A. **Academic Division:** Liberal Arts

B. **Discipline:** Psychology/Sociology

C. **Course Number and Title:** PSYC1090 Death and Dying
   SOCY1090 Death and Dying

D. **Course Coordinator:** Dan McCool
   **Assistant Dean:** Deb Hysell

Instructor Information:
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address:** Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** None

G. **Syllabus Effective Date:** Fall 2017

H. **Textbook(s) Title:**

   *The Last Dance: Encountering Death and Dying*
   - **Author(s):** DeSpelder, Strickland
   - **Copyright Year:** 2015
   - **Edition:** 10th
   - **ISBN:** 9780078035463

I. **Workbook(s) and/or Lab Manual:** None

J. **Course Description:** This course will focus on why and how people experience loss, death and grief. We will investigate the ideas of Kubler-Ross and others and expand our exploration to include the Eastern and Judeo-Christian perspectives. In addition, we will consider a variety of sources of grief (death, divorce, alcoholism, birth of a handicapped child, life-threatening illnesses, etc.) and how people react to such events.

K. **College-Wide Learning Outcomes:**

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td></td>
</tr>
<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
</tbody>
</table>

Updated: 2/23/2017
L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To accept death and loss as natural parts of one's life.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>2. To explore the meanings of loss, death, and grief in a cultural and spiritual/religious framework</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>3. To discuss the various interpretations of the death state.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>4. To discuss his/her own personal orientation to death and loss.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>5. To describe the death system, i.e., how society responds to death and loss.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>6. To discuss how people view and experience dying.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>7. To explain the elements or phases of the grieving process.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>8. To compare one's attitude toward death and one's attitude toward life.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
<tr>
<td>9. To investigate how grief and healing can occur.</td>
<td>Exams, written assignments, and class activities – regularly throughout the semester</td>
</tr>
</tbody>
</table>

M. Topical Timeline (Subject to Change):

- Personal and societal attitudes toward death. The "good" death. Metaphors of death. Why study death? The necessity of death
- What do you believe about the afterlife?
- How do we learn about death? Cultural, family, and personal experiences.
- When is a person dead? Death and sex. Death in a technological age.
- Death in the lives of adults and children.
- What is grief work? Psychological work (emotional and cognitive)
- Spiritual work

N. Course Assignments:

1. Assigned Readings
2. Class Activities
3. Exams – A minimum of four (4) exams will be given throughout the semester. These exams will be of varying format which may include multiple choice, short answer, matching, and/or essay and will cover material from the text as well as from class lectures and discussions.
4. Written Assignments – A minimum of 3 written assignments totaling at least 8 written pages will be assigned throughout the course of the semester. These written assignments may include essays, research papers, journals, and/or course projects.
O. **Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. **Grading and Testing Guidelines:**

**Grade Determination**

- Midterm Project ................................................................. 20%
- Exam ..................................................................................... 20%
- Reaction Papers ...................................................................... 25%
- Journal Summaries .................................................................. 25%
- Attendance/Participation ....................................................... 10%
- **TOTAL .............................................................. 100%**

Q. **Examination Policy:**

Students are required to get the instructors approval to make up an exam.

Approval will only be given to students who have a valid excuse. A valid excuse includes a doctor’s excuse; the validity of other excuses will be evaluated by the instructor on an individual basis. If you don’t have a valid excuse, deduct 1 letter grade each class day late. Make-up exams will be given through the college make-up exam service (Fridays from 4:00 p.m. – 7:00 p.m.)

R. **Class Attendance and Homework Make-Up Policy:**

Both attendance and participation is a mandatory tool for learning. Attendance and participation in class discussion/activities is expected. Points will be deducted after two class absences regardless of your circumstances if the class meets twice a week. Points will be deducted after one class absence regardless of your circumstances if the class meets once a week.

Late assignments will have their grades reduced by one letter grade. No late assignments will be accepted beyond one week of the due date. All assignments (including papers) are due at the beginning of class on the assigned due date. The assignment will be considered late if turned in later.

S. **Classroom Expectations:**

1. Arrive on time
2. Be respectful
3. Give full attention to whoever is speaking
4. Maintain confidentiality as students share personal information
5. Remain open to diversity
6. No use of phone - answering calls or texting
T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

**Student engagement requirements:**
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating and dishonest practices** in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor;
unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.