Consider: What is “age?” How can you be “only as old as you feel?” This on-line course will examine such sociological aspects of aging as: how the notions of “age” and the “life course” are interpreted and enacted in everyday life; cultural and historical variations in the definition and significance of aging; the construction of “self” across the life course; and friendship and family relations over time. Sociological and other theories of aging will be explored. Throughout the course, you will be encouraged to apply a sociological perspective to your own knowledge of “age,” “aging,” and the “life course.”

Students who successfully complete this course will be able to:

1. Understand how main sociological theories apply to the study of age, aging, and the life course.
2. Recognize how age and aging are enacted in everyday experience.
3. Gather, analyze, and report on original data on life course experience.

This syllabus provides an overview of the class. Print it out for reference throughout the quarter. It includes:

- Contact information
- Required resources
- Course requirements
- Services for students with disabilities
- Student conduct standards
- Tips for succeeding in this course
  - Using the course site
  - Life online
  - Conclusion

CONTACT INFORMATION: INSTRUCTOR AND TECHNICAL & ADMINISTRATIVE SUPPORT

You will hear from me regularly via announcements, posted “lectures” (short introductory essays) on each unit, and in our conversations on the weekly discussion boards.

You will submit work and I will return comments on it via the BlackBoard (Bb) message function on the course web site. In most cases, questions or comments about the course, as well as requests for help, can be posted on the “Question & Answer” (Q&A) discussion board, because our exchange will probably touch on issues that are important for other students, too, and also provide a way for us to hear their ideas and suggestions.

Be sure to check your Blackboard messages and course announcements regularly, for any general updates or clarification. I am available by email in the rare instance when you lose the Internet connection necessary to access the class web site (jrichlin@sonic.net).

These Extension staff are available to assist you in the following areas.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Area of support</th>
<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Villa</td>
<td>Course manager</td>
<td>Blackboard &amp; technical challenges</td>
<td><a href="mailto:coursemanager@uclaextension.edu">coursemanager@uclaextension.edu</a> 310-206-4563</td>
</tr>
<tr>
<td>Johanna Navarrete</td>
<td>Program representative</td>
<td>Course enrollment</td>
<td><a href="mailto:jnavarrete@unex.ucla.edu">jnavarrete@unex.ucla.edu</a></td>
</tr>
<tr>
<td>or Krista Loretto</td>
<td></td>
<td></td>
<td><a href="mailto:kloretto@unex.ucla.edu">kloretto@unex.ucla.edu</a></td>
</tr>
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REQUIRED RESOURCES

The following BOOKS are all required for the course:

(Available at most libraries, bookstores, and on-line sources.)

(2) Supplementary reader  
(Available exclusively through the ASUCLA bookstore.)

[Links to additional course materials are posted in the class web site.]

The following VIDEO, which is required for the course, is available through many retail outlets (for rent or sale) and online:

“**The Trip to Bountiful**” (1985)  
 Directed by Peter Masterson.  Written by Horton Foote (adapted from his teleplay and stage play).

COURSE REQUIREMENTS

**This is not an independent study course.** In order for you to keep up with the class, and to get credit for your work, you must complete and submit your work – including weekly discussion postings – within the assigned time frame. (See below for the policy on late work.) There are several reasons for this requirement. One is fairness: everyone’s work should be assessed based on the same standards, including how long you have been allowed to work on it. Another, more important reason is your learning process: in order to get the most out of course materials, you need to keep up with class activities (not do them in a lump at the end of the class…) and take part in the ongoing give-and-take of our on-line discussions.

You have the following opportunities to earn the total points that are the basis for your overall grade in this class.

<table>
<thead>
<tr>
<th><strong>Task</strong></th>
<th><strong>Points possible</strong></th>
</tr>
</thead>
</table>
| **COMPREHENSION (100 points)**  
(completed through course web site)  
**Ways for you to demonstrate your understanding of lecture and reading.**  
| Orientation quiz | 10 points |
| Test on Units 1-3 | 45 points |
| Test on Units 4-9 | 45 points |
| **APPLICATION (100 points)**  
(submitted to Prof. R-K as a Word 2003 or .RTF attachment to a note via the Blackboard “message” system)  
**Ways for you to explore issues related to age and aging in everyday settings.** |  
| Exercise #1: What is “age” and “aging?” | 10 points |
| Exercise #2: Questions on *Tuck Everlasting* | 15 points |
| Exercise #3: Where do I fit? | 20 points |
| Exercise #4: Kid culture | 20 points |
| Exercise #5: Reminiscence (life review) | 40 points |

Course requirements are continued on the following page
### Task
(See Weekly Assignment folder for details. See Course Schedule for due dates.)

<table>
<thead>
<tr>
<th>Participation (90 points)</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to use what you are learning to address sociological issues and questions, and to learn from other students as well.</td>
<td>10 points/ forum</td>
</tr>
</tbody>
</table>

**Quality of postings:** Your postings should reflect your understanding of the course concepts under consideration.

**Quantity and timing of postings:** When you spread out your postings during the week, you are able to contribute to an evolving conversation. Assignment of full points requires at least one original posting per board (no later than 9 p.m. on Monday night), and at least two replies to others’ posts, spread out over the duration of the unit.

*Points for each of the weekly boards will generally be assigned based on the following rubric, which takes into account both quality and quantity of your contributions.*

**CONTENT** (accuracy, relevance, thoughtfulness) – 60% of total points per board
- Original threads should generally reflect your understanding of course materials.
- Responses to others should be substantive (something more than “I enjoyed your post”).

**INTERACTION** (meaningful responses to others’ postings) – 20% of total points per board
- Comment on at least two postings by others, based on content guidelines above.

**TIMELINESS** (not all at one time or at least minute) – 15% of total points per board
- First original post by 9 p.m. on Monday
- Posts spread out over at least 3 days

**PRESENTATION** (grammar, spelling, organization) – 5% of total points/board

**Guidelines for participation**
1. You don’t need to divulge more than you want, but be honest about what you do share.
2. Spirited debate is welcome, but we will respect differing opinions.
3. What others contribute to class discussion should be considered confidential unless otherwise indicated. Enrollment in this course indicates your agreement to respect classmates’ privacy.

*Any requests for consideration of late submission must involve circumstances that are unavoidable, verifiable, and resolved with the instructor before the assigned deadline. If late work is accepted, points will typically be deducted.*

**SERVICES FOR STUDENTS WITH DISABILITIES**

The UCLA Extension web site states:
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities....Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation....Arrangements for auxiliary aids/services are available only through UCLA Extension Disabled Student Services at (310) 825-7851 (voice/TTY) or by email. Please request such arrangements with at least five working days’ advance notice. All assistance is handled in confidence. Accommodations must be pre-approved. Requests for retroactive accommodation will not be accepted.

For more information, go to [http://uclaextension.edu](http://uclaextension.edu) and click on “student resources” and “students with disabilities.”
STUDENT CONDUCT

Please note the following excerpt from the UCLA Extension web site, which applies to our online environment as much as to face-to-face classes:

UCLA Extension takes pride in offering its students a first-class university learning environment. To preserve this environment, UCLA Extension will intervene on matters of conduct. Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to:

- Dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; theft or misuse of the intellectual property of others; or violation of others' copyrights.

- Unauthorized entry to or use of University properties, equipment, computer systems, or other resources

- Willful disruption of teaching, research, administration, or other University activities ("disruption" is defined as any expression intended to impair or to limit the expression of others or to interfere with the normal progress of University activities); "public flaming," "spamming," and other forms of electronic/e-mail harassment also shall be deemed forms of disruption

- Sexual harassment

- Physical abuse, threats of violence, rape, other forms of sexual assault, or other conduct that threatens the health or safety of any person on University property or in connection with official University functions

- Disorderly conduct, disturbing the peace, or failure to comply with directions of a University official or Extension instructor acting in the performance of his/her official capacity

For more information – including Extension’s disciplinary action procedures and your rights related to them – go to http://uclaextension.edu and click on “student resources,” “general information,” and “sexual harassment and student conduct policies.”

TIPS FOR SUCCEEDING IN THIS COURSE

Using the course site

If you have already taken an on-line course, you will probably find it easy to navigate this course web site. If you’re a first-timer – or an experienced user who runs into a glitch -- don’t worry! Most elements are self-explanatory. I encourage you to take some time to explore a little. The “introduction” section of our first week provides opportunities to become familiar with several Blackboard tools you’ll be using to submit your work throughout the quarter, including an on-line quiz, the Blackboard (Bb) message system, and the discussion boards.

Also, both on the log-in screen and when you click on the Tools button at the bottom left of the course “home” page, you will find a Student Manual for using Blackboard (the on-line system we are using in this class) with instructions. And Gregory Villa, our course manager, is available to assist if you run into technical questions. Contact him through UCLA Extension at coursemanager@uclaextension.edu or 310-206-4563 or toll free at 866-269-7289 (U.S. only) between 8:30 a.m. and 5:30 p.m. PST.
Life online

You may be taking this course for many reasons. In addition to seeking to learn something about health, illness, and medical care, you may have enrolled in order to complete your undergraduate degree, for professional development credits, to reinforce your GPA for re-admission to your “brick & mortar” college or university, or to satisfy a personal interest.

Choosing to meet these goals through distance education has distinct advantages, most of which you may have already experienced in other on-line classes or considered prior to enrolling in this one. Learning on line means the ability to take a UCLA class from anywhere on earth. It means no commute time (or sky-rocketing cost for gasoline!); no need to schedule your week around class sessions; and of course, the comfort of attending lecture in your favorite bathrobe. In many cases, your interaction with your classmates and with me may actually be greater or more satisfying than in a face-to-face classroom setting.

But while on-line learning may be more convenient than face-to-face education, it’s no easier and some say it’s more challenging. Many on-line students find that learning from a distance actually takes more time than a traditional arrangement. And in this particular class, the flexibility of on-line learning is somewhat limited by weekly deadlines for each unit’s assignments. Whatever your goal in taking this on-line course, you will be successful by drawing on these crucial internal resources:

- **Self-motivation:** Distance learning involves a high degree of independence and self-discipline. This class is very structured, with specific assignments and activities. But without a class to “attend,” it requires a lot of initiative on the part of students.

- **Time management skills:** Regular, ongoing participation is key to success in this course, so I suggest that before you jump in, you make a plan for including class activities in your schedule.

**We're in this together!**

Again, one of the obvious advantages of on-line education is that you can learn and achieve academically on your own schedule and in your own space...while wearing your bathing suit and sipping chamomile tea if you like. But another advantage is an opportunity to be part of a learning community comprised of people from all backgrounds and in many locations. Surprising connections often take place on-line when you stay involved. Be sure to log on regularly during the week and to contribute your own thoughts and experiences to our ongoing conversations. I'm looking forward to getting to know you and to working together this quarter.