

**George Mason University  
College of Education and Human Development**

**Secondary Education Program**

**EDUC 672:001  
Human Development and Learning  
Secondary Education**

**Spring Semester, 2012**



Promoting Learning Development Across the Lifespan

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Instructor: Faye C. Huie  
Date and Time: January 26<sup>th</sup> – May 10<sup>th</sup> (Thursdays 4:30-7:10pm)  
Class Location: **Robinson A123**  
E-mail: fhuie@gmu.edu  
Office Hours: By appointment

**Required Textbooks**

Woolfolk, A. E. (2010). *Educational psychology* (11<sup>th</sup> ed.). Upper Saddle, NJ: Merrill.

Other articles/handouts will be distributed in class or posted on-line at the course website. (Your GMU email address is required for communication with the course instructor and for using Blackboard! The site for our course is at <http://mymason.gmu.edu>. Use your GMU email login and password to access the site.)

**Optional Textbook**

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.).

**Course Description**

Education 672 explores the processes that influence the intellectual, social, emotional, and physical development of middle and high school students. Within that context, the course further examines the processes and theories that provide a basis for understanding the learning process. Particular attention is given to social-cognitive theories and practices of learning, understanding, and knowing, and the facilitation of critical thinking and problem solving. Processes of developing and learning are considered as they impact the design of instruction and the selection of curriculum. The course also explores the relation of theories of learning to the construction of learning environments, student motivation, classroom management, assessment, and how technology supports teaching and learning.

## Course Methodology

The course is structured around readings, case analyses, reflections on those readings, conceptual analyses of developmental psychology and learning theories, expert group projects, and a review of current research. EDUC 372 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

You can visualize the course as having three parts:

1. DEVELOPMENT AND DIVERSITY
2. LEARNING AND MOTIVATION
3. CLASSROOM STRATEGIES

All of the sections will help you understand psychological research and apply it in your classrooms.

## Course Objectives

- Students will demonstrate an understanding of a specific process relating to adolescents' social, emotional, moral, cognitive, or physical development by conducting an interview of an adolescent; RESEARCH BASED PRACTICE, ETHICAL LEADERSHIP, SOCIAL JUSTICE
- Students will develop an understanding of how individuals differ in their approaches to learning and how to create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities by attending in-class lectures and discussions; COLLABORATION, INNOVATION, SOCIAL JUSTICE
- Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by passing a midterm examination and a final project; RESEARCH BASED PRACTICE, INNOVATION,
- Students will identify theoretical/research frameworks associated with student motivation and with creating learning environments that promote adaptive forms of motivation by writing a three-five page article abstract on adolescents and motivation; RESEARCH BASED PRACTICE, ETHNICAL LEADERSHIP, SOCIAL JUSTICE
- Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by writing a final Question of Interest paper and presentation in which the student researches and presents various aspects of psychological theory and research; RESEARCH BASED PRACTICE, ETHICAL LEADERSHIP, SOCIAL JUSTICE, INNOVATION
- Students will be able to use the writing style described in the Fifth Edition of the *Publication Manual of the American Psychological Association* (APA) or a similar style manual.

## Expectations

It is expected that each of you will:

1. Read all assigned materials for the course.
2. Attend every class session.
3. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
4. Complete one fieldwork assignment.
5. Research and orally present findings about a learning concept and applications in the classroom.
6. Complete all instructional technology assignments.
7. Take a midterm test.
8. Write a final paper.

## Out-of-Class Sessions

One or more of our class sessions may be held out-of-class (online). This class (or classes) is to be considered a regular instructional time, and the assignments given are the equivalent of a full, in-class session. The out-of-class hours include may include research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, and other assignments. Formal online discussions will take place at: <http://mymason.gmu.edu>.

## Course Requirements

1. **Adolescent Interview (1):** Students are expected to complete one interview assignment about teenagers, teaching, and research.
2. **Article Abstract (1):** Students are expected to contribute and read one research study for one of the weekly topics. Each student is required to prepare an abstract for one of the assigned weekly topics.
3. **Presentation of Psychological Theory (Question of Interest Presentation):** Students are expected to develop and ask one question about teenager development, motivation, learning or teaching. Each student will be asked to analyze class readings and additional research in a psychological area specific to their question, and present it to the class. All research must draw upon social scientific work on adolescent development, citing a minimum of five to ten scholarly references each. The oral presentation will include both a discussion of the question and findings as well as a student led discussion. The final paper will include a review, discussion, and reflection about the question as it pertains to your teaching philosophy.
4. **Classroom Participation and Attendance Policy:** Due to the importance of classroom presentations and classroom discussion to your total learning experience, I encourage you to both attend and participate in class regularly. Readings must be completed **before class**. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

As part of the participation and attendance requirements, you are required to *post* at least three questions for *three different class periods* to the discussion board regarding the different readings throughout the semester as well as *respond* to at least four questions for *four different class periods* that your classmates have posted. The questions are required to be posted by noon the previous day (Wednesday) before class and responses must be posted by noon on the day of class (Thursday). I encourage you all to post your questions and responses as early as possible so that your classmates and the instructor may have time to review them before class.

5. **Examinations:** There is one take home mid-term examination.
6. **Written Assignments:** All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. If you are absent, send your assignment to the instructor as a Word attachment. Late assignments will not be accepted without making prior arrangements with the instructor and will be marked two points down for each day the assignment is late. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA). Refer to the GMU Honor Code for further information.

## Assignments

### 1. Fieldwork Assignment – Adolescent Interview

For your fieldwork assignment, I would like you to interview an adolescent about how motivation affects her or his learning and behavior. That is, what motivates this student to succeed? Be sure to read Chapter 11 (Motivation in Teaching and Learning), which has some theoretical underpinnings about motivation, before you do your interview. More than one individual may be interviewed if you want to tie the stories together in a unique way.

You should begin your paper with a general definition of motivation. Do your interviewee's experiences correspond with the formal definition? Also, take into consideration that there are several types of motivation: intrinsic and extrinsic, self-efficacy, goal orientation, etc. Finally, there are four (or more) different perspectives that can be considered when analyzing the nature of motivation: behavioral, humanistic, social cognitive, and cognitive. I will briefly describe each one of these perspectives:

- Behavioral Perspective=Rewards are consequences of behaviors. To the extent that learners find a reinforcement satisfying or desirable, they will engage in the behavior that leads to that response.
- Humanistic Perspective=Reaction against behaviorism. Thus, humanists believe that needs propel learners to see certain goals.
- Social Cognitive Perspective=Behavioral + cognitive aspects. Thus, learners must expect to achieve a goal, and they must value such an achievement.
- Cognitive Perspective=Focus on thinking. Thus, learners hold beliefs about their abilities to achieve a goal, and they must value such an achievement.

Finally, be sure to look at attribution theory and relate it to your interviewer's responses.

This paper should be **eight to ten pages long (double-spaced)**. Please **apply a minimum of five psychological concepts** in your writing (i.e. analyzing your interviewee's responses based on five different psychological concepts). Since it is an interview, feel free to use quotations from your participant(s), but keep the identity of the participants anonymous by using a pseudonym. Also, as a suggestion, use this project to inform your final paper. Although this assignment is specific to motivational concepts, try to tie this topic into the question you choose to ask. The purpose of this assignment is to help you understand motivation from an adolescent's perspective and apply psychological/learning theories to help you further understand teenage motivation. The rubric is provided in Appendix A (20 Points/15% of your final grade).

### 2. Article Abstract

An article abstract is a discussion, analysis, and reflection regarding scholarly work. For this assignment, you are expected to write one abstract for one of the assigned weekly readings *and* be prepared to guide the discussion regarding that reading. Abstracts are due on the day the topic is scheduled in the syllabus. Abstracts should be emailed to the instructor by noon on the *previous* day the reading is scheduled and a hard copy should be brought to class. Abstract guidelines and rubric are provided in Appendix B. Again, try to connect this assignment to your final paper. That is, if your final paper topic is regarding intrinsic motivation, write the abstract regarding intrinsic motivation. The purpose of this assignment is to help you develop your ability to critically analyze empirical work. The rubric is provided in Appendix B (20 pts/15% of your final grade).

### 3. Mid-Term Examination

The purpose of having a mid-term examination is to demonstrate your mastery of application of educational psychological theory to the classroom and different learning situations. The midterm will be a take-home exam. (40 pts/25% of your final grade)

#### **4. Final Psychological Theory (Question of Interest) Paper and Presentation**

You will begin by formulating a question of your own interest regarding adolescent development or learning. This question that you formulate will be refined throughout the semester depending on how your thoughts and interests change as we discuss the different topics. The goal of this final culminating paper is for you to answer and research your own question with the readings (in class and externally located), activities, assignments, and discussions. Each student will choose a psychological topic to focus on from the list provided below. The purpose of selecting a specific topic to focus on is to help you streamline your thoughts and make the final paper more manageable. To start the research process, each student should read the relevant chapter(s) in the textbook and locate a minimum of five research articles each that are published in scientific journals--e.g., *The Journal of Educational Psychology*, *Contemporary Journal of Educational Psychology*, *Educational Psychologist*, *Educational Researcher*, and *Instructional Science*. Each article that is selected should be approved by the instructor. Books and other sources may also be used, but only to supplement the required five empirical/theoretical articles. Each student should incorporate a short (7-10 min) presentation that illustrates what you have learned with some time left for any potential questions your classmates may have.

Each student is responsible for writing a 10 - 15 page paper on her/his topic. The textbook, research articles, the Internet, and other sources may be used; however, do not just give a summary of information that we already know. The purpose of the presentation and paper is to delve deeper into your question and topic. Search for the latest research on a particular topic, or form opinions about various aspects of adolescent development or educational psychology theory and effectively defend your opinions. A rubric will also be used to grade the final paper, provided in Appendix C. The rubric for the presentation will be handed out to you in class as well as posted on Blackboard (50 pts total/35% of your final grade).

#### **Available Topics**

Cognitive/Individual Constructivism and Developmental Stages (Jean Piaget)  
Social Constructivism (Lev Vygotsky)  
Information Processing  
Moral Development (Lawrence Kohlberg) or character development  
Adolescent Gender Norms(Carol Gilligan)  
Learner Differences in Adolescent Achievement (this could focus on culture or on cognition)  
Special Education Needs (Ch. 5)  
Psychosocial Development (Erik Erickson) Ch. 3  
Social Cognitive Theory/Self-Efficacy (Albert Bandura)  
Humanistic Psychology (Abraham Maslow)  
Behaviorist Theory (B.F. Skinner)  
Attribution Theory (Bernard Weiner)  
Concept Formation (Jerome Bruner)  
Transfer (David Perkins)  
Assessment  
Classroom Management

## Grading Scale

A+ = 100%+

A = 93-100%

A- = 90-92%

B+ = 88-89%

B = 80-87%

C = 70-79%

F = Below 70%

## Point Distribution

	Points	Percent
Adolescent Interview:	20	15
Article Abstract:	20	15
Midterm Test:	40	25
Final Paper & Presentation:	50	35
Attendance & Participation	10	10
<b>TOTAL:</b>	<b>130 points</b>	<b>100 percent</b>

## Rubric for Attendance and Participation

Element	Level of Performance		
	Emerging ( C or lower )	Proficient ( B )	Exemplary ( A )
Attendance & Participation	The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.	Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.	In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group and class.

Postscript: It is recommended that you retain copies of all course products to document your progress through the Secondary Education Program. Products from this class can become part of your professional portfolio, which can be used for job placement.

## COLLEGE EXPECTATIONS AND UNIVERSITY HONOR CODE

The Graduate School of Education (GSE) expects that all students abide by the following: Students are expected to exhibit professional behavior and dispositions.

### *Commitment to the profession*

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

### *Commitment to honoring professional ethical standards*

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

### *Commitment to key elements of professional practice*

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

### *Commitment to being a member of a learning community*

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

### *Commitment to democratic values and social justice*

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

Please note that:

o “Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”

(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm> )

- o Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
- o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.



## Reading List

- Anderman, L. H. (2003). Academic and social perceptions as predictors of change in middle school students' sense of school belonging. *Journal of Experimental Education*, 72(1), 5-22.
- Aronson, J., Lustina, M. J., Good, C., & Keough, K. (1999). When White men can't do math: Necessary and sufficient factors in stereotype threat. *Journal of Experimental Social Psychology*, 35, 29-46.
- Cameron, J., & Pierce, W. (1996). The debate about rewards and intrinsic motivation: Protests and accusations do not alter the results. *Review of Educational Research*, 66(1), 39-51.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 25(3&4), 325-346.
- Fulgini, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development*, 68(2), 351.
- Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3(1), 5-39.
- Hardy, S. A., Walker, L. J., Olsen, J. A., Skalski, J. E., & Basinger, J. C. (2011). Adolescent naturalistic conceptions of moral maturity. *Social Development*, 20(3), 562-586.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Dispositions, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449-55.
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26(1), 55-88.
- Holt, M. K., & Espelage, D. L. (2007). Perceived social support among bullies, victims, and bully-victims. *Journal of Youth And Adolescence*, 36(8), 984-994.
- Meece, J. L., Herman, P., & McCombs, B. L. (2003). Relations of learner-centered teaching practices to adolescents' achievement goals. *International Journal of Educational Research*, 39(4-5), 457-475.
- Ness, B., Sohlberg, M., & Albin, R. W. (2011). Evaluation of a second-tier classroom-based assignment completion strategy for middle school students in a resource context. *Remedial and Special Education*, 32(5), 406-416.
- Nippold, M. A., Duthie, J. K., & Larsen, J. (2005). Literacy as a leisure activity: Free-time preferences of older children and young adolescents. *Language, Speech, and Hearing Services in Schools*, 36(2), 93-102.
- Okolo, C. M., Englert, C., Bouck, E. C., Heutsche, A., & Wang, H. (2011). The Virtual History Museum: Learning U.S. history in diverse eighth grade classrooms. *Remedial and Special Education*, 32(5), 417-428.
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-60.
- Ryan, R. M., & Deci, E. L. (1996). When paradigms clash: Comments on Cameron and Pierce's claim that rewards do not undermine intrinsic motivation. *Review of Educational Research*, 66(1), 33-38.
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science*, 26(1-2), 113-25.
- Sternberg, R. J., & Zhang, L. (2005). Styles of thinking as a basis of differentiated instruction. *Theory into Practice*, 44(3), 245-253.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73(1), 287-301.
- Wirkala, C., & Kuhn, D. (2011). Problem-based learning in K-12 education: Is it effective and how does it achieve its effects? *American Educational Research Journal*, 48(5), 1157-1186.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183.
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51-59.

### Tentative Course Schedule

Class Date	Class Topic	Readings due on this week
<b>PART I: DEVELOPMENT AND DIVERSITY</b>		
<b>January 26</b>	<b>Course Overview</b> Introductions Review Syllabus Characteristics of Adolescents from the Educational Research	
<b>February 2</b>	<b>Cognitive Development and Language</b> APA format Locating empirical articles online at GMU's library  Due: Question of Interest	<ul style="list-style-type: none"> <li>• <i>Read Chapters 1 (Learning, Teaching and Educational Psychology) and 2 (Cognitive Development and Language)</i></li> <li>• <b>Nippold, Duthie, &amp; Larsen (2005)*</b></li> <li>• <b>Hoff (2006)*</b></li> </ul>
<b>February 9</b>	<b>Development of Self, Social Skills and Morality</b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 3 (The Self, Social, and Moral Development)</i></li> <li>• <b>Holt &amp; Espelage (2007)*</b></li> <li>• <b>Hardy, Walker, Olsen, et al., (2011)*</b></li> <li>• <b>Ryan &amp; Patrick, (2001)*</b></li> </ul>
<b>February 16</b>	<b>Diversity in the Classroom</b>  Due: Three empirical articles and two paragraphs for each article summarizing and explaining how your article relates to your question of interest.	<ul style="list-style-type: none"> <li>• <i>Read Chapter 5 (Culture and Diversity)</i></li> <li>• <b>Fuligni (1997)*</b></li> <li>• <b>Aronson, Lustina, Good, et al., (1999)*</b></li> </ul>
<b>February 23</b>	<b>Individual Differences and Special Educational Needs</b>  **Distribute Midterm Test**	<ul style="list-style-type: none"> <li>• <i>Read Chapter 4 (Learner Differences and Learning Needs)</i></li> <li>• <b>Ness, Sohlberg, &amp; Albin (2011)*</b></li> <li>• <b>Sternberg &amp; Zhang, (2005)*</b></li> <li>• <b>Okolo, Englert, Bouck, et al., (2010)*</b></li> </ul>

Class Date	Class Topic	Readings due on this week
<b>PART II: LEARNING AND MOTIVATION</b>		
March 1	<b>Motivation</b>  <b>Due: MIDTERM TEST</b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 11 (Motivation in Learning and Teaching)</i></li> <li>• <i>Deci, Vallerand, Pelletier, et al., (1991)*</i></li> <li>• <i>Graham, (1991)*</i></li> </ul>
March 8	<b>Behaviorist Views of Learning</b>  Due: Interview topic and draft of questions	<ul style="list-style-type: none"> <li>• <i>Read Chapter 6 (Behavioral Views of Learning)</i></li> </ul> <b>No Article Abstracts this week: Read both of the following articles</b> <ul style="list-style-type: none"> <li>• <i>(Read this first) Ryan &amp; Deci (1996)</i></li> <li>• <i>(Read this second) Cameron &amp; Pierce (1996)</i></li> </ul>
March 15	No Class: Spring Break	
March 22	<b>Cognition</b>  Due: Two empirical articles and two paragraphs for each article summarizing and explaining how your article relates to your question of interest.	<ul style="list-style-type: none"> <li>• <i>Read Chapter 7 (Cognitive Views of Learning) and 8 (Complex Cognitive Processes)</i></li> <li>• <i>Halpern, (1998)*</i></li> <li>• <i>Schraw (1998)*</i></li> </ul>
March 29	<b>Social Cognitive Views of Learning</b>  Due: A preliminary outline of the final paper or draft for instructor feedback	<ul style="list-style-type: none"> <li>• <i>Read Chapter 10 (Social Cognitive Views of Learning and Motivation)</i></li> <li>• <i>Zimmerman &amp; Martinez-Pons (1990)*</i></li> <li>• <i>Zimmerman (2008)*</i></li> </ul>
April 5	<b>The Learning Sciences and Constructivism</b>  Due: Fieldwork Assignment (Interview)	<ul style="list-style-type: none"> <li>• <i>Read Chapter 9 (Learning Sciences and Constructivism)</i></li> <li>• <i>Wirkala &amp; Kuhn (2011)*</i></li> <li>• <i>Meece, Herman, &amp; McCombs, (2003)*</i></li> </ul>

Class Date	Class Topic	Readings due on this week
<b>PART III: CLASSROOM STRATEGIES</b>		
April 12 Online Class	<b>Creating a Productive Learning Environment</b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 12 (Creating Learning Environments)</i></li> <li>• <i>Anderman (2003)*</i></li> <li>• <i>Wentzel (2002)*</i></li> </ul>
April 19	<b>Presentations Teaching Every Student – Various Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 13 (Teaching Every Student)</i></li> </ul>
April 26	<b>Presentations Basic Strategies in Assessment and Summarizing Student Achievement</b>	<ul style="list-style-type: none"> <li>• <i>Read Chapter 14 (Classroom Assessment and Standardized Testing)</i></li> </ul>
May 3	<b>Presentations</b>	
May 10	<b>Final Paper Due</b>	

\* You are to select and read *one* of these assigned readings

## Appendix A Adolescent Interview Rubric

The purpose of this assignment is to help you understand motivation from an adolescent's perspective and apply psychological/learning theories to help you further understand teenage motivation. My goal is for you to be able to use theory to understand teenage motivation in learning and how you can use theory and information found in your textbook and other resources to address these sometimes difficult situations. This assignment is designed for you to explore an area that is interesting to you—say, motivation in history or science, as well as help inform your question of interest/final paper. Please do **NOT** use real names in your paper.

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Summary</b> <i>Describe and summarize important aspects of interview</i>	Provides a clear and complete summary of the interview including all significant components.	Summary of the interview is mostly complete but lacks some components necessary for clarity or understanding.	Summary of the interview is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the interview is brief, incomplete, unclear, and/or inappropriate.
<b>Analysis</b> <i>Analyze and critique specific aspects of interview (e.g., theory/analysis of adolescent behavioral characteristics)</i>	Gives a complete analysis of the interview, relating specific examples to justify conclusions.	Analysis may be somewhat limited or includes few examples to justify conclusions.	Analysis is limited and/or lacks examples to justify conclusions.	Gives little or no analysis of interview and lacks examples to justify conclusions.
<b>Implications</b> <i>Discuss implications for the article for research or practice</i>	Relates analysis to personal situation or experiences with clear implications for practice.	Implications for practice are somewhat general, lacking personal connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws few or no implications for practice or research.
<b>Integration of Course Work</b> <i>Demonstrate knowledge and use of course content</i>	Shows thorough understanding of content and use of course materials and guidelines to support analysis.	Shows some understanding of content and use of course readings and guidelines to support analysis.	Shows limited understanding of course content and use of course readings and guidelines to support analysis.	Shows no understanding of course content or use of course readings and guidelines to support analysis.
<b>APA Style</b> <i>Use APA style and formatting</i>	Uses concise, coherent, well organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

Total: \_\_\_\_\_

## **Appendix B**

### **Article Abstract Guidelines & Rubric**

Each student is required to prepare one abstract based on the assigned readings. Abstracts are due the day the reading is scheduled in the syllabus. Abstracts should be emailed to the professor by noon the day the reading is scheduled and a hard copy should be brought to class.

#### **CONTENT**

##### **Theoretical/Review Article**

1. The topic
2. The purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article
3. The sources used (e. g. , personal observation, published literature)
4. The conclusion(s) (include implications or applications)
5. Your critique (impressions) and discussion of implications

##### **Empirical Article**

1. The problem
2. The experimental method (methodology)
3. The findings/results
4. The conclusion(s) (include implications or applications)
5. Your critique (impression) and discussion of implications

#### **FORMAT**

The abstract should

- Include a cover page
- Be 2-4 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Summary</b> <i>Summarize important aspects of article</i>	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is brief, incomplete, unclear, and/or incorrect.
<b>Analysis</b> <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</i>	Gives a complete analysis of the article, relating specific examples to justify critique.	Analysis may be somewhat limited or includes few examples to justify critique.	Analysis is limited and/or lacks examples to justify critique.	Gives little or no analysis of study and lacks examples to justify critique.
<b>Implications</b> <i>Discuss implications for the article for research or practice</i>	Relates article to personal situation with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking personal connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws few or no implications for practice or research.
<b>Integration of Course Work</b> <i>Demonstrate knowledge and use of course content</i>	Shows thorough understanding of content and use of course materials and guidelines to support critique.	Shows some understanding of content and use of course readings and guidelines to support critique.	Shows limited understanding of course content and use of course readings and guidelines to support critique.	Shows no understanding of course content or use of course readings and guidelines to support critique.
<b>APA Style</b> <i>Use APA style and formatting</i>	Uses concise, coherent, well organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

**TOTAL = \_\_\_\_\_**

**Appendix C**  
**Rubric & Guidelines for Final Paper**

The purpose of the final paper is to synthesize your learning on both adolescent development and educational psychology. My goal is to see how you can effectively use information from empirical studies and the textbook to inform your practice as an educator as well as how effectively you can locate and use different sources to inform your education related questions. Additionally, I want to see how much you have grown in this class in terms of your understanding of educational and developmental topics. **Please follow this rubric closely to guide your writing and thinking.**

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<b>Content</b>				
<b>Description of Theory and Question of Interest</b> Elements must include: <ul style="list-style-type: none"> <li>• Description of question of interest</li> <li>• Definition of the related theory</li> <li>• Description of the important elements of the theory</li> <li>• Description of elements focused on in the paper</li> <li>• Discussion of how the theory relates to the question of interest</li> </ul>	Excellent description of the theory and question of interest. The theoretical basis and significance of the theory and question has been established.	Adequate introduction that addressed all 4 criteria with some weaknesses.	Significant weaknesses in all criteria or 1 or 2 criteria were not addressed.	3 - 4 criteria were not addressed. The description of the theory is unacceptable.
<b>Description/discussion of the research articles</b> Description of articles must include: <ul style="list-style-type: none"> <li>• Purpose of the study</li> <li>• Main research questions</li> <li>• Brief methods</li> <li>• Main results</li> <li>• What was learned and how it informed your question</li> </ul>	Excellent description of the studies including all of the 5 criteria.	Adequate description of the studies regarding the criteria, but with some weaknesses.	Significant weaknesses in description or 1 or 2 criteria were not addressed.	A coherent and appropriate description of each study was not provided or 3+ criteria were not addressed.
<b>Reflection/Application</b> Reflections include: <ul style="list-style-type: none"> <li>• <i>How</i> this theory will inform your practice as an educator/practitioner               <ul style="list-style-type: none"> <li>○ Which elements of the theory is the most applicable to you and why?</li> <li>○ Why did you personally ask this question?</li> </ul> </li> <li>• <i>How</i> your perspectives on 1) education/teaching philosophy and 2) adolescent development, have changed/stayed the same since the start of class               <ul style="list-style-type: none"> <li>○ May include personal experiences</li> </ul> </li> </ul>	Excellent thoughtful reflection that addresses all of the criteria.	Adequate reflection regarding the criteria, but with some weaknesses.	Significant weaknesses in the reflection, lacks evidence of thoughtfulness.	An appropriate reflection/application technique was not provided.



<b>Additional Elements</b>				
<b>Use of Relevant, Peer-Reviewed/Empirical Research</b>	Student describes at least 5 relevant empirical studies	Contains descriptions of 5 studies, the majority of which are relevant	Reviews of studies are incomplete and studies are irrelevant	Does not include at least 5 relevant empirical studies.
<b>Description of the studies</b>	Clearly spoken, topic-specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes	Overuse of jargon AND quotes that are lengthy or inappropriate	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis
<b>Writing Style</b>	Paper is coherent, concise and well structured with a clear purpose.	Paper is coherent, concise and well structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional polish is needed.	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content.
<b>Technical Merit (spelling, grammar, typographical errors)</b>	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
<b>Citation of sources</b>	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
<b>Paper guidelines and APA style (e.g., references, levels of heading, margins)</b>	APA guidelines were followed	APA guidelines were followed with a few instances of incorrect formatting and style	APA guidelines were used but there are several instances of incorrect formatting and style.	APA style was not used.
<b>Page Limits</b>	Paper stayed between the 10-15 page limits of the paper.			Paper did not stay between the 10-15 page limit of the paper.

40 points possible: Worth 35% of your final grade

**DUE ON: THURSDAY, May 10 AT 4:30pm**