Human Growth and Development  
EDF 3110 Section 4838  
Course Syllabus, Fall 2011  
Norman Hall- Room 219, MWF 12:50-1:40

**Instructor:** Farhad Siahpoush, Ph.D.  
**Office:** NRN 348 (3rd floor, close to elevators)  
**Phone:**  
**e-mail:** farhads@ufl.edu (Please include **EDF 3110-4838** in the subject line)  
**Office Hours:** Monday, Wednesday, and Friday 9:30-10:30

**Textbook**  

**Syllabus and Supplemental material:** syllabus, study guides, forms, grades available online: [http://online.education.ufl.edu/](http://online.education.ufl.edu/)

**Course Objectives and Goals**  
This course will examine human growth and development across the lifespan, focusing on the socioemotional, cognitive, and biological processes that shape development. This course will also explore important issues and conflicts in life-span developmental theory and research. Further, this course is designed to help students consider the potential impact this information may have on their personal and professional lives.

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).

**Basis for Grades** (Departmental Requirements are in BOLD)

1. 3 Exams (Each exam is worth 50 points): 150 points (30 %)
2. Volunteer Project
3. Research participation  
4. Attendance (Roll call)
5. 3 Literature circle packages (50 points each package): 150 points (30 %)
6. 2 PowerPoint presentations (25 points each): 50 Points (10 %)
7. 15 Wonderings, 1 per week: 75 Points (15 %)
8. 11 Maps of influences on adolescent identity (10 weekly + final): 75 points (15 %)

**Total:** 500 points
Grading Scale:

A (90-100%) = 450-500 points  C (70-73%) = 350-383 points
A- (87-89%) = 435-449 points  C- (67-69%) = 335-349 points
B+ (84-86%) = 420-434 points  D+ (64-66%) = 320-334 points
B (80-83%) = 400-419 points  D (60-63%) = 300-319 points
B- (77-79%) = 385-399 points  D- (57-59%) = 285-299 points
C+ (74-76%) = 370-384 points  E (below 56%) = 284 and below

Grading Policies: To be fair to all students in this class, all papers/assignments/forms 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.

Course Requirements

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, 10 points will be deducted from your total grade. If a student arrives after attendance has been taken 5 points will be deducted. Absence from the literature circle discussions results in losing the points for that literature circle artifact. Absence from wonderings discussion will result in losing the points for that assignment. 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. Leaving early without a legitimate reason results in being marked absent. 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.
Communication with Instructor: Emails to the instructor must include course # (EDF 3110-4838) in order to be recognized.

Grade postings and Course material: In order for students to check grades throughout the semester and also download course material all students must log on to the online learning site. Students who fail to log on by September 23 will be unable to check their grades online this semester but will be able to download course material. The address for the site is: http://online.education.ufl.edu/

Course work:

1. Students are required to complete THREE EXAMS. Each exam may consist of multiple choice, short answer, and essay questions drawn from the textbook, class discussion, and class activities.

The Second Exam: 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><strong>AC #</strong></th>
<th><strong>Accomplished Practice</strong></th>
<th><strong>Indicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Human Development and Learning (7):</strong> 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>
</tr>
</tbody>
</table>

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<th><strong>Accomplished Practice</strong></th>
<th><strong>Indicator</strong></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>
</tr>
</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.

<table>
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<th>Not Met</th>
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<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>

2. 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. A list of approved sites is included in this syllabus.

- 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 16 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**. The Supervisor Evaluation Form must be in Dr. Farhad’s mailbox by **November 21**. **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 **November 23**, 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).

### Sign-up and Orientation Meetings for Service Project in an Alachua County School

**☞ STEP 1:** In order to volunteer, you will need to come to one of the locations and times listed below 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 and completing paperwork.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 30</td>
<td>SFC</td>
<td>S-29</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Wednesday, August 31</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
<td>12:00 p.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Thursday, September 1</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Tuesday, September 6</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
<td>9:00 p.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Wednesday, September 7</td>
<td>Norman Hall</td>
<td>Terrace Room</td>
<td>9:00 a.m. – 2:00 p.m.</td>
</tr>
</tbody>
</table>

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

Wednesday, September 7, from 4 - 5 p.m., J.J. Finley Auditorium, 1912 NW 5 Avenue **OR**...
Thursday, September 8, from 4 - 5 p.m., Gator Wesley Foundation, 1380 W Univ. Ave. **OR**... Thursday, September 8, from 6:00-7:00 p.m., Santa Fe College - WA-104

**☞ 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 done in person as scheduled above or by appointment at the Volunteer Office.

Questions? Call the Alachua County School Volunteer Program at 955-6760.

Students must sign up and attend the orientation on 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. Students will begin the volunteering work the week of September 12.

3. Research participation requirement:

RESEARCH PARTICIPATION INFORMATION
FOR ED PSYCH 3110, 3210, 3132, and 3135 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 ongoing 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 an Incomplete Grade (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 grade 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 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 does not arrive within 15 minutes, you will be given credit for
participation. To document this, students must go to pool administrator’s office (Dr. Therriault,
Norman 1424) to alert him that the researcher failed to show.

To register and get an appointment log on to the Sona-
system: http://coe-ufl.sona-systems.com/

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 a journal chosen by your instructor
(3110 students: Child Development or Developmental Psychology; 3210, 3132, and 3135
students: Journal of Educational Psychology or Contemporary Educational 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 the end of the fourteenth week of classes. In the event of
a documented illness or some other serious extenuating circumstance, the instructor of
your course will consider extending this deadline.

4. Attendance policy was mentioned above under “Course requirements”.

5. Students must complete 3 packages of Literature Circles readings/writings (150 points)
Collaborative groups of six members will meet Mondays in “Literature Circles,” designed to enhance content
reading of the required texts. Literature Circles will meet during 13 class workshop sessions, discussing assigned
chapters of the readings. Credit for satisfactory completion at a “Mastery” level includes the following
requirements:

- Each individual student has possession of a copy of assigned text for each Learning Circle session.
- Each individual student will read the full text of the assigned reading for each Learning Circle session.
- At each meeting participants are fully prepared having carefully read the material and created tools/plans to
  facilitate group learning before class time. Each participant prepares the writing templates provided at the
  end of this syllabus.
- Participants hold a series of 13 discussions aimed at understanding and applying the reading content.
- Participants effectively perform the roles of “Summarizer,” “Word Watcher,” “Illuminator,” at least five
times during the semester. Each of the 3 sections contribution is worth 50 points. Roles will be rotated
weekly. If your group is smaller than 6, be prepared to straddle two roles occasionally.
- At each meeting participants perform their roles with clarity and enthusiasm, recognizing that their
  performance affects the quality of the group’s learning. Going “above and beyond” with creative teaching
  techniques or activities will be noted by Dr. Farhad.
- Work artifacts created by each participant are available for Dr. Farhad’s perusal during class.
- Each participant will submit a complete packet of their 6 work artifacts at the end of each of the three
  sections of the semester, as outlined below.
6. **Group Presentations (100 points):** Each group of students will design 2 PowerPoint chapter presentations during the semester. The content will be from the weekly study material. Presentations will be on the second meetings for each chapter. The chapters for each group will be assigned by group interest or by random assignment. Each presentation will consist of at least 12 slides (2 for each member). The Presentation will not be more than 20 minutes. A print out of the PowerPoint will be presented to Dr. Farhad. Each presentation will be graded according to criteria that will be handed out in class. Each presentation is 25 points, which totals 50 points for the semester.

7. **15 wonderings (75 points):** Each student will generate a “wondering” for each weekly chapter. This is some issue you are inquisitive about. Each student will write the question or issue and then write what she/he thinks, wonders, speculates, or guesses about the issue (in 120 words). These wonderings will be discussed in the first hour of our chapter meetings. Each of these must be ready for Dr. Farhad’s perusal **no later than beginning of that period** and each will have the full name of student and the date in order to get full credit. These wonderings will be discussed first in your group (Mondays) and later in the whole class discussion (Wednesdays). The “wonderings” will form a question pool for the two exams. Approximately half of the exam questions may come from this pool. Each student must have the wondering in written form when they come to class. Each “wondering” counts for 5 points, which totals 75 points for the semester.

8. **11 maps (75 points):** Each student will develop a map of various influences on identity development each week. There will be 10 such maps produced by each student during the semester (50 points). Each map should have at least 15 nodes or points connected in a logical or hierarchical way and each student must be prepared to explain the logic of the map. Examples will be provided in class and are posted online. There will also be a final group map created collaboratively with all members of the group. This is due at the end of the semester (25 points).

**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.”

Signature____________________________________________________

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. See the following webpage for a detailed checklist of procedures to follow in this process (www.dso.ufl.edu/drc). 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
Tutoring Service (Free) and Reading and Writing Center, SW Broward Hall; 392-2010, https://teachingcenter.ufl.edu/hours_location.html
Career Resource Center, G-1 Reitz Union 392-1601, www.crc.ufl.edu/
Psychological Counseling, 3190 Radio Road, 392-1575 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
Alachua County Crisis Center, 218 Southeast 24th Street, 264-6789 http://crisiscenter.alachua.fl.us/
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignments</th>
<th>chapters</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1         | August 22-26                        | Introduction  
Theory and Research in Human Development | 1        |                           |
| 2         | August 29-September 2                | Biological and Environmental Foundations | 2        |                           |
| 3         | September 5-9                        | Prenatal Development, Birth and the Newborn | 3        | September 5               |
| 4         | September 12-16                      | Physical Development in Infancy and Toddlerhood  
Cognitive Development in Infancy and Toddlerhood  
Placement Agreement Form*(Due September 16) | 4 & 5    |                           |
| 5         | September 19-23                      | Emotional and Social Development in Infancy/Toddler  
Exam I: Friday, September23,  
September 23: Literature Circle package 1 due | 6        |                           |
| 6         | September 26-30                      | Physical and Cognitive Development in Early Childhood | 7        |                           |
| 7         | October 3-7                          | Emotional and Social Development in Early Childhood | 8        |                           |
| 8         | October 10-14                        | Physical and Cognitive Development in Middle Childhood | 9        |                           |
| 9         | October 17-21                        | Emotional and Social Development in Middle Childhood | 10       |                           |
| 10        | October 24-28                        | Physical and Cognitive Development in Adolescence | 11       |                           |
| 11        | October 31-November 4                | Emotional and Social Development in Adolescence | 12       | November 4 Homecoming    |
| 12        | November 7-11                        | Exam II: Key Task for EAS requirement, Monday, November 7,  
November 7: Literature Circle package 2 due  
Physical and Cognitive Development in Early Adulthood | 13       | November 11 Veterans Day |
| 13        | November 14-18                       | Physical and Cognitive Development in Early Adulthood  
Physical and Cognitive Development in Early Adulthood | 13 & 14  |                           |
| 14        | November 21-25                       | Death and Dying  
November 21: Method B Research Participation Requirement Due*  
November 21: Supervisor Evaluation Form* due by mail  
November 23: Volunteer Report Due | 19       | November 24-25 Thanksgiving |
| 15        | November 28 - December 2             | Death and Dying  
November 28: Literature Circle package 3 due  
November 30: Group Identity Map due |         |                           |
| 16        | December 5,7                         | Wrap Up  
Exam III: Wednesday, December 7 |         |                           |
Placement Agreement Form*
EDF 3110-4838 (Due September 16)

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 14 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 16.
August 22, 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 16. Then at the end of the semester we would appreciate your completing the Supervisor Evaluation Form and returning it to us by mail in an official envelope printed with the name of your school or agency. 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,

Farhad Siahpoush Ph.D.
Instructor
SUPERVISOR EVALUATION FORM—EDF 3110-4838 (Due November 21)

UF Student’s Name: _____________________________________________
UF Instructor’s Name: _____________________________________________
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 November 21, please mail to
   Farhad Siahpoush Ph.D.
   School of Human Development and Organizational Studies in Education
   PO Box 117046
   University of Florida
   Gainesville, FL  32611

Thank you very much!
University of Florida Approved Volunteer Service Sites for EDF 3110, 3132, 3135 Field Placements (Contact names are included where available)

Shands Hospital, Constance Keeton, 265-0360, 1600 S.W. Archer Rd.,
www.shands.org/volunteer
Baby Gator Child Development and Research Center, Courtney Coleman (must commit to at least 2 hours a week), 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://pkyonge.ufl.edu/modules/cms/pages.phtml?pageid=185620&sessionid=3eda1ed41bd7b56a71481bb668169f68
Haven Hospice, Pat Bellis, 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,
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/
Tacachale Center, Residential institution for people with mental disabilities, 955-5619, 1621 Ne Waldo Rd., www.chfm.ufl.edu/programs/tacachale/index.shtml
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.ncfymca.org/
McGurn Family YMCA, 374-9622, 1303 NE 23rd Avenue, http://www.ncfymca.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
One Room School House, Charter School, 376-4014, 4130 NE 15th St.
Watcher: While reading the assigned text, watch for words worth knowing. These words might be interesting, new, important, or used in unusual ways. What words might be included on a test on this material? It is important to indicate the specific location of the words so that participants can discuss the words in context. You need to list at least 10 words with their contextual meaning. Write the word, number them, the definitions, and location (page number) of each word. Answer these questions: What makes these words important for you? And, why you chose them? Explain

On the back: Review, retell, or reflect what you discussed in session.

Adapted from Jim Burke (2001) – see Tools for Thought at www.englishcompanion.com

Begin Here:
Summarizer: Your job today is to prepare a brief summary of the reading. Think about questions that might be important on an exam. If it helps, also consider organizing the information graphically. Your summary must be at least 1000 words.

Write your discussion questions here.

Answer these Guiding Questions:

1) What are the most important points in this reading? Explain each point.
2) What makes them so important for you? Explain why or how these are important for you. Connect them to your life experiences.

To help you do this assignment think what might be a good essay topic for this section? Or, What questions might appear on an exam?

On the back: Review, retell, or reflect what you discussed in session.

Adapted from Jim Burke (2001) – see Tools for Thought at www.englishcompanion.com

Begin Here:
Illuminator: You will find passages, or quotes, that you feel are important to read aloud to the group. These passages should be memorable, puzzling, or otherwise important. Include the quotations and their location in your notes, but also why you chose them and what you want to say about them. You can read them aloud, or have other group members do so. You need to include at least five quotes.

Include the text of your quotes here, put them in quotation marks, number them, then write your explanation, thoughts, any discussion questions you may have, and write any responses you may have to your questions.

Answer these Guiding Questions:
1) What is being related in these passages? Explain.
2) Why did you choose these passages? Explain why or how these are important for you. Connect them to your life experiences.

To help you do this assignment think what do the passages make you think about? And, how is this passage perplexing or illuminating?

On the back: Review, retell, or reflect what you discussed in session.

Adapted from Jim Burke (2001) – see Tools for Thought at www.englishcompanion.com

Begin Here: