From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 7
I believe this course can be taken with one other course within an 8-week format. It will require reading, writing, test-taking, two book reports and a research paper.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 7
There are 17 chapters in the 500+ page textbook to be read (2 each week) during the 8-week course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 4
This course contains 17 online lectures, from sources other than the textbook. There are, as yet, no power point presentations for this course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 6
This course contains four online multiple choice & true/false exams.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 5
This course contains 8 (weekly) Discussion Boards. Students are to complete their writing assignment for each week prior to entering Discussion Board.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 7
Students are to prepare a Reaction Paper each week, based on the assigned textbook chapters and/or the posted Lecture Notes. Students will choose three separate topics from said readings/notes and 1-summarize each topic, 2-discuss any controversy surrounding that topic, and 3-describe a professional or personal experience with that topic.

Additional comments:

Careful reading of the textbook chapters can ensure a higher grade on the four exams.

Since the weekly Reaction Papers are designed to demonstrate students’ critical thinking about what they’ve read/studied, students will submit them prior to entering Discussion Board.

Discussion Board is not a graded assignment, per se; however, students can receive higher grade points in the course for participating each week; this entails posting at least one comment of their own about what they’ve read and commenting on at least one other student’s posting.

There are two Book Reports to be submitted (one fiction and one non-fiction), specifically related to aging.

There is a Research Paper, in simple APA format, specifically related to Aging.

The course workload is spread out over the 8 weeks to allow students to complete and submit assignments on time, as follows:

Week 2: Reaction Paper, Discussion Board, Exam 1.
Week 4: Reaction Paper, Discussion Board, Exam 2.
Week 6: Reaction Paper, Discussion Board, Exam 3.
Week 7: Reaction Paper, Discussion Board, Research Paper.
Week 8: Reaction Paper, Discussion Board, Exam 4.

Regardless of the spiritual caliber of the student – a believer in Jesus Christ or a ‘seeker’ – the student will be able to do well in the course academically and participate in every exercise without distinction.

Students are encouraged to have frequent online contact with their teacher and can rely on prompt feedback about their concerns and questions.
**COURSE CHART**

PSYC 336

*Note: All content is based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.


<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>DUE DATE</th>
<th>PERCENT AND POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chs. 1–2</td>
<td>Discussion Board Participation</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
| 2            | Chs. 3-4        | Discussion Board Participation  
Test 1: textbook chapters 1-4 | 6  
5          |
| 3            | Chs. 5-6        | Discussion Board Participation  
Research Topic & Bibliography | 6  
2          |
| 4            | Chs. 7-8        | Discussion Board Participation  
**TEST 2: CHAPTERS 5-8** | 6  
5          |
| 5            | Chs. 9-10       | Discussion Board Participation  
Research Paper | 6  
20         |
| 6            | Chs. 11-12      | Discussion Board Participation  
Test 3: chapters 9-12 | 6  
5          |
| 7            | Chs. 13,14&15   | Discussion Board Participation  
Book / Film Review | 6  
10         |
| 8            | Chs. 16-17      | Discussion Board Participation  
Test 4: chapters 13-17 | 6  
5          |
| **1000**     |                 |                     |          |                    |
PSYC 336
GERONTOLOGY

COURSE DESCRIPTION
The facts of demography describe the background and present status of elderly people in the United States. Then the biological, psychological and sociological factors in aging will be studied to promote an in-depth understanding of the dynamics of aging. The dying-grieving processes, as well as LTC policies and government-sponsored programs are explored. Students have the opportunity to gain factual knowledge, synthesize opposing issues, and renew their commitment to the welfare of older family members, neighbors and other aging loved ones.

RATIONALE
The time has long since arrived for our culture to become more proactive – rather than reactive – regarding the projected needs of the older segment of our population. This course will allow more colleges and universities to interact with their students on crucial issues facing our older adults, their families, and our nation. The hoped-for outcome is a practical and deeply spiritual connection with our cherished older friends and family members.

I. PREREQUISITES
None. PSYC 101 or PSYC 210 are recommended.

II. REQUIRED RESOURCE PURCHASE(S)

III. ADDITIONAL MATERIALS FOR LEARNING
A. Internet access (broadband recommended).
B. Microsoft Word (Microsoft Office is available at a special discount to LU students).

IV. LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:

A. Discuss social gerontology and explain its origins & current areas of focus.
B. Summarize the biological & physiological changes related to aging.
C. Explain the cognitive changes that are linked with aging as well as the theories that describe such changes & adaptations.
D. Demonstrate an understanding of the social context older adults experience, such as their living arrangements, employment, family supports and discrimination.
E. Discuss the social policies & social problems affecting older adults in the U.S.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Each week, the Student will read two chapters in the Hooyman & Kiyak (2008) textbook and study the Instructor’s Notes corresponding to each chapter.
B. Each week, the Student will participate in the Discussion Board Forum. The minimum requirement includes answering two posted questions and responding to the initial postings of at least two other students.
C. In Week Three, the Student will submit a Research Topic and a Bibliography of twelve (12) scholarly references, in APA format, to be used in preparation of the Research Paper.
D. In Week Five, the Student will submit the Research Paper. The Student is free to choose any topic directly related to Aging and will submit 8 pages of text with a title page and the Bibliography.
E. In Week Seven, the Student will submit a two page, single-spaced, Book Report or Film Review. Suggestions for acceptable titles and films are provided in Module 7 of Course Content.
F. In Weeks Two, Four, Six and Eight, the Student will take a 50-item objective test online; tests are open book, but must be completed within 1 hour and 15 minutes. Tests are based exclusively on the Hooyman & Kiyak (2008) textbook. Test availability is from early Thursday morning to late Sunday night.

VI. EVALUATION AND GRADING
A. Weight and Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation (8 @ 6 points)</td>
<td>48 %</td>
</tr>
<tr>
<td>Research Bibliography (2 points)</td>
<td>2 %</td>
</tr>
<tr>
<td>Research Paper (20 points)</td>
<td>20 %</td>
</tr>
<tr>
<td>Book Report or Film Review (10 points)</td>
<td>10 %</td>
</tr>
<tr>
<td>Exam 1 (5 points) (Modules 1-2)</td>
<td>5 %</td>
</tr>
<tr>
<td>Exam 2 (5 points) (Modules 3-4)</td>
<td>5 %</td>
</tr>
<tr>
<td>Exam 3 (5 points) (Modules 5-6)</td>
<td>5 %</td>
</tr>
<tr>
<td>Exam 4 (5 points) (Modules 7-8)</td>
<td>5 %</td>
</tr>
</tbody>
</table>

| Total                                          | 100 %  |

B. Scale (Undergraduate)

A = 90–100  B = 80–89  C = 70–79  D = 60–69  F = 0–59
C. Assignments Policy

1. Students are responsible for:
   a. completing course assignments on time; late submissions will have points deducted.
   b. taking exams at scheduled times; there is a four-day window of opportunity to take the test; 1 hour and 15 minutes are allowed to complete the test, once you’ve accessed it; points are deducted for exceeding that time limit.
   c. requesting clarification of instructions for assignments when necessary.
   d. applying to the DLP Office of Disability Academic Support (ODAS) when health issues potentially impact the student’s ability to complete course requirements in timely manner.

2. Instructor is responsible for
   a. posting necessary instructions for all assignments.
   b. responding to student queries within 24 hours of receiving an email message.
   c. responding to a student in the event of a documented emergency.
   d. requesting documentation of the student’s illness when said health issue impacts the student’s ability to complete course requirements in timely manner.
   e. offering spiritual support to student-in-crisis via email
   f. making accommodations to a student when contacted by ODAS regarding a documented disability.

VII BIBLIOGRAPHY
Many scholarly sources, consulted in preparing Instructor’s Notes for the corresponding chapters in the course textbook, are listed in a separate document in Course Content.