

EDF 3110

Human Growth and Development

Fall 2014 Course Syllabus, Section 9007

Instructor: Katie Marsh
Office: 348 Norman Hall
E-mail: klmarsh88@ufl.edu
Office Hours: Thursdays, 4:00-6:00pm (or by appointment)

Textbook

Berk, L. E. (2013). *Development through the lifespan* (6th ed.). Boston: Allyn & Bacon.

Course Objectives and Goals

Welcome! *Human Growth and Development* (EDF3110) examines human growth and development across the lifespan, focusing on the biological, cognitive, and socio/emotional processes that shape development. This course will explore important issues in life-span developmental theory and research. Further, this course is designed to help students consider how the theory and research can be applied to enhance 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 as well as the key concepts and terms employed by specialists in the field
- Understand the ways in which research on human development is produced, evaluated, and applied by scientists and practitioners
- Apply concepts from developmental psychology research and theory and build interpersonal understanding and skills by service at a local human service agency

Basis for Grades

3 Exams (50 points each):	150 points (60%)
Attendance/Participation	25 points (10%)
Group Presentation:	25 points (10%)
MyVirtualLife	25 points (10%)
Service Report (Due December 2)	<u>25 points (10 %)</u>
Total Points:	250 points

Grading Scale

Grade	Scale	Points*	Grade	Scale	Points*
A	94-100%	235	C	73-76%	183
A-	90-93%	225	C-	70-72%	175
B+	87-89%	218	D+	67-69%	168
B	83-86%	208	D	63-66%	158
B-	80-82%	200	D-	60-62%	150
C+	77-79%	193	E	<59%	<150

*Minimum number of points needed for each grade. **A final point total having a decimal value equal to or greater than .5 will be rounded to the next number; for example, a point total of 234.5 will be rounded to 235.

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. **During exams, textbooks, notes, cell phones, and other digital devices must be neatly stowed away out of sight.**

Information on UF Grading Policies for Assigning Grade and Grade Points

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html> and for information on current UF grading policies for assigning grade points, see the following: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Requirements

1. **Attendance and Class Participation Policy:** Active engagement in class is required, including the following:
 - (a) Attending class regularly. If for some reason you must miss class, it is your responsibility to obtain the missed class notes and other material. Students will be permitted 3 unexcused absences without grade penalty. For each absence after the third absence, 2 points will be deducted from your attendance grade. Tardies or leaving early may be counted as absences. If you anticipate missing class due to a University event or any personal event (e.g., trips home, weddings), you should plan for that absence to count as one of the three permitted absences. *Absences will be excused only in cases where documentation of illness or other circumstances warranting absence can be provided*, such as serious family emergencies, special curricular requirements, judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities, and court-imposed legal obligations (e.g., jury duty or subpoena). You are responsible for all content whether you are present or not.
 - (b) 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.**

- (c) 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).

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

2. **Tests:** Students are required to complete 3 in-class tests. Each test may consist of multiple choice, short answer, and essay questions drawn from the textbook, class discussions/presentations, and class activities.
3. **Group Presentation:** Students are required to give a group presentation on a topic related to content covered in the textbook and class. In preparation for the presentation, each student will be required to complete a 1-2 page summary of a peer-reviewed research article and an APA style reference of the journal article. More information about the guidelines will be provided on E-Learning throughout the semester.
4. **MyVirtualLife:** MyVirtualLife has two simulations. Students are required to complete one of the two stimulations by the end of the semester (**December 18**). The first simulation allows the student to raise a child from birth to age 18 and monitor the effects of his/her parenting decisions over time. In the second simulation, the student will make first person decisions and see the impact of those decisions on his/her simulated future self over time. More information about the guidelines will be provided on E-Learning and in class throughout the semester.
5. **Volunteer Service Project:** Students are required to complete a minimum of 10 hours of service in a setting focusing on human development. **Students who do not complete this requirement with a satisfactory evaluation from their volunteer supervisor cannot pass the course.** Students are responsible for arranging a tutoring experience through the Alachua County Schools (required orientation and sign-up meetings will be held at the beginning of the semester. See schedule below). In special cases a placement at a University-approved site may be approved. For example, nursing students may seek a placement at UF Health Shands Hospital.

The following guidelines must be met to receive credit for this course:

- **Students must complete this requirement by tutoring in the Alachua County Schools or in another University-approved site.**
- **Students must bring 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 this service requirement. 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 service hours **must** be spread across the semester, with no fewer than 5 visits to the setting spanning a 10-week interval.
- When the student has completed the service requirement, the supervisor **must mail** the Supervisor Evaluation Form to the student's instructor verifying that the 10 hours of service have been completed satisfactorily by **December 4**. **The Service Supervisor must mail the Supervisor Evaluation form to the instructor by U. S. mail. Forms delivered to the instructor by the student will not be accepted. Submission of a form with a forged signature or incorrect information that does not agree with the supervisor's evaluation of the student 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).**
- **By December 2**, students are required to complete a report (3-page minimum) describing and relating the service experience to human development theories and concepts discussed in class. The report should include the following information: the agency and its mission, why you chose it, the age group with whom you worked, and a discussion of 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 or providing support to people who are ill or disabled in some way). Placements that involve grading papers, filing, recording readings for the visually impaired, or other options not involving interacting with children or adults in a service-oriented role will not receive credit for the course.**

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 easily through the Alachua School Board.

To volunteer for a placement in the Alachua County Public Schools, follow the steps below:

- **STEP 1:** 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. Please read the volunteer options carefully so that the placement you choose is appropriate for you and will give you the opportunity to work with students. If you choose a placement in which you only do clerical work, you will have to repeat the volunteer experience to receive credit for the course.

Date	Location	Time
September 2, 2014	Santa Fe College/S-029	9:00a - 3:00p
September 3, 2014	UF Norman Hall/Terrace Room	9:00a - 2:00p
September 8, 2014	UF Norman Hall / Terrace Room	9:00a - 2:00p
September 9, 2014	UF Norman Hall / Terrace Room	9:00a - 2:00p

- **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.

Date	Location	Time
September 10, 2014	J.J. Finley Elementary, 1912 NW 5th Avenue	4:00p - 5:00p
September 11, 2014	Gator Wesley Foundation, 1380 W. University Ave.	4:00p - 5:00p
September 11, 2014	Santa Fe College, R-01	6:00p - 7:00p

- **STEP 3:** You will begin your volunteer work the week of September 15, 2014.
- **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.
 - You will be expected to volunteer for 10 weeks during the semester.
 - **If you miss the sign-up dates, placements must be done in person by appointment at the Volunteer Office**

Questions? Call the Alachua County School Volunteer Program at 352.955.6760.

You **must** sign up and attend the orientation on one of these specified dates and places if you plan to tutor in an Alachua County School. All volunteers must be screened through the sexual predator website and have a completed application on file before they can volunteer. 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 spread out over the 10-week period. Students who are unable to complete the 10 hours within that period will receive an incomplete in the course and will have to complete the requirement during the spring semester. **Students must complete this service experience with a satisfactory evaluation from the school supervisor to receive credit for this course.**

Other Placement Possibilities may be selected from the following list. However, keep in mind that about 300 EDF 3110 students will be seeking placements this semester. If you are interested in a placement other than the Alachua County Schools you must select a UF placement from the following list and arrange the placement yourself by September 23. If your placement is not arranged through the Alachua County Schools or is not on the following list, you will not receive credit for your service.

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

For your volunteer service, if you are interested in making a commitment to help motivate students at risk develop confidence and achieve success, we encourage you to consider one of the following three opportunities: *Project Mascot*, which involves **tutoring a child 30 minutes weekly for a year and fundraising** or *After-School Gators*, a **2 hours a week commitment for a semester**. Both programs focus on elementary-school students. *Motiv-8* involves a weekly commitment for a semester to work with a student in middle school on homework and activities, and *Gator Teens Mentors* meet 30 minutes weekly for a year. You can obtain further information by sending an email to the following addresses:

Project Mascot: projectmascot@gmail.com

Afterschool Gators: joinasg@gmail.com

Gator Teens Mentors: gatorteensmentors@gmail.com

Motiv- 8: motiv8atuf@gmail.com

To volunteer for a UF placement working with preschool children for 2 hours a week for the semester, consider:

Baby Gator Child Development and Research Center, see website:

<http://www.babygator.ufl.edu/about/volunteer.htm>

For further information, contact Robin Stabel, 352-392-2330 at the Lake Alice Center or Kady Morris at the Health Science Center site: 352-273-8000

Or with students from kindergarten through high school:

P. K. Yonge, Developmental Research School, 1080 SW 11th St, Dr. Carrie Geiger, 392-1554, ext. 268

<http://pk Yonge.ufl.edu/modules/cms/pages.phtml?pageid=185620&sessionid=3eda1ed41bd7b56a71481bb668169f68>

6. Students are required to complete a research participation requirement described below in order to receive credit for EDF 3110:

RESEARCH PARTICIPATION REQUIREMENT FOR EDF 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 research studies, (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 (I) for the course. Your final grade in the course will not be affected, if you complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida. However if you do not complete the requirement by that midpoint, 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 studies. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of your research participation, 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 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 the study, and you have the right to discontinue participation in any study at any time, without penalty. **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.**

You will be able to choose the project you want to participate in by signing up on-line. Instructions will be sent to you on how to access the system via list server by the second week of the semester (as soon as add/drop ends). The website is located at <http://coe-ufl.sona-systems.com/>.

If you miss two 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 the research administrator’s office (Dr. Therriault, Norman 119) to alert him that the researcher failed to show.

After completion of participation in a study, participants can check completion status through the online system (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 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 14th. In the event of a documented illness or some other serious extenuating circumstance, the instructor of your course will consider extending this deadline.**

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/sccr/process/student-conduct-honor-code>
- 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 in doing 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 0001 Building 0020 (Reid Hall), phone 392-8565 (www.dso.ufl.edu/drc). See the following webpage for a detailed checklist of procedures to follow in this process:

<http://www.dso.ufl.edu/drc/students/>

The Disability Resource Center 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, <http://shcc.ufl.edu/all-patients/health-care-info-online/>
 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>

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://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Schedule of Topics*

Week	Date	Topics	Chapters
1	Aug 26	Course Introduction/Syllabus/ History, Theory, and Research Strategies	1
	Aug 28	History, Theory, and Research Strategies/ Biological and Environmental Foundations	1/2
2	Sept 2	Biological and Environmental Foundations	2
	Sept 4	Prenatal Development, Birth, and the Newborn	3
3	Sept 9	Prenatal Development, Birth, and the Newborn/ Physical Development in Infancy and Toddlerhood	3/4
	Sept 11	Physical Development in Infancy and Toddlerhood/ Cognitive Development in Infancy and Toddlerhood	4/5
4	Sept 16	Cognitive Development in Infancy and Toddlerhood Presentation #1	5
	Sept 18	Emotional and Social Development in Infancy and Toddlerhood	6
5	Sept 23	Emotional and Social Development in Infancy Presentation #2 <i>Placement Agreement Form Due</i>	6
	Sept 25	TEST #1 (Chapters 1-6)	1-6
6	Sept 30	Physical and Cognitive Development in Early Childhood	7
	Oct 2	Physical and Cognitive Development in Early Childhood / Emotional and Social Development in Early Childhood	7/8
7	Oct 7	Emotional and Social Development in Early Childhood	8
	Oct 9	Physical and Cognitive Development in Middle Childhood	9

8	Oct 14	Physical and Cognitive Development in Middle Childhood <i>Method B Research Paper Due (see pages 7-8)**</i>	9
	Oct 16	Emotional and Social Development in Middle Childhood Presentation #3	10
9	Oct 21	Emotional and Social Development in Middle Childhood/ Physical and Cognitive Development in Adolescence	10/11
	Oct 23	Physical and Cognitive Development in Adolescence	11
10	Oct 28	Emotional and Social Development in Adolescence Presentation #4	12
	Oct 30	Emotional and Social Development in Adolescence	12
11	Nov 4	TEST #2 (Chapters 7-12)	7-12
	Nov 6	Physical and Cognitive Development in Early Adulthood	13
12	Nov 11	NO CLASS (Veteran's Day)	
	Nov 13	Emotional and Social Development in Early Adulthood	14
13	Nov 18	Physical and Cognitive Development in Middle Adulthood Presentation #5	15
	Nov 20	Emotional and Social Development in Middle Adulthood	16
14	Nov 25	Physical and Cognitive Development in Late Adulthood Presentation # 6	17
	Nov 27	NO CLASS (Thanksgiving Break)	

15	Dec 2	Physical and Cognitive Development in Late Adulthood <i>Volunteer Service Report Due</i>	18
	Dec 4	Death, Dying, and Bereavement <i>Supervisor Evaluation Form due by mail</i>	19
16	Dec 9	Test Review	13-19
	Dec 11	NO CLASS- READING DAY	
17	Dec 16	NO CLASS- READING DAY	
	Dec 18	FINAL EXAM (Chapters 13-19) 3:00-5:00pm <i>MyVirtualLife due by midnight</i>	13-19

*This schedule is subject to change to meet the needs of class. Any changes will be announced.

**Required of all students under age 18 and other students who do not wish to participate in a research study. For further information, see pages 7 and 8 of this syllabus, Research Participation Requirement.

Placement Agreement Form*
EDF 3110 (Due September 23)

Volunteer Agreement:

I agree to spend at least 10 hours spaced evenly throughout Fall Semester 2014 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 3110 instructor immediately during the semester if the student volunteer's performance is not satisfactory. The student has provided me with the 3110 Evaluation Form that I will use to verify the student's completion of 10 hours of service and rate the student's performance. I agree to mail the evaluation form to the instructor by December 4.

Supervisor _____ (print name here)

Signature _____

Phone: _____

***This signed form must be submitted to the course instructor by September 23.**



School of Human Development and Organizational Studies in Education

College of Education

1215 Norman Hall
PO Box 117046
Gainesville, FL 32611

Phone: (352) 273-4468
Fax: (352) 846-2697
E-mail: klmarsh88@ufl.edu

August 25, 2014

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, please sign the Placement Agreement Form by September 23 and give the form to the student to return to me.

At the end of the semester by December 4, please send your evaluation of the student's performance to me **through U.S. mail** on the Supervisor Evaluation Form 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 is engaging in unsatisfactory or unprofessional behavior, or you have any questions or concerns while the student is working under your supervision, please contact me by phone or e-mail right away.

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

Sincerely,

Katie Marsh
Instructor

SUPERVISOR EVALUATION FORM--EDF 3110 (Due December 4)

UF Student's Name: _____
 UF Instructor's Name: _____
 Supervisor's Name: _____
 Supervisor's Phone Number: _____
 School or Agency Name: _____

Mark S for Satisfactory, NI for Needs Improvement, and U for Unsatisfactory

1. Dressed and conducted self in professional manner. _____
2. Attended regularly, arrived on time. _____
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. Accepted responsibility. _____
8. Communicated clearly and effectively. _____
9. Considered others' needs, abilities, and interests. _____
10. Interacted constructively with others. _____
11. Used digital devices (cell phones, notebooks, etc.) **only** for tasks assigned by you as a requirement of the volunteer work _____

To receive credit for this volunteer experience, students must **not** receive unsatisfactory ratings on these criteria.

The student must complete a total of 10 volunteer hours, 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.

Katie Marsh
 School of Human Development and Organizational Studies in Education
 College of Education
 PO Box 117046
 University of Florida
 Gainesville, FL 32611

Thank you very much!

Student's Name _____

Volunteer Service Report (Due December 2)
Requirements that must be met to receive a passing grade in EDF 3110

- _____ 10 hours completed evenly across semester (no fewer than 5 visits)
- _____ Supervisor Evaluation Form (received by December 4)
- _____ Service Report submitted by December 2

Purpose of the Project: The goal is for you to apply one or more concepts or theories from the course to (a) help you better understand an individual or individuals that you are working with or to (b) guide you in enhancing the development of an individual or individuals in your placement. Because each of you has a unique assignment for the volunteer service report, your description of the application of course content will be different from that of other students. The paper must be at least **3** pages in length. When you submit your paper, please attach this rubric to the front of your paper and evaluate your performance by placing an X on each blank to indicate that you have completed each component required for completion of the report.

Grading Rubric for Volunteer Service Report

- _____ Agency Mission/Why site was chosen (1 point)
- _____ Describe your role at the placement (including age group you worked with) (2 pts.)
- _____ Application to Course Content (20 pts.)
- _____ Was the concept(s) or theory accurately described? (5 pts.)
- _____ Was the concept(s) or theory accurately applied? (5 pts.)
- _____ Was the application of the concept described in sufficient detail? (5 pts.)
- _____ Was the evaluation of the application described in sufficient detail? (5 pts.)
- _____ Organization of report/grammar/spelling (2 pts.)
- _____ Total Points (25 pts.)