



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

**EDUC 372.B01 Human Development and Learning: Secondary Education (3 credits)
Summer Session B, 2015**

Instructor: Rory Dippold, PhD, NBCT
Date and Time: June 2nd – July 23rd (Tuesdays and Thursdays 4:30 – 7:10 pm)
Class Location: **Thompson Hall 2021**
E-mail: rdippold@gmu.edu
Office Hours: By appointment

Required Textbooks

Snowman, J., & McCown, R. (2015). Psychology Applied to Teaching (14th ed.). Stamford, CT: Cengage Publishing.

Other articles/handouts will be distributed in class or posted on-line at the course website.

Optional Textbook

Publication Manual of the American Psychological Association (6th ed.).

Communication

Your GMU email address is required for communication with the course instructor and for using Blackboard! The site for our course is at <http://courses.gmu.edu>. Use your GMU email login and password to access the site.

If you would like to get in touch with me, email is the best form (rdippold@gmu.edu). During usual circumstances, turnaround time is 24-36 hours.

Course Description

Education 372 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 constructivist theories and practices of learning, the role of symbolic competence as a mediator 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, a review of current research, and technology activities. 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.

Relationship Between Course Objectives and CEHD Core Values

Course Objectives	Conceptual Framework Core Values
Students will demonstrate an understanding of stages and processes relating to adolescents’ social, emotional, moral, cognitive, and physical development by writing a five-page paper on adolescent behavior.	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	Research-based practice Ethical leadership Social justice

backgrounds and with exceptionalities by attending in-class lectures given by experts in these fields and by working on individual case studies.	
Students will demonstrate an understanding of how theoretical approaches to learning and development relate to classroom management, instruction, and assessment by creating a case study of an adolescent learner, developing learning objectives and planning teaching and assessment strategies.	Research-based practice Ethical leadership Social justice 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 to five page reflection paper.	Research-based practice Ethical leadership Social justice Innovation
Students will develop and reinforce their critical thinking, problem solving, oral, and writing skills by participating in a collaborative group that researches and presents various aspects of psychological theory and research using PowerPoint slides.	Research-based practice Ethical leadership Social justice Innovation Collaboration
Students will demonstrate an understanding of the role in the learning process of constructing knowledge, prior knowledge, problem solving, and social/environmental scaffolding through successfully completing an analysis of a case study.	Research-based practice Ethical leadership Social justice Innovation

College of Education and Human Development Student Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.
http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

Core Values Commitment The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>
Important information needed for successful completion of licensure:

Course Requirements and Assignments

1. **Classroom Participation and Attendance Policy:** Due to the importance of classroom presentations and classroom discussion (including case studies) to your total learning experience, I encourage you to both attend and participate in class regularly. 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.

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 one class** should see the instructor to discuss dropping the class.] The rubric is provided in Appendix A.

It is expected that each of you will:

1. Read all assigned materials for the course.
2. Participate fully in all small/large group activities and online assignments that reflect critical reading of the materials.
3. Complete a paper on motivation.
4. Research and orally present as a group a psychological theory and its application to the classroom.
5. Complete all weekly reflections and final reflection.
6. Complete instructional technology assignments if applicable.

2. Application Project (Case Study)

Students will read and complete many case study assignments. These assignments will deal with adolescent levels of development (e.g.—physical, social, or moral), adolescent motivation, and classroom strategies. The case analysis, in general, serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases also allow you to examine multiple perspectives on problems students experience in their schooling.

You should use these discussions as practice for this assignment, as the Fieldwork Assignment is a summative assessment of your ability to use psychological theory to analyze problems in a classroom. Case studies give you a chance to practice approaches a thoughtful, ethically principled teacher would use to solve problems. In these case analyses, for example, we always hold the teacher responsible for students' success. If students are not doing well, it is the teacher's task to figure out the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own class, you will think: "What might I do differently to help this student be successful?"

For the graded case study, please read the rubric carefully before writing your analysis. It is expected that this paper will be a **minimum of four** (double spaced) pages. First, please give two examples of problems that occurred in the case study and explain why the event is a problem. Then, correctly apply at least four developmental stages, learning theories, or classroom strategies—with definitions—from your text or other readings. Applying the stages, theories or strategies from educational psychology means to use the theory learned in class to change the teacher's practice in the case study to create a more positive environment. If you do the math for this assignment, it is encouraged that you suggest one strategies for each problem that you identify. To pass this course, the paper on the case study must demonstrate mastery at the level of 80% or higher— a "B" grade. (15 points)

Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, Application Project to TaskStream. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

3. Motivation Paper

For this 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? (You may also interview a teacher about what motivational techniques work best in the classroom.) Be sure to read Chapter 11, 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 two types of motivation: intrinsic and extrinsic. 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 four to five pages long (double-spaced). **Please** apply a minimum of four psychological concepts **in your writing**. **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. (10 Points)**. The rubric is provided in Appendix D.

4. Theory to Practice Presentation

You will begin by forming groups of two to four based on a shared interest in a psychological theory used in education. Each group of 2-4 students will choose a psychological topic from the list that follows this description. To start the research process, each group should read the relevant chapter(s) in the textbook and locate a minimum **of two scholarly 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 person in the group should identify and report on five research articles. The group should collectively incorporate a short (5-10 min) interactive activity that requires class participation and illustrates the theory or part of the theory being presented. In addition, there will be a group meeting with the instructor to discuss the PowerPoint presentation.

Each group will present its research findings and the activity during a 10-30 minute time period (5 minutes per person). All group members are required to participate in this presentation. Be creative but keep in mind that it is a formal presentation. A rubric will be used to grade the presentation.

The textbook, research articles, case studies, 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 is to delve deeper into a topic and make it relevant to classroom teachers. Search for the latest research on a particular topic and effectively defend your opinions. A rubric will also be used to grade the oral presentation. The rubric is provided in Appendix E.

Small Group 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 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

Written Assignments: All written assignments must be typed. 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. 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 Manual 6th ed.). Refer to the GMU Honor Code for further information.

Grading Scale

A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 80-87%
C = 70-79%
F = Below 70%

Point Distribution

Attendance and Participation:	5
Application Project (Case Study):	20
Motivation:	20
Theory to Practice Presentation:	25
Reflections	30

TOTAL: **100 points**

Out-of-Class Sessions

A class session may be held out-of-class (online). If so, this class 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 research, use of professional websites, online discussions, readings, analyses of case studies, writing the research project, preparing the PowerPoint presentation, and other assignments. Formal online discussions will take place at: <http://courses.gmu.edu>.

The Graduate School of Education (GSE) expects that all students abide by the following:

A. Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

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

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 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://oai.gmu.edu/honor-code/> and <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> for the full honor code.

Please note that:

Plagiarism encompasses the following:

- Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

- 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:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/))
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - 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.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
 - 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.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the

completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

Reading List

- Dweck, C.S. Even geniuses work hard. *Educational Leadership*, 16-20.
- Greene, R.W. (2010). Calling all frequent flyers. *Educational Leadership*, 28-34.
- Guskey, T.R. (2010). Lessons of mastery learning. *Educational Leadership*, 52-57.
- Kiewra, K.A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into Practice*, 41(2), 71-80.
- Laprairie, K., Johnson, D.D., Rice, M., Adams, P. & Higgins, B. (2010). The top ten things new high school teachers need to know about servicing students with special needs. *American Secondary Education*, 38(2), 23-30.
- Margolis, H. & McCabe, P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School and Clinic*, 41(4), 218-227.
- Marzano, R.J. (2011). It's how you use a strategy. *Educational Leadership*, 88-89.
- Senechal, D. (2011). Let strategies serve literature. *Educational Leadership*, 52-56.
- Wolk, R. (2010). Education: The case for making it personal. *Educational Leadership*, 16-21.
- Zimmerman, B.J. (2002). Becoming a self-regulated learner: An Overview. *Theory into Practice*, 41(2), 64-70.

Tentative Course Calendar

Class Date	Class Topic	Assignment due on this class
June 2 nd	Course Overview Review Syllabus Course Materials Chapter 1 *APA format	Please go to http://courses.gmu.edu to read the syllabus, take a look at the supporting materials for the course.
June 4 th	Developmental Characteristics and Theories *Locating empirical articles online at GMU's library	<ul style="list-style-type: none"> • Come to class with a possible Theory into Practice topic • Read Chapters 2 • Read Chapter 3
June 9 th	4 Learning Theories: Behavioral, Cognitive, Constructivist and Social Cognitive Cognitive Development and Language Choose groups for Theory	<ul style="list-style-type: none"> • Read Chapter 7 • Read Chapter 8 • Read Chapter 9
June 11 th	Social Cognitive Views of Learning Individual Differences and Special Educational Needs Case 24: The Respiratory System	<ul style="list-style-type: none"> • Read pp. 404-425 (Social Cognitive Views of Learning and Motivation) • Zimmerman (2002) • Margolis & McCabe (2006) • Due: One empirical article per student to be sure it is peer-reviewed and empirical
June 16 th	Motivation and Learning Strategies	<ul style="list-style-type: none"> • Read Chapter 12 (Motivation in Learning and Teaching) • Marzano (2011) • Read pp. 318 –328 (Complex Cognitive Processes)
June 18 th	Continuation of Learning Strategies and Teaching for Mastery	<ul style="list-style-type: none"> • Kiewra (2002) • Read pp. 296-311 (Cognitive Views of Learning) • Read pp. 328-349 (Complex Cognitive Processes)

Class Date	Class Topic	Assignment due on this class
		<ul style="list-style-type: none"> • Guskey (2010)
June 23 rd	Constructivist Learning Theory, Problem Solving, and Transfer	<ul style="list-style-type: none"> • Wolk (2010) • Chapter 10
June 25 th	Creating Learning Environments	<ul style="list-style-type: none"> • Read Chapter 13 (Creating Learning Environments) • Greene (2010)
July 30 th	Basic Strategies in Assessment and Summarizing Student Achievement	<ul style="list-style-type: none"> • Read Chapter 15 (Classroom Assessment, Grading and Standardized Testing) • Motivation Paper
July 2 nd	No class – July 4th Break	
July 7 th	Teaching Every Student Classroom Diversity	<ul style="list-style-type: none"> • Read Chapter 14 (Teaching Every Student) • Read Chapter 6 (Culture and Diversity) • Laprairie et al. (2010)
July 9 th	No class – Work with group virtually	
July 14 th	Continuation of Teaching Every Student Work on group presentation Case Study Application in Class	<ul style="list-style-type: none"> • Complete child abuse seminar certificate (instructions will be given in class) • Begin group presentations
July 16 th	Group Presentations	<ul style="list-style-type: none"> • TBA
July 21 st	Group Presentations	<ul style="list-style-type: none"> • Final reflection
July 23 rd	Group Presentations Wrap- up	

Appendix A

Attendance and Participation Rubric

Element	Exemplary (A)	Proficient (B)	Emerging (C or lower)
Attendance & Participation	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.	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.	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.

Appendix B

APPLICATION PROJECT: CASE STUDY ASSESSMENT RUBRIC

	EXCELLENT	GOOD	FAIR
<p>Problem Statement (4 points) The problem states the teacher's responsibility, contribution to the problem, role, potential student risks, etc.</p>	<p>The problem clearly outlines the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. Direct quotations from the case study, with citations, support four examples of classroom problems. (4 pts.)</p>	<p>The problem somewhat outlines the teacher's responsibility, contribution and role, as well as predictable risks to students and other problematic outcomes. A few direct quotations from readings vaguely support these perspectives. (2 pts.)</p>	<p>The paper lacks a clear problem statement with no citations from the case study. (1 pt.)</p>
<p>Action Plan (8 points) The action plan gives specific details on how the teacher could solve the problems presented in the problem statement.</p>	<p>The action plan clearly and details how the teacher could solve the problems presented in the problem statement. The action plan is clearly linked to the problem statement and has correctly applied at least eight educational psychological theories or techniques. Definitions from textbook are linked to the solution. (8 pts.)</p>	<p>The action plan somewhat details how the teacher could solve the problems presented in the problem statement. Few to no direct quotations from textbook are used. (5 pts.)</p>	<p>The action plan is not relevant to the problem statement. Few to no direct quotations from textbook are used. (3 pts.)</p>
<p>Grammar and Mechanics (3 points) Student uses standard English and correct APA format.</p>	<p>The paper has minimal errors. (3 pts.)</p>	<p>The paper has a few errors. (2 pts.)</p>	<p>The paper has numerous errors. (1 pt.)</p>

Appendix C
Motivation Paper

<p>Content (8 points)</p> <p><i>Does the paper provide a clear, general formal definition of motivation?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> Yes, but not clearly defined <input type="radio"/> No <p><i>Does the paper address whether or not the interviewee's experiences correspond to that definition?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes, with examples from the interview to elaborate and provide evidence <input type="radio"/> Yes, but with limited evidence from the interview <input type="radio"/> No <p><i>Does the paper include the minimum number of psychological concepts regarding motivation?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><i>Does the paper provide an in-depth analysis of each of the psychological concepts as they relate to the adolescent(s) that were interviewed?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes, each is thoroughly addressed and connected to the adolescent(s) interviewed <input type="radio"/> No, although most were thoroughly addressed and connected to the adolescent(s) interviewed <input type="radio"/> No. Numerous concepts were not 	<p><i>Does the paper include actual quotations from the interview(s)?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Mechanics (2 points)</p> <p><i>Does the paper meet the page requirements?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p><i>Does the paper have minimal grammatical and/or punctuation errors?</i></p> <ul style="list-style-type: none"> <input type="radio"/> Yes, it is error free or has minimal grammatical/punctuation errors <input type="radio"/> No, the paper includes several grammatical/punctuation errors <input type="radio"/> No, the paper includes numerous grammatical/punctuation errors <p>Comments:</p>
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thoroughly addressed and connected to the adolescent(s) interviewed	
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Appendix D

Theory to Practice Presentation Rubric

	Well Done (5)	Good (4.0 – 4.5)	Needs Improvement (3.5 or below)
Subject Knowledge (Presentation Content) _____ / 5 pts	Presentation provides an abundance of material clearly related to the research topic presented. Points are clearly made and evidence is used to support claims/findings. Presentation includes aspects of topic not addressed in class or text.	Presentation provides material that relates to the research topic presented. Points are made and evidence is used to support claims/findings. Presentation includes aspects of topic not addressed in class or text. However, additional information would have added to the quality of the presentation.	Presentation provides material that relates to the research topic presented, but also includes unrelated material. Limited points are made and limited evidence is used to support claims/findings. Presentation includes few aspects of topic not addressed in class or text.
Organization & Visuals _____ / 5 pts	Information is presented in a logical and interesting sequence, which the audience can follow. Presentation flows extremely well. Presentation incorporates excellent and relevant visuals.	Information is presented in a logical and interesting sequence, which the audience can follow. Visuals are incorporated into the presentation. However, some visuals are unclear and may require explanations.	Audience has difficulty following the presentation because the presentation jumps around. The presentation lacks clear and smooth transitions. Visuals are used but not explained or put into context.
Mechanics _____ / 5 pts	Presentation has no misspellings or grammatical errors.	Presentation has a few misspellings or grammatical errors	Presentation has several misspelling and or grammatical errors.
Subject Knowledge (Topic Resources) _____ / 5 pts	Presentation incorporates the appropriate amount of resources. Resources are cited and are cited in APA format correctly without errors.	Presentation incorporates the appropriate amount of resources. Resources are cited in APA format, with minor errors.	Presentation incorporates the appropriate amount of resources. Resources are not cited or are cited with major errors.
Delivery _____ / 5 pts	Presenters spoke at a good rate and volume, maintained eye contact while using, with limited use of notes.	Presenters spoke faster or slower than necessary, or did not speak so the entire class could hear. They maintained eye	Presenters spoke faster or slower than necessary, or did not speak so the entire class could hear. Members relied heavily on

		contact, while using, but not reading their notes.	notes or ppt, lacking a grasp of the material.
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Grade: _____ / 25 pts

Comments: _____

Appendix E

Final Reflection:

	Exemplary (3)	Proficient (2.5)	Emerging (2)
Clarity and Evidence of Course Reading / Class Activities	The course reading and class activities are synthesized to demonstrate a deep conceptual understanding of three main areas discussed or read about. The reader can create a mental picture of the situation being described.	The course reading and class activities are discussed with an understanding of the three main areas discussed or read about. Minor, infrequent lapses in clarity.	There is little discussion about course readings and three main areas discussed in class. There are frequent lapses in clarity.
Personal Application (Metacognition)	The reflection moves beyond simple description of the experience to an analysis of how the reading and class experience contributed to understanding yourself, others, and/or course concepts.	The reflection demonstrates students some analysis of the reading and class experience to understanding yourself, others, and/or course concepts, but analysis lacks depth or it is unfocused.	The reflection makes attempts at applying the learning experience by understanding yourself, others, and/or course but does not demonstrate any depth of analysis.

Generalized Student Application	A clear connection to classroom application or to an adolescent student is made using specific details or examples.	A connection is somewhat made with generalized application.	A connection is lacking or missing to generalized application.
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+1 = Discusses what they need to learn more about in the future on the topics discussed in class.

_____ / 10 pts x 3 reflections = _____ / 30 pts