

COURSE SYLLABUS

Course Title:	Sociology of Aging	Date submitted:	Fall 2017 (AAC: 17-53)			
Department:	Social Sciences					
Curriculum:	Sociology					
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101) <table border="1"><tr><td>SOC*114</td></tr></table>	SOC*114	Prerequisites:			
	SOC*114					
	Course Type: <table border="1"><tr><td>L</td></tr></table>	L	C- or better in Principles of Sociology (SOC*101)			
	L					
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio					
	Elective Type: <table border="1"><tr><td>G/LAS/SS</td></tr></table>	G/LAS/SS	Corequisites:			
	G/LAS/SS					
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	None				
	Credit Hours: <table border="1"><tr><td>3</td></tr></table>			3	Other Requirements:	
	3					
Developmental: (yes/no) <table border="1"><tr><td>No</td></tr></table>	No			None		
No						
Lecture: <table border="1"><tr><td>3</td></tr></table>	3					
3						
Clinical: <table border="1"><tr><td>0</td></tr></table>	0					
0						
Lab: <table border="1"><tr><td>0</td></tr></table>	0					
0						
Studio: <table border="1"><tr><td>0</td></tr></table>	0					
0						
Other: <table border="1"><tr><td>0</td></tr></table>	0	Other Requirements:				
0						
TOTAL: <table border="1"><tr><td>3</td></tr></table>	3	None				
3						
Class Maximum: <table border="1"><tr><td>35</td></tr></table>	35					
35						
Semesters Offered: <table border="1"><tr><td>F</td></tr></table>	F					
F						
Ability Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.					
Catalog Course Description:	Examines the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed.					
Topical Outline: List course content in outline format.	1. The Emergence of Gerontology 2. Doing Social Gerontology Research 3. Demography, Population, and Housing: The Elderly Today and Tomorrow					

	<ol style="list-style-type: none"> 4. Social Perspectives on Aging 5. Biological Perspectives 6. Family Bonds and Social Bonds 7. Sexuality and Intimacy 8. Work, Retirement, and Leisure 9. Death, Dying, and Bereavement
	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. explain the aging process 2. demonstrate increased personal awareness of the aging process 3. explain the impact of the aging of the population on society in general 4. explain the interdisciplinary study of gerontology 5. examine aging images held by self, others, and society, and the ramifications those images have for aging individuals and aging societies 6. describe and use theories of aging 7. discuss aging within an historical and cultural context 8. identify careers in the field of aging
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <p>COMPETENCIES FULFILLED:</p> <p>Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Ethical Dimensions (embedded) - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p>Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p>Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. examinations 2. papers 3. quizzes 4. oral presentations 5. group projects

<p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Smart board, computer access to the Internet</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>