

York University
Faculty of Health
School of Kinesiology and Health Science

Active Living and Ageing

Course: HH/KINE 4645 3.0 Active Living and Ageing

Course Webpage: <https://moodle.yorku.ca/moodle/course/view.php?id=26585>

Term: Winter Term 2014

Prerequisite / Co-requisite: AS/HH/SC KINE 3350 3.0 - Physical Activity, Health and Aging

Course Instructor: Dr. Rylee Dionigi
Room 342 Bethune College
Email: rdionigi@yorku.ca
Course consultation hours: Tues 11:30-12:30 or by email appointment.

Time and Location

Classes Tuesdays AND Thursdays 10:00am -11:30am CC211

Email Policy

The best place to ask questions and seek clarification from me is in class. Course material and assessment item information will be reviewed and discussed in class only. Therefore, email will be reserved primarily for arranging appointments and/or attending to issues that need to be resolved immediately (i.e., cannot wait until the next class). Please consult the course outline prior to emailing me because often the information can be found there. A copy of the course outline is on the Moodle webpage for this course (follow the link provided above). When emailing me, please include 'KINE4645' in the subject line of the email and ensure your messages are professional, clear and coherent (i.e., avoid the use of instant text messaging terms or inappropriate language, emoticons and poor spelling, punctuation or grammar). Every effort will be made to respond to emails within 2 working days. Thank you.

Expanded Course Description

Course Learning Objectives

(1) Statement of the purpose:

The purpose of this course is to assist students in developing critical insight into the physical and health needs of older adults and the role of physical activity in later life. Students will be introduced to a broad range of theories and research studies related to ageing and activity. Emphasis is placed upon critiquing and identifying active ageing opportunities and exploring environments in which physical activity is integrated into daily living.

(2) The specific learning objectives of the course are that students will be able to:

- critically examine theoretical models and discourses associated with ageing and active living;

- understand the range of sociological, psychological, environmental and biological factors associated with ageing and activity;
- engage in a critical evaluation and assessment of a range of topics, including: how discourses can shape understandings and experiences of ageing and physical activity; stereotypes of ageing; how ageism can be challenged and reproduced through our practices; the role of sport, exercise and leisure in later life; qualitative research with older people; active ageing opportunities and active living agendas, and; addressing individual needs and diversity among older people;
- demonstrate the ability to apply theory to practice in the context of case studies related to ageing and physical activity and;
- develop their ability to discuss and write about active ageing issues and opportunities.

Organization of the Course - This subject contains the following strategies for content and learning engagement:

- a weekly reading schedule, with required readings assigned to each topic. The required readings are central to the course and must be read BEFORE attending class;
- engaging and interactive classes that will involve discussion, critical analysis, reflection and application of key theories and issues presented in the readings. These classes will also be the place to discuss (and complete some of) the assignments/assessment items in the course, so attendance is necessary;
- the use of *Moodle* to read announcements and have access to additional resources,
- assessment items aimed at:
 - determining students' knowledge, understanding and application of subject content;
 - providing students with the opportunity to extend their ability to critically analyse and apply theory/ knowledge/research to evaluate an active aging opportunity;
 - extending students' academic research skills and written competency in making an academically informed argument.

Course Readings

Students are required to locate and read the required reading(s) **before each class**. The list of required readings corresponding to each topic are provided in the 'Weekly Classes and Required Reading Schedule' below. If the reading cannot be located through the York University library databases or on the Internet it will be put on the course *Moodle* site for students to access. Additional readings may be assigned or recommended during the course.

Weekly Classes and Required Reading Schedule

(Please note: There are 2 classes per week)

Date	Topic	Content	Readings to be located & read before each topic	Notes
Tues Jan 7 and Thurs Jan 9	1	Introduction and Overview	Grant, B. C., & Kluge, M. A. (2012). Leisure and physical well-being. In H. J. Gibson & J. F. Singleton (Eds.), <i>Leisure and aging: Theory and practice</i> (pp. 129-141). Champaign, IL: Human Kinetics.	Reading on Moodle
Tues Jan 14 and Thurs	2	Theories, models and discourses of ageing and	Chapman, S. A. (2005). Theorizing about aging well: Constructing a narrative. <i>Canadian Journal on Aging</i> , 24 (1), 9-18. doi: 10.1353/cja.2005.0004 Dionigi, R. A., Horton, S., & Bellamy, J. (2011).	You are to locate these articles

Jan 16		activity	<p>Meanings of aging among older Canadian women of varying physical activity levels. <i>Leisure Sciences</i>, 33(5), 402-419. doi: 10.1080/01490400.2011.606779</p> <p>Paulson, S. (2005). How various 'cultures of fitness' shape subjective experiences of growing older. <i>Ageing and Society</i>, 25(2), 229-244. doi: 10.1017/s0144686x04002971</p>	
Tues Jan 21 and Thurs Jan 23	3	Stereotypes of ageing	<p>Horton, S., Baker, J., & Deakin, J. M. (2007). Stereotypes of aging: Their effects on the health of seniors in North American society. <i>Educational Gerontology</i>, 33(12), 1021-1035. doi: 10.1080/03601270701700235</p> <p>Levy, B. R., Chung, P. H., Bedford, T., & Navrazhina, K. (2013). Facebook as a site for negative age stereotypes. <i>Gerontologist</i>. doi: 10.1093/geront/gns194</p> <p>Ory, M., et al. (2003). Challenging aging stereotypes: Strategies for creating a more active society. <i>American Journal of Preventive Medicine</i>, 25(3), 164-171. doi: 10.1016/s0749-3797(03)00181-8</p>	You are to locate these articles
Tues Jan 28 and Thurs Jan 30	4	Reconsidering 'Successful Ageing' and the role of physical activity	<p>Dillaway, H. E., & Byrnes, M. (2009). Reconsidering successful aging: A call for renewed and expanded academic critiques and conceptualizations. <i>Journal of Applied Gerontology</i>, 28(6), 702-722. doi: 10.1177/0733464809333882</p> <p>Pike, E. C. J. (2011). The active aging agenda, old folk devils and a new moral panic. <i>Sociology of Sport Journal</i>, 28(2), 209-225.</p> <p>Tulle, E. (2008). Acting your age? Sports science and the ageing body. <i>Journal of Aging Studies</i>, 22(4), 340-347. doi: 10.1016/j.jaging.2008.05.005</p> <p>Recommended only: Katz, S. (2000). Busy bodies: Activity, aging, and the management of everyday life. <i>Journal of Aging Studies</i>, 14(2), 135.</p>	You are to locate these articles
Tues Feb 4 and Thurs Feb 6	5	Addressing individual needs and diversity among older adults	<p>Hawley, H. (2009). Older adults' perspectives on home exercise after falls rehabilitation: Understanding the importance of promoting healthy, active ageing. <i>Health Education Journal</i>, 68(3), 207-218. doi: 10.1177/0017896909339533</p> <p>Litchfield, C., & Dionigi, R. A. (2013). Rituals in Australian Women's Veteran's Field Hockey. <i>International Journal of Sport & Society</i>, 3(3), 171-189.</p> <p>Mock, S. E., Shaw, S. M., Hummel, E. M., & Bakker, C. (2012). Leisure and diversity in later life: Ethnicity, gender, and sexual orientation. In H. J.</p>	<p>You are to locate Hawley.</p> <p>Access to Litchfield TBA</p> <p>Mock et al., book chapter reading on</p>

			Gibson & J. F. Singleton (Eds.), <i>Leisure and aging: Theory and practice</i> (pp. 111-125). Champaign, IL: Human Kinetics.	Moodle.
Tues Feb 11 and Thurs Feb 13	6	Assessment item 1 held during Thurs Feb 13 class	Tues Feb 11 class will involve a discussion and questions about Assessment 1 Thurs Feb 13 will be when you complete Assessment 1 during class time	This is an in-class assessment
Tues Feb 18 and Thurs Feb 20			READING WEEK NO CLASSES	
Tues Feb 25 and Thurs Feb 27	7	Active ageing/Active living policies, opportunities and agendas	Michael, Y. L., Green, M. K., & Farquhar, S. A. (2006). Neighborhood design and active aging. <i>Health & Place, 12</i> (4), 734-740. doi: 10.1016/j.healthplace.2005.08.002 Orleans, C. T., et al. (2009). History of the Robert Wood Johnson Foundation's Active Living Research Program: Origins and strategy. <i>American Journal of Preventive Medicine, 36</i> (2 Suppl), S1-9. doi: 10.1016/j.amepre.2008.11.001 Satariano, W. A., & McAuley, E. (2003). Promoting physical activity among older adults: From ecology to the individual. <i>American Journal of Preventive Medicine, 25</i> (3), 184-192. doi: 10.1016/S0749-3797(03)00183-1	You are to locate these articles. Links to websites will be provided in class notes and on Moodle
Tues Mar 4 and Thurs Mar 6	8	Exercise Programs and a 'sense of community'	Dionigi, R. A., & Lyons, K. (2010). Examining layers of community in leisure contexts: A case analysis of older adults in an exercise intervention. <i>Journal of Leisure Research, 42</i> (2), 317-340. Mitchell, V., Elton, E., Clift, L., & Moore, H. (2007). <i>Do older adults want playgrounds?</i> Paper presented at the INCLUDE, 'Designing with People' conference, Royal College of Art, London. https://dspace.lboro.ac.uk/2134/2970 Tulle, E., & Dorrer, N. (2012). Back from the brink: Ageing, exercise and health in a small gym. <i>Ageing and Society, 32</i> (7), 1106-1127. doi:10.1017/S0144686X11000742	You are to locate these articles
Tues Mar 11 and Thurs Mar 13	9	Assessment item 2 completed during Thurs Mar 13 class	Tues Mar 11 class will involve an essay writing workshop and discussion and questions about Assessment 2 Thurs Mar 13 will be when you complete Assessment 2 during class time	This is an in-class assessment
Tues Mar 18 and Thurs	10	Older Masters athletes' stories	Dionigi, R. A., Horton, S., & Baker, J. (2011). Negotiations of the ageing process: older adults' stories of sports participation. <i>Sport, Education and Society, 1</i> -18. doi:	The link to Dionigi et al., article is on

Mar 20			10.1080/13573322.2011.589832 Phoenix, C., & Griffin, M. (2011). Narratives at work: What can stories of older athletes do? <i>Ageing and Society</i> , 33(02), 243-266. doi: 10.1017/s0144686x11001103 Franke, T., Tong, C., Ashe, M. C., McKay, H., & Sims-Gould, J. (2013). The secrets of highly active older adults. <i>Journal of Aging Studies</i> , 27(4), 398-409. doi: http://dx.doi.org/10.1016/j.jaging.2013.09.003	Moodle You are to locate the other articles.
Tues Mar 25 and Thurs Mar 27	11	Integrating activity into daily life	Clarke, A., & Warren, L. (2007). Hopes, fears and expectations about the future: what do older people's stories tell us about active ageing? <i>Ageing and Society</i> , 27(04), 465. doi: 10.1017/s0144686x06005824 Dumas, A., & Laberge, S. (2005). Social class and ageing bodies: Understanding physical activity in later life. <i>Social Theory & Health</i> , 3(3), 183-205. doi: http://dx.doi.org/10.1057/palgrave.sth.8700056	You are to locate these articles.
Tues Apr 1 and Thurs Apr 3	12	Summary and Take-home Messages (as well as your chance to provide feedback)	Mendes, F. R. (2013). Active ageing: A right or a duty? <i>Health Sociology Review</i> , 22(2), 174-185. doi: 10.5172/hesr.2013.22.2.174 Assessment Item 3 to be handed in during last class on Thurs April 3 AND submitted online Moodle site via Turnitin before class (see below for details)	You are to locate this article AND submitted online before class (see below)

Course Evaluation *

Assessment item	Percentage	Due date
1. In-class 'Open book' critical thinking assessment	25%	Thurs February 13, 2014, 10:00am-11:30am in CC211
2. Essay plan completed in class	25%	Thurs March 13, 2014, 10:00am-11:30am in CC211
3. Critical Evaluation Essay - 1500 words	50%	Thurs April 3, 2014 (submit online copy to Turnitin via <i>Moodle</i> before 10:00, AND a hard copy in class 10:00-11:30 in CC211)

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Assessment items

1. In-class 'Open book' critical thinking assessment (25%)

This in-class assessment item will determine students' knowledge, understanding and application of subject content and readings (from the first 4 topics) through 4 broad critical thinking and/or case study questions (half page response each). The assessment will be held in class on **Thurs Feb 13, 10:00am-11:30am in CC211** and students will provide legible hand-written answers to each critical thinking question posed. Students are permitted to bring a copy of their readings, lecture notes and personal notes from Topics 1-4 and refer to them as they write their answers. Student answers to each question should be concise and written in paragraphs, using correct grammar and sentence structure. Students are to write their answers using their own words as much as possible, while still citing/acknowledging where they got their ideas/evidence from (e.g., name/s of author/s of article/reading). If information is taken directly from a reading (such as a quote) then students must use current APA formatting for in-text citations (such as the use of quotation marks and a page number). The type of questioning for this assessment item will be practiced in the first 4 weeks of classes through class discussions and activities, so it is important that students attend each class and engage with the subject content so they know what to expect in this assessment item.

Marking criteria for Assessment item 1: Each question is worth 5 marks (total/20, which will then be converted to a mark out of 25). For each question you will be marked against how well you meet the following criteria:

1. Clear, concise, legible writing
2. Makes logical and relevant arguments/claims
3. Supports claims with specific examples, evidence or ideas from readings
4. Draws insightful conclusions that address all aspects of the question
5. Demonstrates critical thinking/original thought

2. Essay plan completed in-class (25%)

This in-class assessment item will be held in class on **Thurs Mar 13, 10:00am-11:30am in CC211**. Students will be involved in an essay writing workshop (on Tues Mar 11) and then during the next class (Thurs Mar 13) students will complete and submit a legible hand-written essay plan. This essay plan will form the basis for students' final assessment (Critical Evaluation Essay, Assessment item 3). More detail of what is expected in this essay plan will be discussed in the classes prior to Mar 13, so it is important that students attend each class. That way students will know what to bring to class on this day (such as potential resources, evidence of the active ageing opportunity they are going to evaluate in their final essay, planning notes etc) so that they can develop a detailed essay plan for submission. Feedback on this plan will be given to students in the classes following this assessment item to assist them in finalising their Essay (Assessment item 3), so again, it is necessary to attend each class.

Marking Criteria for Assessment item 2: You will complete your essay plan using detailed dot points on a one page 'mind-map' template that I will provide in class. Your essay plan will be marked against how effectively you meet the following 5 criteria (worth 5 marks each), with the understanding that your ideas will evolve when you come to write your final essay based on this plan:

- Outlines your essay focus;
- Outlines your major key arguments (and the minor points you are going to make about each one);
- Your key arguments (and points) address/are relevant to the essay task requirements/areas of discussion stated below in the Critical Evaluation Essay description;
- Indicates which sources (from course readings and the ones you found) will support which arguments and points you are making;
- Indicates the structure you plan to take (you can number and/or label your 'mind-map' to indicate this to the marker).

3. Critical Evaluation Essay - 1500 words (50%)

You are required to provide a written critical evaluation of a known/existing 'active ageing opportunity' (this could be in the form of a program of activities, a club or event in your community or online – think broadly and check with me if you are unsure). You need to attach 'evidence' of the activity, such as a brochure/flyer or printed online information to prove that it is real and to indicate to the marker what you are evaluating. You also need to attach your graded essay plan (Assessment item 2). The purpose of this task is for you to demonstrate your understanding and application of course content and concepts. You are expected to draw from course readings (as well as relevant additional sources) to critically analyze the specific 'active ageing opportunity' you have selected.

Therefore, in essay format (1500 words maximum, approximately 6 pages double-spaced) you must:

- Provide a critical evaluation of the strengths and limitations of the activity using the academic literature (from this course, as well as additional sources you have found) to support your claims.

In order to address the above, you should incorporate the following:

- Discuss the theoretical approach(es) or model(s) or discourses framing the activity;
- Analyze how it is promoted – discuss how the words and images used in the information provided about the activity 'position' or 'construct' the older person;
- Discuss how 'ageing' in general is portrayed and 'constructed' with regard to active living/active ageing (i.e., do this through the use of information presented about the activity, the type of activity it is and by drawing from your knowledge of the multiple understandings and theories of ageing from this course);
- Discuss how the role/purpose of the activity is portrayed/sold/presented to the targeted audience (e.g., give examples from the information presented about the activity and then provide a critical evaluation of these examples drawing from the course content and readings and additional sources you find);
- Explain and justify what you would do differently (why or why not?);
- Justify all of your ideas with reference to the academic literature.

More detail of what is expected in this essay will be discussed during my classes, so it is important that students attend each class. The essay marking criteria for Assessment item 3 will be posted on the *Moodle* course website. Please read the essay format, and presentation guidelines below and follow them.

ESSAY FORMAT

An essay clearly argues and expresses your case using supporting academic literature and information. While there is no right or wrong way to build your discussion, the structure of an essay has an introduction, a body and a conclusion, and it is well referenced:

- The introduction should state the purpose of your paper, the importance of your topic and provide a concise overview of how the discussion is organized.
- The body of the paper is the place to develop your line of argument logically and persuasively.
- The body should be structured into sections/paragraphs that are clearly connected and coherent. You need to demonstrate an understanding of the material and critically evaluate the literature you use. You need to use examples, ideas and sometimes quotes from the literature (i.e. theoretical and practical research) to support your argument (but be selective).
- The conclusion should briefly summarize the main points of your essay in order to address the purpose of the essay and/or the importance of the topic that was established in the introduction. It should be crisp and compelling (do not introduce any new material in the conclusion).

Therefore, the key to a well-written discussion is to outline the focus/purpose/argument of the essay in your introduction and logically structure your discussion accordingly. Also, you should integrate and correctly reference academic literature into your discussion to strengthen and support your arguments.

ESSAY FORMAT (CONTINUED)

Common areas where marks are lost in essay writing:

- No clear introduction that outlines your focus
- Your line of argument is not clear or strongly supported throughout your discussion
- Points are vague or include factual errors
- Too descriptive – needs deeper level analysis/explanation/interpretation/specific examples
- Unsupported generalizations
- Doesn't acknowledge sources of information
- Irrelevant passages – that do not show how the points being made relate to the argument
- Poor expression or writing style makes the essay hard to follow
- Links between points are missing or unclear – that is, ideas do not flow logically
- Too colloquial or journalistic – a more academic style is required in essay writing

Presentation

- Include a Title Page with Student Name and Number and a signed statement claiming that it is their own work and that all sources used are cited correctly
- Use double-spacing
- Use 12pt Times New Roman font
- Use one inch margins all around
- Have numbered pages
- Use paragraphs (point form notes are not acceptable)
- Use current APA formatting for in-text citations and referencing

Grading, Assignment Submission, Lateness Penalties and Missed In-class Assessments

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be done or received on the due date specified for the assignment. Assignments are to be handed in **during class** time (between 10:00am -11:30am) on the date specified in the table above for each assessment item. Assessment items 1 and 2 are to be completed in class, so if you do not attend that class it is considered a 'missed in-class assessment' (refer to explanation below). Assessment item 3 is to be submitted via Turnitin on the course *Moodle* site before 10:00am on the due date AND a hard copy is to be handed in during the last class (between 10:00am-11:30am) as specified in the table above. If it is not handed in during class time, it will be penalized as explained below.

Lateness Penalty: Assignments received later than the due date and time (i.e. after 11:30am) will be penalized 25% per day that assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed In-class assessments: Students with a documented reason for missing a course in-class assessments/tests, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. However, a request doesn't guarantee accommodation. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

IMPORTANT COURSE INFORMATION FOR STUDENTS

KINE4645 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity. All students must read the Academic Honesty presentation on the Moodle website for this course.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation