EDF 3110 Human Growth and Development
Course Syllabus, Fall 2011

Instructor: R. Paige Rechtman
Office:
Phone:
e-mail: paigela@ufl.edu
Office Hours: Monday, Wednesday, Friday at 9:30 a.m. or e-mail for appointment

Welcome Letter and Learning Objectives
Welcome to Human Growth and Development! I am very excited to meet each of you, learn about your interests, and to begin our exploration of human beings over the lifespan. Together, we will learn so much about the physical, cognitive, and socioemotional processes that shape human development, within a multicultural context. This course will also explore important issues and conflicts in life-span developmental theory and research. You will be able to apply the knowledge you gain in this class to your personal and professional lives, regardless of your field of study. I am fascinated by people and believe that everyone has a story to tell. I am eager to share my stories with you and learn more about the experiences that have made each of you who you are today.

The goals of this course are to provide experiences that will enable students to

• acquire a working knowledge of contemporary theories and principles of human development.
• gain familiarity with key concepts and terms employed by specialists in the field.
• understand the ways in which knowledge of human development is produced, evaluated, and applied by scientists and practitioners.
• apply concepts from developmental psychology and build interpersonal skills by volunteering at a local human service agency
• demonstrate mastery of the requirements for Indicator 7.1 and 5.1 of the Educator Assessment System (assessed through performance on Exam II and documented on the university’s EAS records).

My personal goal is to have each of you succeed in this course by fostering the critical application of developmental theory inside and outside of the classroom. I hope you enjoy the challenges of the upcoming semester. If there is anything I can do to help you, please let me know. I welcome you to stop by my office during my hours to discuss your progress or any special needs that you may have-- or of course, simply to say hello!

Grading Policies:
To be fair to all students in this class, all assignments are due on time at the beginning of class. Late papers will lose one letter grade for each day late (e.g., a B+ project will become a C+ project if it is turned in a day late). No exams will be given early. Make-up exams will only be given in case of emergency IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed exam. Caps and hats should not be worn during exams, and cell phones must be turned off and out of sight during exams.
Textbook

Basis for Grades
Attendance/Participation: 25 points (10.0%)
Volunteer Project (Due December 2): 25 points (10.0%)
10 Engagements (Each engagement is worth 5 points): 50 points (20.0%)
3 Exams (Each exam is worth 50 points): 150 points (60.0%)
250 points (100.0%)

Grading Scale
A (90-100%) = 225 – 250 points
A- (87-89%) = 217 – 224 points
B+ (84-86%) = 210 – 216 points
B (80-83%) = 200 – 209 points
B- (77-79%) = 192 – 199 points
C+ (74-76%) = 185 – 191 points
C (70-73%) = 175 – 184 points
C- (67-69%) = 167 – 174 points
D+ (64-66%) = 160 – 166 points
D (60-63%) = 150 – 159 points
D- (57-59%) = 142 – 149 points
E (below 56%) = 141 and below

Course Requirements
1. Attendance/Class Participation Policy:
   Active engagement in class is required, which includes
   (a) attending class regularly. Attendance will be taken at the beginning of each class.
   Students will be permitted 3 unexcused absences without a grade penalty. For each absence after 3, 5 points will be deducted from your participation grade. If for some reason you must miss class, it is your responsibility to obtain the missed class notes and other material. Absences will be excused only in cases where documentation of illness or other circumstances warranting absence can be provided.

   (b) coming to class prepared. Students are expected to complete all assigned readings and activities prior to each class. Class participation and discussions are a major component of this course and require adequate preparation outside of the classroom. You are responsible for all content whether you are present or not (e.g., schedule changes, readings, assignment instructions).

   (c) participating respectfully during discussions and group activities and listening attentively during lectures and when fellow students are contributing to class discussion. Arriving late or leaving early without a legitimate reason may result in a grade penalty. Disruptive behavior such as talking with other students while the instructor is talking or not listening respectfully to comments of other students during class discussions may result in the loss of participation points and in being dropped from the class. Cell phones, pagers, and all other digital devices should be turned off during class, except in cases of emergency where prior approval from the instructor has been obtained. During exams, phones and other digital devices, textbooks, and notes must be neatly stowed away, and caps should not be worn.

2. Engagements: Over the semester, you will be provided with formal and informal engagements (i.e., take-home questions, in-class writings, group activities, pop quizzes, etc.). These engagements are worth 5 points each, and are designed to demonstrate your learned knowledge from the readings and class discussions, and will also provide practice when working with class content. You must
creatively address all aspects of the engagement and link your thoughts to the course work in order to receive full credit for these assignments.

3. **Three Exams:** Each exam may consist of multiple choice, short answer, and essay questions drawn from the textbook, class discussion, and class engagements.

4. **Ten hours of Volunteer Service:** Students are required to complete a minimum of 10 hours of volunteer service at a local human service agency. Students who do not complete this requirement will not pass the course. The following guidelines must be met to receive credit for the assignment. Students are responsible for arranging their own volunteer experience through the Alachua County Schools (orientation meetings will be held at the beginning of the semester) or at a University-approved site.

- Students who complete the volunteering in a setting that is not approved by the University will not receive credit for the course.
- Students must submit to their instructor the Placement Agreement Form (attached at the end of the syllabus) signed by their supervisor at their placement by September 23 to receive credit for the volunteer service. Students must give the letter of introduction and the Supervisor Evaluation Form that are attached to the end of this syllabus to their supervisor when requesting their supervisor’s signature on the Placement Agreement Form.
- The volunteer hours must be spread across the semester, with no fewer than 5 visits to the setting spanning a 10-week interval.
- Upon completion of the volunteer service, the supervisor must mail the Supervisor Evaluation Form that verifies that the requirement of 10 hours of service has been completed satisfactorily by Wednesday November 30. Submission of a form with a forged signature or incorrect information about the number of hours of service completed constitutes an honor code violation. Any student who submits such a form will be referred to the Student Honor Court for disciplinary action (see the section on academic dishonesty in this syllabus for more information on this topic).
- Students are required to complete a report (3-page minimum) by Friday, December 2, describing and relating the experience to human development theories and concepts discussed in class. The paper should include the following information: the agency and its mission, why you chose it, the age group with whom you worked, and how the course content was reflected in your experience.
- Students must choose a placement that involves interactions with people in which the students assume a caring role (for example, tutoring, coaching, providing support to people who are ill or disabled in some way, not filing, recording readings for the visually impaired, or other options in which they would not be interacting with individuals in a service-oriented role).

The Alachua County School Board places student volunteers each semester in Alachua County Schools. You are encouraged to take advantage of this opportunity. However, if you prefer, you can volunteer at one of the University-approved sites listed below. Keep in mind that over 300 students in EDF 3110 will be seeking placements this semester. If you decide to volunteer at one of the approved sites do so as soon as possible to avoid the problem of not being able to find an approved volunteer placement. The volunteer requirement can only be met in the University-approved sites. You are most likely to find a placement through the Alachua School Board.
Alachua County School Board Volunteer Sign-Up and Orientation

STEP 1: In order to volunteer, you will need to come to one of the two campus-area volunteer placement centers in the Norman Hall & Wesley Gator Foundation* to select the volunteer opportunity that suits your interests, course requirements and schedule. You will need to plan on spending about 30 minutes looking through the requests. THIS APPLIES TO ALL SCHOOL VOLUNTEERS!

Sign-up

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 31</td>
<td>Norman Hall</td>
<td>Terrace Room**</td>
</tr>
<tr>
<td>Thursday, September 1</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
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<tr>
<td>Tuesday, September 6</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
</tr>
<tr>
<td>Wednesday, September 7</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
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</tbody>
</table>

*NOTE: Tuesday, August 30, sign-ups will be at Santa Fe College, Bldg. S-29, 9 a.m. – 2 p.m.

**The Terrace Room is located on the south side of Norman Hall on the ground level across from the parking garage.

STEP 2: After signing up for a school placement, and before volunteering in a school, you must attend one of the scheduled orientation sessions listed below. THIS APPLIES TO ALL SCHOOL VOLUNTEERS!

Orientation

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, September 7</td>
<td>4 - 5 p.m.</td>
<td>J. J. Finley Auditorium 1912 NW 5 Ave. or</td>
</tr>
<tr>
<td>Thursday, September 8</td>
<td>4- 5 p.m.</td>
<td>Gator Wesley Found. 1380 W Univ. Ave or</td>
</tr>
<tr>
<td>Thursday, September 8</td>
<td>6- 7 p.m.</td>
<td>Santa Fe College WA-104</td>
</tr>
</tbody>
</table>

Students must sign up and attend the orientation on one of these specified dates and places. Any student needing to sign up after the dates listed will need to make an appointment to come to the Volunteer Office at the Alachua County School Board. All volunteers must be screened through the sexual predator website and have a completed application on file before they can volunteer. Also, the placements must be based on specific requests from teachers. Any deviation from those requests must be cleared through the Volunteer Office. Teachers expect volunteers to complete their work within the 10-week period. Students who are unable to complete the 10 hours within that period will receive an incomplete in the course.

STEP 3: You will begin your volunteer work the week of September 12.

IMPORTANT MESSAGE! PLEASE READ! There is no parking at Norman Hall or Gator Wesley. The Volunteer Program does not track hours via a software-tracking program. Actual placements must be made in person as scheduled above or by appointment at the Volunteer Office.
Questions? Call the Alachua County School Volunteer Program at 955-6760.

University of Florida 3110 Field Placements (Contact names are included where available)

Shands Hospital, Diana Delgado, 265-0360 (delgad@shands.ufl.edu), 1600 S.W. Archer Rd.,
www.shands.org/volunteer (click on Shands at the University of Florida) Volunteers are expected to volunteer for 3 hours a week.

Baby Gator Child Development and Research Center, Courtney Coleman, 392-2330
http://www.babygator.ufl.edu/about/volunteer.htm

P. K. Yonge, Developmental Research School, Neila Hutson, 392-1554, ext: 247,
1080 SW 11th St.
http://pk Yonge.ufl.edu/modules/cms/pages.phtml?pageid=185620&sessionid=3eda1ed41bd7b56a71481bb668169f68

Haven Hospice, Pat Bellis, 378-2121, 4200 NW 90 Blvd., www.havenhospice.org

Girls Place, Inc, Renae Clements, 373-4475, 2101 NW 39th Avenue, www.girlsplace.net

Child Advocacy Center provides support for children who are abused and/or neglected. If interested, go by the Center and complete an application, 901 NW 8th Avenue, (352) 376-9161, www.childadvocacycentergainesville.org/volunteer.html

Children’s Home Society of Florida provides support for children who are abused and/or neglected, volunteer activity: supervise children during family visitations, must make 3-month commitment to 1½ hrs. a week, 334-0955, www.chsfl.org/locations/mid-florida/locations

Einstein Montessori School, 335-8765, 5910 Archer Rd., www.einsteinmontessori.com/


Alachua/Sherwood Oaks Neighborhood Networks Center, 462-7282, Alachua, FL, www.nnc120.blogspot.com/

North Central Florida, YMCA 374-9622, 5201 NW 34th St., http://www.ncymca.org/

McGurn Family YMCA, 374-9622, 1303 NE 23rd Avenue, http://www.ncymca.org/

Friends of the Micanopy Library Tutoring Program for At Risk Children, 466-3835, 706 NE Cholokka Boulevard, Micanopy, FL.,


Bnai Israel Day School, Debby Kinman-Ford, 376-1508. 3830 NW 16 Blvd., www.bnaigainesville.com
5. Research Requirement: Students are required to complete the research requirement described below in order to receive credit for EDF 3110.

RESEARCH PARTICIPATION REQUIREMENT FOR ED PSYCH 3110 STUDENTS

Purpose
At the University of Florida, as at other major universities, the accumulation of new knowledge in the field of educational psychology comes from research conducted by faculty and students. One of the academic objectives of this course is to acquaint students with the nature of research activity. This objective is accomplished, in part, by requiring students enrolled in this course either to participate in on-going experiments, (see Method A) or to make arrangements for another research-related activity (see Method B).

If you fail to meet the research participation requirement (through either Method A or B, see descriptions below), you will receive a grade of Incomplete (I) for the course. Your course grade will be unaffected, but you will have to complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida or the incomplete will turn into an “E.”

Research-Related Activity

Method A. During each academic term, students can serve as research participants in a variety of available experiments. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of each experimental session, you will receive a written description of the general nature of the research project and the anticipated implications of the findings from the study. All research projects in the department have been reviewed by the University’s Institutional Review Board to ensure that student participation is appropriate. As part of the review process, particular attention is given to the establishment of coding procedures to guarantee that all research data are kept confidential. An informed consent form will be provided at the beginning of each experiment and you have the right to discontinue participation in any experiment at any time, without penalty. The sign-up procedure for all experiments will be described by your instructor. You must be at least 18 to participate in any research experiment. If you are 17 or younger, you will fulfill the requirement through Method B.

If you miss two research appointments to participate in research projects and do not cancel the appointments in advance, you must then complete the Option B project (the research paper). The researcher is required to wait for 15 minutes. If you come later than 15 minutes after the research appointment, this is considered a missed, unexcused appointment. However, if you arrive at the appointed time, but the researcher is not there, you will be given credit for participation. To document this, students must go to the Counselor Education office (Room 1215) to alert the secretary that the researcher failed to show.

Method B. If you choose not to fulfill your research requirement through participation as a research participant, you must inform your instructor that you will complete Method B. That is, you must review one article published in the last year in the journal Child Development or Developmental Psychology and submit a 3-page written summary and critique of the research methods employed, using normal font and margins (i.e., 12-point font, 1 inch margins). The paper should include a description of the purpose,
procedures/methods, and findings of the article as well as a critique of the findings. The paper should be completed by October 10.

6. Educator Assessment System (EAS) Requirement:

The EAS requirement for this course allows the university to track teacher candidate performance on the Florida Educator Accomplished Practices (FEAPs). In this course, we will cover two Accomplished Practices and Indicators of your mastery of these practices listed in the table below. Your mastery of these indicators will be measured by your work on a Key Task (Exam II). To pass this course you must successfully complete the Key Tasks and receive a rating of “Met with Weakness” or higher. NO EXCEPTIONS will be made to this rule, even if you do not plan to teach after graduation. Students who receive a “Not Met” rating will be offered a chance to redo the Key Task. Although students will be allowed to redo the exam to meet the EAS requirement, the make-up exam score WILL NOT replace the original exam score for grading purposes. Students who do not complete their makeup work satisfactorily (with a “met-with-weakness” or higher rating) will receive a failing grade in the course. Students who fail the course may repeat it later. The EAS test will cover the following two Accomplished Practices.

<table>
<thead>
<tr>
<th>AC #</th>
<th>Accomplished Practice</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Human Development and Learning (7): The preprofessional teacher plans instructional activities that draw upon well-established human development/learning theories and concepts and a variety of information about students.</td>
<td>7.1: Knows established human development/learning theories and concepts (including first and second language acquisition).</td>
</tr>
</tbody>
</table>

**Key Task Description:** The candidate will complete a multiple choice exam to demonstrate knowledge of established human development/learning theories and concepts.

<table>
<thead>
<tr>
<th>Met</th>
<th>Met With Weakness</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate achieves an average of a B or higher on the test.</td>
<td>The candidate achieves an average of C or C+ on the exam.</td>
<td>The candidate achieves an average of D+ or lower on the exam.</td>
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</table>

<table>
<thead>
<tr>
<th>AC #</th>
<th>Accomplished Practice</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The preprofessional teacher knows how race, ethnicity, gender, socioeconomic status, language, and special need variables affect all PK-12 student learning.</td>
<td>5.1 Knows how race, ethnicity, gender, socioeconomic status, language, and special need variables affect all PK-12 student learning.</td>
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</tbody>
</table>

**Key Task Description:** The candidate will complete a multiple-choice exam to demonstrate knowledge of how race, ethnicity, gender, socioeconomic status, language, and special need variables affect all PK-12 learning.

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<tr>
<th>Met</th>
<th>Met With Weakness</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate achieves an average of a B or higher on the test.</td>
<td>The candidate achieves an average of C or C+ on the exam.</td>
<td>The candidate achieves an average of D+ or lower on the exam.</td>
</tr>
</tbody>
</table>
**Policies on Academic Dishonesty**

All students are expected to read and abide by the academic honesty guidelines stated in the undergraduate catalog. It is assumed that students will be honorable, trustworthy, and honest in their academic coursework, but violations of the honor code have occurred. In keeping with the seriousness of such violations, their description and sanctions are presented here from the UF Judicial Affairs website: [http://www.dso.ufl.edu/judicial/honorcode.php](http://www.dso.ufl.edu/judicial/honorcode.php). Please consider them carefully. By engaging in such conduct, a student violates the Honor Code and becomes subject to the Student Conduct Code (6C1-4.016).

In brief, all students will be held to the academic honesty statement that they signed upon entrance to the University of Florida. In accordance with university policy, please include the following statement and your signature when you submit your papers:

> “On my honor, I have neither given nor received unauthorized aid on this assignment.”

**Accommodations for Students with Disabilities**

The University of Florida seeks to provide accommodations for all qualified students with disabilities. The university adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. Students requesting classroom accommodation must first contact the Disability Resource Center located in Room 002 Reid Hall, phone 392-8565 ([www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)). See the following webpage for a detailed checklist of procedures to follow in this process. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Please contact me in a timely manner to arrange for the appropriate accommodations at least 2 weeks prior to the first exam.

**University Services**

The following information is provided as an easy reference to students who wish to seek help in a variety of areas. Due to the size of the university and most classes, (and as we learn in this class) it is easy for students to feel isolated and unaware of the resources available. If you feel you need assistance or guidance in areas such as tutoring, test taking skills, or any other assistance, this information may be helpful. If you are unsure of where to seek assistance, talk to me or contact the Office of Student Services whose location and telephone number are listed below:

Office of Student Services, 202 Peabody 392-1261, (www.dso.ufl.edu/contactus/)
Student Health Care Center, 392-1161, [www.shcc.ufl.edu/geninfo.shtml](http://www.shcc.ufl.edu/geninfo.shtml)
Tutoring Service (Free) and Reading and Writing Center, SW Broward Hall; 392-2010, [https://teachingcenter.ufl.edu/hours_location.html](https://teachingcenter.ufl.edu/hours_location.html)
Career Resource Center, G-1 Reitz Union 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
Psychological Counseling, 3190 Radio Road, 392-1575
[http://www.counseling.ufl.edu/cwc/Hours-and-location.aspx](http://www.counseling.ufl.edu/cwc/Hours-and-location.aspx)
Alcohol and other drugs, Gator Wellness, 3190 Radio Road, 273-4450
[http://gatorwell.ufsa.ufl.edu/Alcohol-and-Other-Drugs.aspx](http://gatorwell.ufsa.ufl.edu/Alcohol-and-Other-Drugs.aspx)
Alachua County Crisis Center, 218 Southeast 24th Street, 264-6789 [http://crisiscenter.alachua.fl.us/](http://crisiscenter.alachua.fl.us/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Schedule and Reading Assignments</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Theory and Research in Human Development</td>
<td>1</td>
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<tr>
<td>August 26</td>
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<td>1</td>
</tr>
<tr>
<td>August 29</td>
<td>Biological and Environmental Foundations</td>
<td>2</td>
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<tr>
<td>August 31</td>
<td>“</td>
<td>2</td>
</tr>
<tr>
<td>September 2</td>
<td>Prenatal Development, Birth, and the Newborn Baby</td>
<td>3</td>
</tr>
<tr>
<td>September 5</td>
<td><strong>NO CLASS—Happy Labor Day!</strong></td>
<td>😊</td>
</tr>
<tr>
<td>September 7</td>
<td>Prenatal Development, Birth, and the Newborn Baby</td>
<td>3</td>
</tr>
<tr>
<td>September 9</td>
<td>Physical Development in Infancy and Toddlerhood</td>
<td>4</td>
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<tr>
<td>September 12</td>
<td>“</td>
<td>4</td>
</tr>
<tr>
<td>September 14</td>
<td>Cognitive Development in Infancy and Toddlerhood</td>
<td>5</td>
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<tr>
<td>September 16</td>
<td>“</td>
<td>5</td>
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<tr>
<td>September 19</td>
<td>Emotional and Social Development in Infancy/Toddlerhood</td>
<td>6</td>
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<tr>
<td>September 21</td>
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<td>6</td>
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<tr>
<td>September 23</td>
<td>Review</td>
<td></td>
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<tr>
<td></td>
<td><strong>Placement form due to instructor</strong></td>
<td></td>
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<tr>
<td>September 26</td>
<td><strong>Test (Chapters 1-6)</strong></td>
<td>7</td>
</tr>
<tr>
<td>September 28</td>
<td>Physical and Cognitive Development in Early Childhood</td>
<td>7</td>
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<tr>
<td>September 30</td>
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<td>7</td>
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<tr>
<td>October 3</td>
<td>Emotional and Social Development in Early Childhood</td>
<td>8</td>
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<td>October 5</td>
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<td>8</td>
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<tr>
<td>October 7</td>
<td>Physical and Cognitive Development in Middle Childhood</td>
<td>9</td>
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<tr>
<td>October 10</td>
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<td>9</td>
</tr>
<tr>
<td>October 12</td>
<td>Emotional and Social Development in Middle Childhood</td>
<td>10</td>
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<tr>
<td>October 14</td>
<td>Emotional and Social Development in Middle Childhood</td>
<td>10</td>
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<tr>
<td>October 17</td>
<td>Physical and Cognitive Development in Adolescence</td>
<td>11</td>
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<tr>
<td>October 19</td>
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<td>11</td>
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<tr>
<td>October 21</td>
<td>Emotional and Social Development in Adolescence</td>
<td>12</td>
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<tr>
<td>October 24</td>
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<td>12</td>
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<tr>
<td>October 26</td>
<td>Review</td>
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<tr>
<td>October 28</td>
<td><strong>Test (Chapters 7 – 12)</strong></td>
<td>13</td>
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<tr>
<td>October 31</td>
<td>Physical and Cognitive Development in Early Adulthood</td>
<td>13</td>
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<tr>
<td>November 2</td>
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<tr>
<td>November 4</td>
<td>NO Class—Happy Homecoming!</td>
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<tr>
<td>November 7</td>
<td>Emotional and Social Development in Early Adulthood</td>
<td>14</td>
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<tr>
<td>November 9</td>
<td>“</td>
<td>14</td>
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<tr>
<td>November 11</td>
<td>No Class—Veteran’s Day</td>
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<tr>
<td>November 14</td>
<td>Physical and Cognitive Development in Middle Adulthood</td>
<td>15</td>
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<tr>
<td>November 16</td>
<td>“</td>
<td>15</td>
</tr>
<tr>
<td>November 18</td>
<td>Emotional and Social Development in Middle Adulthood</td>
<td>16</td>
</tr>
<tr>
<td>November 21</td>
<td>“</td>
<td>16</td>
</tr>
<tr>
<td>November 23</td>
<td><strong>NO Class—Happy Thanksgiving!</strong></td>
<td></td>
</tr>
<tr>
<td>November 28</td>
<td>Physical and Cognitive Development in Late Adulthood</td>
<td>17</td>
</tr>
<tr>
<td>November 30</td>
<td>“</td>
<td>17</td>
</tr>
</tbody>
</table>
*Supervisor Evaluation Form due by mail*

December 2  Emotional and Social Development in Late Adulthood  18

*Volunteer Report Due*

December 5  Death, Dying, And Bereavement  19
December 7  Death, Dying, and Bereavement/Review  19

December 15  Exam  (Chapters 13-19) 10:00-12:00

For all students under age 18 and other students who do not wish to participate in a research study. For further information, see pages 3 and 4 of this syllabus.
Placement Agreement Form*
EDF 3110 (Due September 23)

Volunteer Agreement:

I agree to spend at least 10 hours spaced evenly throughout Fall Semester 2011 as a volunteer at
________________________________________ (print the name of the placement here).

Name ________________________________ (print name here)

Signature ________________________________

Supervisor Agreement:

I agree to supervise this placement and to inform the instructor if the student volunteer is not performing satisfactorily during the semester and to verify by November 30 on the rating form provided that the volunteer has satisfactorily completed the placement requirements.

Supervisor ________________________________ (print name here)

Signature ________________________________

Phone: ________________________________

*This signed form must be submitted to the course instructor by September 23.
August 25, 2011

Dear Colleague:

Thank you for your willingness to supervise the field experience of a student in my course in human development. The opportunity to work in a service role in a practical setting provides our students with an experience that enriches their understanding of the processes related to human development. To help us monitor the student’s fulfillment of the commitment in your setting, we would appreciate your signing the Placement Agreement Form by September 23. Then at the end of the semester we would appreciate receiving your Supervisor Evaluation Form through U. S. mail in an official envelope printed with the name of your school or agency. We need to receive your evaluation by November 30. For security purposes, please seal the envelope and write your name across the seal. If the student is not reporting to your placement on a regular basis, or you have any questions or concerns while the student is working under your supervision, please contact me by phone or e-mail.

Once again, thank you very much for your important contribution to our program.

Sincerely,

R. Paige Rechtman
Instructor
SUPERVISOR EVALUATION FORM--EDF 3110 (Due November 30)

UF Student’s Name: ______________________________________________
UF Instructor’s Name: Paige Rechtman
Supervisor’s Name: ______________________________________________
Supervisor’s Phone Number: ______________________________________
School or Agency Name: _______________________________________

Mark S for Satisfactory and NI for Needs Improvement
1. Dressed and conducted self in professional manner. __________
2. Attended regularly, was dependable. __________
3. Followed directions and guidelines/rules. __________
4. Showed interest, enthusiasm and energy. __________
5. Was organized and used time efficiently. __________
6. Accepted constructive criticism and supervision. __________
7. Showed initiative and accepted responsibility. __________
8. Communicated clearly and effectively. __________
9. Considered others’ needs, abilities and interests. __________
10. Was able to interact constructively with others. __________

The student must complete a total of 10 volunteer hours to receive credit for the course, and the hours must be spread across the semester, with no fewer than 5 visits to the setting spanning a 10-week interval.
Please keep a tally of dates when the student was present at your site. If more than an hour was spent in a visit, please note the number of hours the student was there:
Visit #1__________ Visit #4__________ Visit #7__________ Visit #10__________
Visit #2__________ Visit #5__________ Visit #8__________
Visit #3__________ Visit #6__________ Visit #9__________

Please comment on student’s overall performance, including your suggestions for improvement and career development.

Signature of Supervisor: _________________________________ Date: ______________

By December 2, please mail to
R. Paige Rechtman
School of Human Development and Organizational Studies in Education
PO Box 117046
University of Florida
Gainesville, FL 32611

Thank you very much!