

**MIDSTATE COLLEGE**  
**411 W. Northmoor Rd. Peoria, Il. 61614**  
**(309) 692 - 4092/ (800) 251- 4299**

Fall 2016

**SOC 230: Adulthood and Aging**

**Credit Hours:** 4 quarter hours

**Method of Delivery:** Classroom

**Course description:**

The student will investigate the biological, cognitive, and psychosocial factors from early adulthood through old age. Topics such as age, gender, race/ethnicity, socioeconomic status, culture; career choice and development; mate selection and marriage; conventional and unconventional families; theories of adult personality development; mid- and late-life transitions; aging; and dying, death and bereavement are included.

**Text:** The Journey of ADULTHOOD (7<sup>th</sup> Edition, 2011)

Counting on Kindness: The Dilemmas of Dependency (1993)

**Author:** Barbara R. Bjorklund & Helen L. Bee

Wendy Lustbader

**Publisher:** Pearson – Prentice Hall

Free Press

**Learning Objectives:** Upon completion of this course, the student will be able to:

1. Interpret life span terminology and employ important features of aging concepts and theories.
2. Illustrate the major physical changes occurring through the aging process and how those changes affect the aging person.
3. Categorize the various health disorders associated with aging and how they affect the aging person.
4. Examine memory and identify and illustrate major cognitive changes associated with the aging process and how they affect the aging person.
5. Illustrate the changes in and the importance of social roles in the stages of young, middle, and late adulthood.
6. Interpret the major theories of social relationships and illustrate how various social relationships affect the aging person.
7. Examine issues surrounding work, career choice, and retirement.
8. Categorize the major stressors of the aging person and illustrate how they affect everyday life.
9. Categorize the stages of dying/death and illustrate the factors affecting death and dying for the aging person.
10. Analyze current aging trends, discoveries, and research.

**Midstate grading scale:**

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = F

**Midstate Plagiarism Policy:**

Plagiarism is using another person's words without giving credit to the author. Original speeches, publications, and artistic creations are sources for research. If students use the author's words in a paper or assignment, they must acknowledge the source. Plagiarism is strictly against the academic policy of the college and is grounds for failing the course. If repeated, plagiarism

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may result in suspension from the college. (See the Midstate College catalog and/or Student Handbook for additional information.)

In courses containing writing assignments, the college promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

**Student Success:**

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take notes, developing good study skills, etc. Contact Student Success in Room 218 (in person); (309) 692-4092 (phone); [studentsuccess@midstate.edu](mailto:studentsuccess@midstate.edu) (email).

**Instructor:** Amber Schappaugh

**Office:** 205

**Office hours:** Monday 9-3, Tuesday, Wednesday, Thursday 9-2

**Email address:** [aschappaugh@midstate.edu](mailto:aschappaugh@midstate.edu)

**Class Expectations:**

To have attendance counted you must log on and participate in thoughtful contemplation twice within each week.

The journal must be at least one page in length.

Discussion questions should be answered thoughtfully and any responses should take into consideration that we are each entitled to our own opinions.

**Journal**

Weekly journals are expected to be at least one typed page per class session. Journals should be in relation to your readings from the Counting on Kindness readings. The journals should contain questions about the material covered, thoughts or feelings, and applications to students' personal lives.

**Class Schedule Week by Week:**

**Week 1**

**Topics:** Introductions, review syllabus, discussion of basic Psych terminology.

**Objectives:** Illustrate the changes in and the importance of social roles in the stages of young, middle, and late adulthood.

**Goals:** Analyze current aging trends, discoveries, and research. Discuss Ch. 1 (Adult Development & Aging in a Changing World) & 2 (Metatheoretical Perspectives & Research Methods).

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**Assignments:** Read Ch. 1 & 2 in text and chapter 1 in Counting on Kindness “A Desert of Time”.  
Typed journal entry and worksheet.

**Week 2**

**Topics:** Discuss Ch. 3 (Longevity and Physiological Aging) & 4 (Health & Body Systems).  
**Objectives:** Understand main theories and principles of adulthood and aging. Become familiar with key concepts and basic research methods and designs.  
**Goals:** Discuss the life span and aging process, including changes to physical appearance, sensorimotor functioning, and sexual and reproductive functioning. Discuss in detail the effects aging has on the body’s physical health, and how the body system changes over time.  
**Assignments:** Read Ch. 3 & 4 in text and the conclusion “The Measure of a Life” in Counting on Kindness. Typed journal entry and worksheet.

**Week 3**

**Topics:** Discuss Ch. 5 (Memory)  
**Objectives:** Understand the information processing and biological approaches to memory and discuss aspects on forgetting in adulthood. Demonstrate memory process through discussion and activities.  
**Assignments:** Read Ch. 5 & 6 Chapter 3 Counting on Kindness “Bodily Terms”. Typed journal entry and worksheet.

**Week 4**

**Topics:** Read Ch. 6 (Intelligence & Creativity)  
**Objectives:** Discuss how intelligence is measured. Understand the basic issues of intelligence as we age and discuss the meaning of creativity. Begin forming personal definitions of intelligence.  
**Assignments:** Read Ch. 6 (Intelligence & Creativity) and Chapter 2 “The Quality of Mercy”.

**Week 5**

**Topics:** Discuss biases and changes in how those biases affect us as we age.  
**Assignments:** Read chapter 7 Counting on Kindness, “Refusing to be demeaned” Journal and worksheet.

**Week 6**

**Midterm Essay Exam**

**Week 7**

**Topics:** Discuss Ch.7 (Mature Thought, Wisdom, & Moral Intelligence)  
**Objectives:** Discuss ways of thinking in adulthood and moral development. Discuss the role of experience in building intelligence.  
**Assignments:** Read Chapter 7 Journal and worksheet

**Week 8**

**Topics:** Ch. 8 (Education, Work, Leisure, & Retirement.)  
**Objectives:** Discuss how education, work, leisure, and retirement affect the aging process.  
**Assignments:** Read Chapter 8 and Chapter 9 in Counting on Kindness “Prospects for revival” Journal and Worksheet

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**Week 9**

**Topics:** Ch. 9 (Intimate Relationships & Lifestyles) and 10 (Mature Kinship Ties & Living Arrangements)

**Objectives:** Discuss the foundations of intimate relationships, varied lifestyles, and address how family structures are changing. Discuss modern living arrangements and family care giving.

**Assignments:** Read Chapter 9 & 10 and chapter 8 in Counting on Kindness “The fiction of Independence” Journal and worksheet.

**Week 10**

**Topics:** Discuss Ch. 11 (Personality Development), Ch. 12 (Mental Health, Coping, & Adjustment to Aging)

**Objectives:** Discuss models of adult personality. Address models of coping with the aging process and destructive behavior patterns that can occur in adulthood.

**Assignments:** Read chapter 11 & 12 and Chapter 4 and 6 in Counting on Kindness; “The worth of the past” and “Unlived life.” Typed journal entry and worksheet.

**Week 11**

**Topics:** Ch. 13 (Dealing with Death & Bereavement.)

**Objectives:** Discuss attitudes toward death & dying, forms and patterns of grief. Address suicide, euthanasia. Discuss how others find meaning & purpose in life & death.

**Assignments:** Read chapter 13 and chapter 5 in Counting on Kindness “Parents Dying”

**Week 12**

**Final Essay Exam**