	Department of Rehabilitation and Health Services **University of North Texas** **AGER 4750: Sexuality and Aging** **3 credit hours** **Fall 2022**

SYLLABUS and RUBRICS

Welcome to AGER 4750 – Sexuality and Aging! My name is Ms. Rekha Pudur, and I am so pleased to be your instructor on record for this class. I am a Teaching Fellow, Ph.D. Candidate (ABD) in the Health Services Research program at UNT. Please contact me anytime via the course email embedded in the course in Canvas. I will check messages daily and make every effort to respond as soon as possible. I am looking forward to getting to know all of you, and have a great, learning-filled semester!

Instructor Contact Information
- Rekha Pudur Teaching Fellow (TF).
- Typically at Chilton Hall, but currently working remotely
- Virtual office hours: by Zoom appointment or email
- Email: I prefer that you use the MESSAGE area within the course in CANVAS to keepclass messages in one place for this class as I receive many emails.

COURSE INFORMATION
- **SEXUALITY AND AGING, Fall 2022**
- AGER 4750 Section, 900, 3 Credit Hours
- Online asynchronous course delivered via Canvas. No scheduled face-to-face meeting times are required. If it is necessary we will have a brief zoom session during the semester.

Course Pre-requisites
There is no pre-requisite course or instructor permission needed to register for the course.

Course Modules
1. Sexuality and Aging
2. Myths, Barriers, and Stereotypes about Sex and the Elderly
3. Sexual Activity Among the Elderly
4. Common Sexual Problems
5. Sexual Health issues.
6. Female and Male menopause
7. Sexually Transmitted Diseases
8. Ethnic Issues in Sexuality
9. Marital Status, Sex, and Aging
10. LGBTQI+ Community and Aging
11. Sex and Pharmaceutical Companies
12. Sexually Transmitted Diseases
13. Popular Media and Sex lives of the Elderly

The **weekly discussions** are worth a substantial portion of your grade, a close look at the rubricsshows
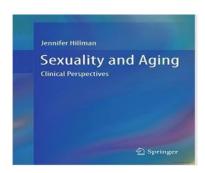
that you post your meaningful response to the discussion topic and a reply to one or two classmates by Friday 11.59 pm. This will earn you an "Excellent" score based on the quality of your well-developed response and engagement with your peers. One- or two-sentence answers with no value-added insights to share do not qualify as a meaningful response. The objective is to engage, challenge with evidence, and share resources with your classmates.

Materials – Text, Readings, Supplementary Readings
The recommended textbook for this course is:

Hillman, J. (2012). *Sexuality and aging: Clinical perspectives.* Springer.

It is available at the UNT bookstore, the UNT Library, and other reputable bookstores and websites. Contact me urgently if you have any difficulty accessing the book. Additional readings, videos links, and journal articles will be available online through the UNT Library at www.library.unt.edu . Materials for review by the student will be noted clearly in each module.

ASSESSMENTS & GRADING
Grade Requirements / Student Evaluation

Assignments	Points	% of grade
A. Discussions/case study/reflection- 11 x 50 pts. each	550	55%
B. Journal Article Reviews - 2 x 50 pts. each	100	10%
C. PART 1 of 4 - Research Project Topic Selection, 25 pts.	25	2.5%
PART 2 of 4 - Research Project Outline, 25 pts.	25	2.5%
PART 3 of 4 - Research Project Draft, 75 pts.	75	7.5%
PART 4 of 4 - Research Project Final Paper, 125 pts.	125	12.5%
D. Mid-semester Quiz, 10 multiple choice or true or false, 100 pts.	100	10%
TOTAL POINTS	**1000**	**100%**
E. SPOT survey (extra credit)*	**30**	**3%***

==**Discussions Rubric (11 x 50 pts. each = 550 pts, 55% of total grade)**==
Refer to the discussions rubric table pasted below

Purpose: To provide the student with a general introduction to major issues associated with sexuality and aging in older adults and teach participants how to research and contribute meaningfully to a discussion in an online environment. **Before your first interaction on the discussion board, please review this section.**

Description: The discussion board assignments and activities are organized around the major topics covered in the course. Readings are linked to each discussion board topic, and the associated articles or

website links are provided. In addition, you are encouraged to share videos, other resources, and personal experiences in support of each week's theme.

Instructions: The course week will begin on Mondays at 8 am. However, the module will be made available on Sunday at 8 AM. Students are required to **post their main write-up and the one or two replies on other post are due by Friday 11.59 PM.** Begin reading the weekly materials immediately, so that you will be prepared to participate on time each week in the weekly discussion. You can work ahead to complete other week's discussion boards if you have the time to do so. As noted above, refer to the rubric below for the grading of the discussion board.

To earn full credit for the discussion associated with each topic, sole responses like "I agree" or "Well said!" are not substantive and will not be counted as a meaningful response. To earn the maximum credit available each week, you will need to improve or expand the week's discussion by illustrating your points with examples, video links from YouTube, research or newspaper articles that are relevant, etc. The more you invest in making your responses engaging for your classmates, the more everyone will enjoy and benefit from the discussions.

Feel free to take the discussion in any relevant direction you choose after posting your initial response to the discussion topic each week. This will keep our discussions dynamic and interesting. There are NO additional grading opportunities for late posts. Review the discussion board etiquette websites below for further information.
http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf
http://online.uwc.edu/technology/onlEtiquette.asp

Discussions Criteria	Unacceptable 0 Points	Fair 1 to 39 points	Good 40-44 points	Excellent 45-50 Points
Frequency	Does not participate at all.	Participates once during the week but after Wednesday.	Participates twice during the week, but main post is after Wednesday.	Participates twice or more times during the week by the set deadlines.
Main post is 3-4 paragraphs of 6-8 lines each	Posts no assignment.	Posts address sometopic aspects but lacks full development of concepts. Too short.	Well-developed posts address all topic aspects with good development of concepts. Short.	Posts well developed assignments that fullyaddress and develop the concepts. The right length.
Replies to peers	Posts no follow-up responses to others.	Short reply with nofurther comments or observations.	Elaborates on an existing posting withfurther comment or observations.	Demonstrates analysisof others' posts; extends meaningful discussion by building on previous posts & sharing related journal articles, videos or experiences.

	Information is off-topic, incorrect, or irrelevant to discussion.	Posts some additional information that is but lacks depth and applicability.	Posts information that is factually correct but lacks full development of concept or thought.	Posts factually correct, reflective and substantive, advances the discussion.
Content contribution				
References & support	Includes no references or supporting experience.	Incorporates a few references from literature and personal experiences.	Incorporates good references from literature and personal experiences.	Provides links to literature, readings, or videos and shares personal experiences
Clarity & mechanics	Long, copy & paste style, inappropriate content, contains many grammatical errors	Contributes information to discussion with fair clarity & few grammatical errors.	Contributes valuable information to discussion with minor clarity issues or grammatical errors.	Contributes with clear, concise comments formatted in an easy-to-read style, free of grammatical or spelling errors.

JOURNAL ARTICLE REVIEW RUBRIC & GUIDELINES

For each of the journal article reviews, students will be provided an article in the week's materials. **Follow the APA 7 Student Paper format provided** (with no abstract) and give a brief summary of the article and then the findings. Analyze and apply how that article applies to the topics being discussed in this class. Write a minimum of **1 and a maximum of 2 pages** using 12-point Times New roman font, 1-inch margins, double-spaced with the name and title at the top, in-text citations and a list of references at the end of your review, all in APA 7 Style. **Deadline for these article reviews are on Sunday at 11.59 PM (Please refer to course time line file) Only word documents are accepted submitting a PDF file automatically qualifies for 50% points reduction** Refer to the APA 7 manual or Online web links for:
Student paper https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers In-text citations to use in your essay https://apastyle.apa.org/style-grammar-guidelines/citations Reference list guide https://apastyle.apa.org/instructional-aids/reference-examples.pdf and
all other general guides https://apastyle.apa.org/instructional-aids/handouts-guides and
https://owl.english.purdue.edu/owl/resource/560/01/
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Please write in your own words and avoid using direct quotes except where necessary (not more than 5 lines in total). Cite material from the article you are reviewing using the APA 7 in-text citation guide**.**

Before you submit any work, ALWAYS use a grammar and spell-checking tool (eg: MS Word tool (under the Review tab, then select Editor), or any free applications such as Grammarly basic. This allows any typo's or grammatical errors that you may have missed to be highlighted for correction, so you do not lose points unnecessarily.

JOURNAL ARTICLE REVIEW RUBRIC (50 points)	Excellent 45-50 points	Good 40-44 points	Fair 26-35 points	Poor 25 points or less
Demonstrates an understanding of the relevance of the journal article to Sexuality and Aging, written in good APA 7 style. Not less than 1 page and not longer than 2 pages excluding title and reference pages. Grammar check completed. 10 pts.	Makes strong connections between the article and the topic. Great use of APA 7. 1-2 pages	Makes an acceptable connection. Good use of APA 7. 1-2 pages	Makes a weak connection. Fair use of APA 7. 1-2 pages	Does not connect the journal article to the topic. Poor use of APA 7. Less than 1 page
Summarizes journal article purpose, relevance, outcome/conclusion & benefit to older adult sexuality, the importance of the study, issues under discussion, the scope, methods of analysis, and student's opinion about benefits, disadvantages of the study outcome 10 pts.	Provides a comprehensive summary	Provides an acceptable summary	Provides a weak summary	Provides a poor summary
Relates study to the place of the health services requirements for the older adult population in a context that deserves attention by health providers in the US health system and justifies such placement. 10 pts.	Correctly places the health service requirements with strong justification	Placement is in a basic way with weak justification	Fair attempt at placement but does not provide justification	Incorrect placement. Does not provide justification for placement
Assesses the value of the journal publication to health services administration practice 10 pts.	Provides an in-depth assessment	Provides an adequate assessment	Provides a limited assessment	Does not provide an assessment

B. Rubric for RESEARCH PROJECT IN 4 PARTS - 250 pts. (25% of total grade)
- PART 1 of 4 - Research Project Topic Selection, 25 pts.
- PART 2 of 4 - Research Project Outline, 25 pts.
- PART 3 of 4 - Research Project Draft, 75 pts.
- PART 4 of 4 - Research Project Final Paper, 125 pts.

Part 1 of the 4-part Research Project involves selecting your topic from one of the thirteen listed below, and submitting your choice using the assignment link provided in Canvas:
1. Sexuality and Aging Overview
2. Myths, Barriers, and Stereotypes about Sex and the Elderly
3. Sexual Activity Among the Elderly
4. Common Sexual Problems
5. Sexual Health Issues
6. Female and Male menopause

7.   Sexually Transmitted Diseases
8.   Ethnic Issues in Sexuality
9.   Marital Status and Sex
10.   LGBTQI+ Community and Aging
11.   Sex and Pharmaceutical Companies
12.   Sexually Transmitted Diseases
13.   Popular Media and Sex Lives of the Elderly.

In **Part 2** you will develop your paper by creating an APA header page using the supplied student paper template outlining the headings and subheadings below. **Write a few lines (or many!) of your initial thoughts under each heading.** The more you write, the more feedback you can receive earlier on in the semester. Presentation is everything. Use the APA 7 Student Paper example provided in your course materials. Here is an example of what your outline should look like.

==Part 2 - Research Project Paper Outline and Suggested Headings in bold==
(Final Part 4 – Research Project paper section guideline lengths are also included in parentheses)

1. **Introduction (**including significance) - Why should the reader care about the topic? What is its importance? How you intend to address the subject matter. This should come early in the paper. (Half a page for Part 4)
2. **Background** – Keep the summary and background brief (3/4 to 1 page max for Part 4)
3. **Problem statement**- Something interesting that will capture the reader's attention about the subject. What is the paper about? What do you want to do? How are you going to do it? (Half apage for Part 4)
4. **Research question** - or major statement about the subject matter (Half a page for Part 4)
5. **Review of Literature -** The paper needs to draw on the professional literature, including journal articles, books, government reports, private organization reports, research reports, etc. Even if the paper is focused on your opinions or on a problem or issue in your organization, the discussion should be placed in the context of the professional literature, what is going on elsewhere,what experts think, and your own perspectives of the issue being discussed. No paper should be totally "off the top of your head." It must rely on peer-reviewed sources. A paper without such sources will receive a low grade, no matter how brilliant the personal discussion. At least three or more major points should be made or discussed in your paper. These points should have the idea clearly stated, the research to back it up, and your thoughts on each point. (1-2 pages for Part 4)
6. **Major Findings –** What important things did you discover from the literature review? (Half to 1page for Part 4)
7. **Study Limitations** - Discussion of what may prevent you from fully exploring your topic,academically and socially speaking. (Half a page for Part 4)
8. **Conclusion** - (Restate the main points, suggest future implications for practice, leave reader with sense of closure) Every paper should have a well-written conclusion that is a summation of the workabove, the final thoughts and future comments that may need to be implemented or thought about inthe future. (Half a page for Part 4)

==In Part 3 – Research Paper Draft==, you should already have a good working copy written up and 60-75% complete, as that will be the final opportunity to receive feedback before you submit ==Part 4== which is the final completed paper. Start early and aim to write several paragraphs each week. The semester goes by faster than you think. Try to write more than the minimum required for each submission (**highly recommended**), so you can receive feedback earlier on.

The Research Project is an **"Opinion Paper."** This means these are your thoughts as you have studied the materials in this course, supported by peer-reviewed research articles as well as an engaging, contemporary writing style. Prove to us why we should think the way you do on your subject matter by

adding citations and references as evidence. Ensure that the research material used is from professional and credible sources and that your project is respectable enough for possible publication.

The Research Project Paper will be in full APA 7 style and should be **a minimum of six, and a maximum of eight content pages (excluding 1 page for the cover and 1 reference page)**, double-spaced, with one-inch margins using a 12-point font. It should include at least 3 references, in-text citations and a reference list of the citations used at the end of your paper. This is to support any statistical data or information drawn from your chosen resources. See guidelines below:

Student paper https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers
In-text citations to use in your essay https://apastyle.apa.org/style-grammar-guidelines/citations
Reference list guide https://apastyle.apa.org/instructional-aids/reference-examples.pdf and
all other general guides https://apastyle.apa.org/instructional-aids/handouts-guides
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

For your reference page, include at least **three peer-reviewed articles** that you have cited in your paper. You will not receive full credit without at least six pages of content and three references, properly cited in-text and listed on the references page

RESEARCH PROJECT Part 4 scores	EXCELLENT 100-125	GOOD 90-99	FAIR 80-89	POOR 79 & below
Combined scoreParts 1, 2, 3 & 4	225-250	200-224	175-199	174 & below
Identification of main issues & problems	Demonstrates a sophisticated understanding of all aspects.	Demonstrates a good understanding ofmost aspects.	Demonstrates an acceptable understanding of some aspects.	Demonstrates a weak understanding of a limited number of or none of the aspects.
Analysis & evaluation of the identified issues & problems	Insightful, evidence-based,and thorough analysis.	Thorough analysis of most of the issues.	Acceptable analysisof some of the issues.	Superficial or incomplete analysis of some of the issues.
Conclusions using effective solutions & strategies	Supported by strong arguments and well-documented evidence.	Supported by a good, balanced and critical view.	Supported by limited reasoning and evidence, and a somewhat one-sided argument.	Supported by limited suggested actions and/or inappropriate solutions proposed.

Links to additional research materialsfor identified issues and strategic concepts	Makes appropriate and powerful thought connections	Makes appropriate thought connections	Makes somewhat vague thought connections	Makes connections that are incorrect or barely thought through.
Writing mechanicsand formatting guidelines. APA 7 evident throughout paper using in-text citations and list of references, minimum 6 max 8 pages excluding cover and references	Demonstrates clarity, accuracy, conciseness and formatting and writing is free of grammatical and spelling errors. APA 7 style in evidence. 6-8 pages, Accurate in-text citations, minimum of 3 references.	A clear presentation of ideas. Formatting good and writing hardly has any errors. APA 7 style is mostly adhered to. 6-8 pages Good in-text citations, minimum of 3 references	Occasional grammatical or spelling errors, lacks organization. APA 7 style not adhered to throughout. 6-8 pages, fair attempt at in-text citations, minimum of 3 references	Writing is unfocused, rambling, or contains multiple errors; poorly organized and does not follow basic APA 7 style. Less than 6 pages'little or no in-text citations, less than 3 references

C. Mid-semester Quiz - 100 pts. (10% of total grade)

Students will be graded on their comprehension of the topics through a combination of multiple choice and some True/False questions. The questions will cover completed topics presented from weeks 1-7. All information needed for the Quiz will come from the required course materials provided in Canvas. It is an open-book quiz and you are encouraged to refer to your course materials and use the available time wisely.

D. Course Evaluation – SPOT Survey – 30 pts. (Extra credit of 3% added to total grade)

The SPOT survey will be available for all classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on the course. I am very interested in the feedback I get from students because I work to continually improve your learning experience as well as my teaching. I consider the SPOT to be an important part of your participation in the course and extra credit points towards your final grade will be available upon completion. **Please submit a screen shot of the completion page so I can add the points.**

GRADING
This is the grading scale that will be used for this course.

LETTER GRADE	% OF TOTAL POINTS
A - Outstanding performance	90 – 100% = 900 - 1000
B - Above average performance	80 – 89% = 800 - 899
C – Average performance	70 – 79% = 700 - 799
D – Below average performance	60 – 69% = 600 - 699
F - Failing	Less than 60% = < 600

COURSE POLICIES

Assignment Policy
All assignments are to be submitted using the appropriate assignment link available in Canvas. Documents must be saved in .DOC or .DOCX file types only before beinguploaded. Do not PDF your file so I can make tracked comments.

Examination Policy
There will be no final exam for this course, just the submission of **Part 4 – Research Project** paper.

Instructor Responsibilities and Feedback
1. As the instructor it is my responsibility to provide a positive environment that facilitates students' ability to grow and learn. I am also responsible for providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, provide grading rubrics, and continually reviewing and updating the course content as needed.
2. Students can anticipate a response to their emails within 24-48 hours; discussion board posts grades are posted within one week of submission, journal article reviews and Research Project submissions within two weeks. Final grades will be posted by the endof the semester. If you work steadily throughout as directed, there should not be any surprises.

Late Work
Late work will be accepted ONLY when a student presents a letter from ODA, a certified medical issue that restricted their ability to complete the assignments for 7 days of that week. The course assignments are open in advance.

This is a senior level course, so all weekly assignments are expected by the due date, Sunday by11:59pm. All students are encouraged to work steadily from the start of the semester, working ahead when they have additional time, to avoid the inconvenience caused by emergencies.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities such as discussion boards. Read the weekly announcements as they contain grading tips and assignment feedback.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor and read the netiquette information in the Student Help tab.

Incompletes
Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the followingsemester. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiableand documented reason, beyond the control of the student (such as serious illness or military service),

for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements.
These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (http://essc.unt.edu/registrar/incomplete.htm)

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with an "F". I strongly urge you to complete the course. If you find you are falling behind, or not passing, I recommend you consider withdrawing officially from the class. Please contact me if you are having any difficulties in keeping up with the assignments.

Copyright Notice
Some or all of the materials on this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information maybe located at: http://copyright.unt.edu/content/unt-copyright-policies.

Administrative Withdrawal
Please refer to the Office of the Registrar regarding the Withdrawal Policy.

Syllabus Change Policy
The course syllabus and timeline are a general plan for the course, so most questions about this course and the guidelines should be able to be answered through these two documents. Deviations may occur and will be announced to the class by the instructor. The University attorney advises faculty members to notify students that the syllabus and timeline used for this course are not contracts and are therefore subject to change. The goal is to adhere to the schedules provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Policy on Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk:helpdesk@unt.edu or 940.565.2324. The UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

The following are prohibited:
a. *dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;*
b. *the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;*
c. *dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);*
d. *any other act designed to give a student an unfair advantage.*
2. *Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:*
a. *the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or*
b. *the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials*

c. *Discipline may range from not having an assignment accepted for credit to expulsionfrom the course. For more information regarding policies regarding student conduct, please visit: http://www.unt.edu/csrr/student_conduct/index.html*

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
Please refer to the Office of the Registrar regarding the Add/Drop Policy.
Important Notice for F-1 Students taking Distance Education Courses:
Kindly refer to the Students International Affairs department for the most up-to-dateinformation.

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations.

Teaching Philosophy
Online courses work best for students who are self-motivated and self-driven. To best benefit from this course, it is vital that each of you participate in the course discussions, activities, and assignments as scheduled on the Timeline provided. It is also expected that each of you will share academic research and information, academic websites, and academically sound peer reviewed articles and/or books via the discussion tools to assist each other with the learning process of this topic. It is my responsibility to provide you a platform of information tobegin discussions from and to maintain a safe and comfortable online course environment that promotes positive learning experiences. As upperclassmen, it is your job to build on that platform and demonstrate positive communication exchanges in an online course environment. What Makes a Successful Online Student?
Self Evaluation for Potential Online Students

Each weekly lesson plan will contain all or some of the following elements: Topic description, Objectives, Lectures/ Presentations, Required Readings/ Resources, Recommended Readings/Resources, Activities/ Assignments.