of the instructor)

Week:	Topic/Assignment:	What you need to have read/prepared prior to class:
Week 1	Tuesday – Introduction	
	Thursday – America as an Aging Society & A Life Course Perspective on Aging	Read pp. xxiii-xxxi and 1-26; Carstensen reading; Project Implicit
Week 2	Tuesday – Does Old Age Have Meaning?	Read pp. 27-51; Lafontaine reading
	Thursday - Does Old Age Have Meaning?, cont.	Quiz 1; Oral history reading; potential questions for oral history project due – bring two copies!
Week 3	Tuesday - The New Aging Marketplace: Hope or Hype?; visit from Writing Center staff member	Read pp. 463-482
	Thursday - The New Aging Marketplace: Hope or Hype?, cont.	Quiz 2; Identify a commercial related to aging
Week 4	Tuesday - Why Do Our Bodies Grow Old?	Read pp. 53-91
	Thursday - Why Do Our Bodies Grow Old?, cont.	Quiz 3; Commercial critique due
Week 5	Tuesday - Does Intellectual Functioning Decline with Age?	Read pp.93-128; proposed topic and thesis statement for research paper
	Thursday - Does Intellectual Functioning Decline with Age?, cont. & Aging, Health Care, and Society	Quiz 4; Read pp.129-161
Week 6	Tuesday - Should We Ration Health Care for Older People?	Read pp. 163-195
	Thursday - Should We Ration Health Care for Older People?, cont.	Handy reading; introduction and outline for research paper
Week 7	Tuesday - Should Families Provide for Their Own?	Quiz 5; Read pp. 197-231
	Thursday – AGHE meeting; no regular class	Quiz 6; Work with partner on ‘Aging in the Avenues’ poster
Week 8	Tuesday - Should Older People be Protected from Bad Choices?	Read pp. 233-260
	Thursday - Should Older People be Protected from Bad Choices?, cont.	Quiz 7; ‘Aging in the Avenues’ poster due via email
Week 9	Tuesday - Should Older People Have the Choice to End Their Lives?	Read pp. 261-291; annotated bibliography for research paper

	Thursday - Should Older People Have the Choice to End Their Lives?, cont.	Quiz 8; Final revised poster due via email
Week 10	Tuesday - Social and Economic Outlook for an Aging Society	Read pp. 293-324
	Thursday - Should Age or Need be the Basis for Entitlement?	Read pp. 325-36
Week 11	Tuesday - What is the Future of Social Security?	Quiz 9; Read pp. 365-399
	Thursday - What is the Future of Social Security? , cont.	Quiz 10; Quinn reading; body of research paper
Week 12	Tuesday – Empathic model of aging	Pastalan reading
	Thursday - ‘Aging in the Avenues’ reception	
Week 13	Tuesday - Is Retirement Obsolete?	Read pp. 401-439; Partner evaluation due
	Thursday - Is Retirement Obsolete?, cont.	Quiz 11
Week 14	Tuesday - Aging Boomers: Boom or Bust?	Read pp. 441-461
	Thursday - Aging Boomers: Boom or Bust? , cont.	Quiz 12; summary/conclusion of research paper
Week 15	Tuesday – <i>Picture of Dorian Gray</i> discussion	Project Implicit
	Thursday – Course summary; review for final	
Finals week	Final Exam	Final research paper

*Reading assignments should be completed prior to the class meeting for which they are listed; additional readings will be assigned throughout the course.

Current News Article Presentation

Find a current (i.e., no more than two weeks old) article in a newspaper that presents a story related to aging or an issue that affects older adults. Email a scanned copy or a link to the article to the instructor at least 24 hours prior to your presentation. In class, you will give a presentation summarizing the article and sharing how it relates to society and aging. Be prepared to answer questions from the class and the instructor. Your presentation will be limited to 5 minutes.

Through this assignment, you will develop the following skills:

- Critical thinking (critical reading and analysis)
- Advanced information literacy

You will also meet the following Foundational Studies program learning outcomes:

- Critically evaluate the ideas of others;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;

You will be graded according to the following rubric:

Current News Article Presentation Grading Rubric

Student's name: _____ Date of presentation: _____

- I. Article selection/submission:
 - a. Article current (i.e., less than 2 weeks old)? (Yes – 3 points/No – 0 points) _____/3
 - b. Article submitted to instructor on time? _____/3
 - i. Submitted at least 24 hours in early – 3 points
 - ii. Submitted but less than 24 hours early – 1 point
 - iii. Not submitted – 0 points
- II. Article presentation:
 - a. Summary of article _____/10
 - i. Clear, concise, and accurate summary of article – 10 points
 - ii. Somewhat confusing or inaccurate summary – 5 points
 - iii. Unclear summary with many inaccuracies – 0 points
 - b. Presenter links article to aging or issue that affects older adults _____/10
 - i. Clearly links article to aging or issue that affects older adults – 10 points
 - ii. Somewhat confusing in how article links to aging or issue that affects older adults – 5 points
 - iii. No clear link to aging or issue that affects older adults – 0 points
 - c. Answers questions from instructor and class _____/10
 - i. Provides thoughtful and logical responses to all questions – 10 points
 - ii. Struggles to answer questions thoughtfully or logically – 5 points
 - iii. Demonstrates inability to answer questions posed – 0 points
 - d. Adheres to time limit _____/4
 - i. Kept presentation within 5 minutes – 4 points
 - ii. Took more than 5 minutes or had to be cut off – 0 points

Total: _____/40

Commercial Critique Assignment

For this assignment you will be examining representations of aging and/or the aged in a commercial. The objective is for you to describe the ways in which older adults are represented in commercials and how commercials affect people’s views and experiences of aging. Please submit your paper via the link in Blackboard. Your paper should be between 5 and 8 pages in length and thoroughly address the questions below, making sure to incorporate multiple ways of knowing (fine arts, behavioral and social science, ethics and social responsibility). Integrate at least 5 scholarly citations. **Make sure to include a link to the commercial you are critiquing.**

1. Considering Moody and Sood’s classifications of age branding (see pages 470-475 in your textbook), identify and describe which style of branding the commercial employs.
2. How are older adults and/or aging portrayed in the commercial?
3. How realistically does this commercial portray aging/the aged? Or has reality been altered in order to make the images more appealing?
4. Do you think this commercial perpetuates ageist stereotypes? Why or why not?

Your paper will be graded in the following manner:

Criteria	Not Evident/Not Completed	Insufficient	Sufficient	Well Done
Introduction & Conclusion: -Clear thesis statement -Logical progression to ending -Summary and/or conclusions clearly stated	0 points	2 points	4 points	6 points
Content and Organization: -Arguments support thesis throughout -Addressed all prompts posed in assignment -Solid explanation/illustration of concepts -Clear and helpful transitions	0 points	4 points	8 points	12 points
Form: -1” margins, 12pt Times or Calibri font, 11-22 pages, double-spaced, and typed -Grammatical and punctuation rules followed -At least 5 scholarly references	0 points	2 points	4 points	6 points
Compositional Style: -Well-developed paragraphs -Clarity of expression -Conciseness -Creativeness of expression	0 points	4 points	8 points	12 points
Incorporates Multiple Ways of Knowing: -References from at least one of <i>each</i> of the following: <ul style="list-style-type: none"> • Fine arts • Behavioral and social science • Ethics and social responsibility -Synthesizes information from multiple ways of knowing to clearly inform and support thesis	0 points	4 points	8 points	12 points

Aging in the Avenues Oral History Interview Reflection Paper

Now that you have completed your interview with an older adult, take some time to reflect on the experience. Write a 1 to 1.5 page (maximum) paper summarizing the experience. Your reflection paper is due one week after your interview. Your paper should be double-spaced, 12-point Times New Roman or Calibri font. You do not need a running head and you do not need to use APA formatting (unless you incorporate outside sources, which you must then cite appropriately). Be sure to include a thesis statement and a conclusion. Begin your paper with the following heading (single-spaced):

Your Name

HLTH 427 *Aging in the Avenues* Oral History Interview Reflection Paper

Date of interview

Your paper should address the following prompts:

- What is the interviewee's full name?
- What is the interviewee's date of birth?
- Where has the interviewee lived?
- What did you think/how did you feel about the interview?
- In what ways did you follow up on the interviewee's responses to questions in order to gain a deeper understanding of his or her life?
- What did you learn about aging or an aging individual through the interview?
- What did you learn about the Ryves neighborhood?
- What was the most interesting personal story the interviewee shared with you?

Your paper will be graded in the following manner:

Criteria	Not Evident/Not Completed	Insufficient	Sufficient	Well Done
Introduction & Conclusion: -Clear thesis statement -Logical progression to ending -Summary and/or conclusions clearly stated	0 points	1 points	2 points	3 points
Content and Organization: -Addressed all questions posed in assignment -Explanation and illustration of concepts -Clear and helpful transitions	0 points	2 points	4 points	6 points
Form: -1" margins, 12pt Times or Calibri font, 1-1.5 pages (max), double-spaced, and typed -Grammatical and punctuation rules followed	0 points	1 points	2 points	3 points
Compositional Style: -Well-developed paragraphs -Clarity of expression -Conciseness -Creativeness of expression	0 points	2 points	4 points	6 points

Final Paper: Topics in Aging

For this paper, you will explore a topic of interest to you regarding aging in modern society. Your paper must be **at least** 11 pages, including the references page and **no more than** 22 pages.

Please note that this assignment requires you to integrate *at least three* of the following “ways of knowing”:

- **Biological Science**
- **Social or Behavioral Science**
- **Historical**
- **Literary**
- **Artistic (Fine and Performing Arts)**
- **Global Perspectives and Cultural Diversity**
- **Ethics and Social Responsibility**

Please also note that this assignment will assist you in developing the following skills:

- Integrating knowledge across disciplines (economics, history, law, philosophy, public policy, psychology, sociology, women’s studies, etc.)
- Quantitative literacy (use and analysis of quantitative data)
- Critical thinking (critical reading and analysis)
- Advanced writing
- Advanced information literacy

Lastly this assignment will assist you in meeting the following Foundational Studies program learning outcomes

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Express yourself effectively, professionally, and persuasively in writing.

Standard paper requirements:

- Do not include a cover page (it is not necessary since you will be submitting your paper via the Blackboard site)
- Name in right hand corner of page #1
- Title centered directly below name (one-double space between your name and the title of the paper and one double space between the title of the paper and the first paragraph of the paper).
- Double-spaced
- 10-12 point font
- Standard font (Times New Roman or Calibri)
- Standard margins (1 inch on all sides)
- Standard indent (1/2 inch) at the beginning of each paragraph
- Succinct introductory paragraph that introduces the components of the paper.
- Succinct conclusion that ties everything together
- **Must use at least 10 sources**

Final paper requirements

Introduction—Identify the aging-related issue you will discuss in the paper; use scholarly references to describe the issues; make a clear statement regarding the point you will be supporting in the paper (i.e., a thesis statement).

Body—integrate scholarly material from course readings and your personal literature searches to support your thesis. Make sure to present multiple perspectives on your topic and identify and controversy surrounding your topic. Synthesize contrasting findings regarding your topic (where relevant). Describe popular media (e.g., books, magazines, film) portrayals of or related to your topic, and explain how such portrayals influence society’s perceptions of the issue.

Conclusion—summarize your argument succinctly and indicate what you think should be done as a result of your research into this topic (e.g., should people change their behavior? Should more research be done? Etc.)

Analysis and Application—Explain how the skills you developed/honed and the knowledge you gained from researching your chosen topic will assist you in the future professionally, as a citizen, and as an aging individual.

Your paper will be graded in the following manner:

Criteria	Not Evident/Not Completed	Insufficient	Sufficient	Well Done
Introduction & Conclusion: -Clear thesis statement -Logical progression to ending -Summary and/or conclusions clearly stated	0 points	5 points	15 points	25 points
Content and Organization: -Arguments support thesis throughout - Addressed all prompts posed in assignment -Solid explanation and illustration of concepts -Clear and helpful transitions	0 points	5 points	15 points	25 points
Form: -1” margins, 12pt Times or Calibri font, 11-22 pages, double-spaced, and typed -Grammatical and punctuation rules followed -At least 10 scholarly references	0 points	3 points	6 points	10 points
Compositional Style: -Well-developed paragraphs -Clarity of expression -Conciseness -Creativeness of expression -Addressed/incorporated instructor’s comments on draft components	0 points	5 points	15 points	25 points
Incorporates Multiple Ways of Knowing:	0 points	5 points	15 points	25 points

<p>-References from <i>at least three</i> of the following:</p> <ul style="list-style-type: none"> • Biological Science • Social or Behavioral Science • Historical • Literary • Artistic (Fine and Performing Arts) • Global Perspectives and Cultural Diversity • Ethics and Social Responsibility <p>-Synthesizes information from multiple ways of knowing to clearly inform and support thesis</p>				
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