Directed Readings  
GEY 4900  
3 credit hours  

Spring, 2015  

Instructor: Kathy Black, Ph.D.  
Office Location: SMC 263  
Phone: 359-4584  
Email: kblack@sar.usf.edu  
Office Hours: via email  
Class Location and Time: office  

DESCRIPTION  

This upper-division course is a survey of relevant scholarly literature and critical evaluation of a specific topic in the field of aging, under the guidance of a faculty member who will direct the readings. The course culminates with a major paper that can either represent an exhaustive literature review or a compilation and thorough collection of best practices on a given topic.  

OBJECTIVES  

This objectives for this course are designed to provide you with the skills necessary to:  

1) **Read** and understand current literature;  
2) **Critically** analyze current readings, both in terms of methodology and theoretical perspective;  
3) **Draw** correct and non-biased conclusions from the results of a study;  
4) **Communicate** effectively about research both in written form;  
5) **Consider** new research directions and future analyses appropriate to the topic under study.  

INSTRUCTIONAL METHODS  

This is a hybrid course which will include both in-person classes and online instruction. This class will use Canvas and learners are expected to be signed on and check for class up-dates. The instructor reserves the right to add assignments, readings, or require email contact as the course progresses. The instructor will use the Canvas email address to communicate with you. Tutorials on how to use Canvas is available at: [http://www.sarasota.usf.edu/Academics/DE/current_learners.php](http://www.sarasota.usf.edu/Academics/DE/current_learners.php). You can also contact the toll-free helpline at: 866-974-1222 or live online help at: [http://usfsupport.custhelp.com/app/chat/chat_launch](http://usfsupport.custhelp.com/app/chat/chat_launch)
**WRITTEN ASSIGNMENTS**

All written assignments MUST be turned in on time. Unless otherwise specified, all assignments are due (must be posted in Canvas) by 11:59 pm EST on the date due. Late papers WILL receive reduced grading- 5% off per 24 hours late.

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of standard English, acceptable grammar, non-discriminatory language, and use the American Psychological Association (APA) style of reference citation.

All papers should be **typed and double-spaced**, in Times New Roman, **12 point** font, and with **1-inch margins** (all around). Do not justify the text. All pages should be **numbered**.

PROOFREAD the paper for spelling, typing, and grammatical errors. Papers should use Standard English, exhibiting proper grammar and spelling. They should also conform to the guidelines set forth. Papers not adhering to guidelines, that have excessive grammatical and spelling errors, and/or are overall sloppy, will be graded accordingly.

If you have difficulties with writing (grammar, sentence structure, organization), get help from USF SM Writing Center.

**ATTENDANCE POLICY**

The class will include a minimum of three in-person meetings with the instructor at the beginning, middle and end of the course. Learners will stay in close contact with the instructor via email or Canvas.

**USF SM POLICIES & PROCEDURES**

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the [http://usfsm.edu/student-life/student-rights-and-responsibilities/](http://usfsm.edu/student-life/student-rights-and-responsibilities/)

**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the [http://usfsm.edu/student-life/student-rights-and-responsibilities/](http://usfsm.edu/student-life/student-rights-and-responsibilities/)

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for
course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714
http://usfsm.edu/disability-services/

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See http://usfsm.edu/facilities/safetypreparedness/

Religious Observances
USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

Sexual Misconduct/Sexual Harassment Reporting
USFSM recognizes the environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599
List of off-campus resources:
Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

COURSE READINGS
There is no required text. A reading list of at least 30 scholarly and five professional website sources will be determined specific to the topic in aging.

ASSIGNMENTS
Learners will complete an individual written analysis on a particular (narrow) topic. Early in the term, paper topics will be discussed and an individual proposal will be developed and approved. Assessment for this project will be based on a written paper. All projects will incorporate primary literature and sources used must be approved by the instructor. Length of the paper and depth of the requirements will vary dependent on the specific topic.

GRADING

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.
## OUTLINE

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Jan 8</td>
<td><strong>Introduction / In Person Meeting with Instructor</strong></td>
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<td>Jan 15</td>
<td><strong>Identification of Topic</strong></td>
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<td>List and consider several specific topics and submit for approval.</td>
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<td>Jan 22-29</td>
<td><strong>Annotated Bibliography of Resources</strong></td>
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<td>Provide a list of resources of topical areas of interest.</td>
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<td>Feb 5-19</td>
<td><strong>Identify Relevant Professional Sources/ Websites</strong></td>
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<td>Compile annotated list of related sources.</td>
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<td>Feb 26</td>
<td><strong>Determine Outline of Major Paper/ In Person Meeting with Instructor</strong></td>
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<td>Provide a draft outline of paper by relevant subsection headings.</td>
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<td>March 12-2</td>
<td><strong>Submit Weekly Status of Paper</strong></td>
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<td>April 2</td>
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<td>April 16</td>
<td><strong>Paper Submission</strong></td>
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<tr>
<td>April 23</td>
<td><strong>Review of Paper/ Final Revisions/In-Person Meeting with Instructor</strong></td>
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