GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 821 001 (3credits)
Socio-Cultural Processes in Learning, Instruction, and Motivation
Spring 2016
Wednesday 4:30-7:10
Aquia 213

PROFESSOR
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CATALOG DESCRIPTION:
This course examines the processes by which social, cultural, and linguistic variables influence human behavior. It focuses on differences within and between cultural groups related to students' learning and achievement in educational settings.   Prerequisites: EDUC800, EDUC805, EDLE802 and EDRS 810

NATURE OF COURSE DELIVERY
This course will be taught using discussion as the primary mode. For covering the subject the course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site. The Blackboard site for the class can be accessed at: http://blackboard.gmu.edu.

LEARNER OUTCOMES
This course is designed to enable students to:

- demonstrate understanding (in writing, class discussion and presentations) of major concepts of learning, instruction and motivation as sociocultural processes
- discuss research on how individual and cultural factors form the underpinnings of individual differences in behaviors, beliefs, and attitudes
- use theories and research to analyze whether and how learning and instructional environments and practices address learners' socio-cultural and linguistic differences
- discuss the role of parents, peers, and school on learning in school and out of school
- consider the effects of race, ethnicity, SES, and culture on students' learning in a variety of settings
- Develop and reinforce their critical thinking, oral, and writing skills.

REQUIRED TEXTS:

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, Massachusetts: Harvard University Press. * Note: any edition is fine for the purposes of the course.

Available through on-line library system:

> Corno, L. & Anderman, E. M. (Eds.) (2015). *Handbook of Educational Psychology*, 3rd edition. Routledge. Available as an e-book in GMU library system. Referred to as HEP in course schedule

Additional selections from:

> Elliot, A. J., & Dweck, C. S. (2005). *Handbook of competence and motivation.* New York: Guilford Press. Selections available on course Blackboard site. Referred to as HCM in course schedule.

> Assorted electronic journal articles available in GMU library system and/or on course Blackboard site.

TK20 Performance-Based Assessment submission Requirement

Every student registered for any Educational Psychology course <u>with a required performance-based assessment</u> is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. **Not applicable to this course**

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:
American Psychological Association (1997). Learner-Centered Psychological Principles*:
 Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*.
   Retrieved October 14, 2002 from http://www.apa.org

COURSE REQUIREMENTS
It is expected that each student will:
1. Read all assigned materials for the course
2. Attend each class session
3. Participate in classroom activities that reflect critical reading of materials
4. Critique and/or discuss assigned articles in class

5. Lead class discussion where appropriate
6. Respond to weekly journal prompts
7. Write and present a "theory of action" profile of a non-profit organization devoted to child and adolescent learning
8. Participate in a panel presentation and turn in accompanying materials

Attendance and Participation (10%)

Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals and will account for 10% of the course grade. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Journals and their use in class discussion (30%)

To facilitate deeper thinking on the class material and class discussion, students are expected to keep a public Blackboard journal in which they write their thoughts. Most weeks will have a specific journal assignment; others should involve reflecting on the week's readings in a way that makes sense to the writer. Journals will be graded for being consistently and thoughtfully kept—journal entries should be made for each week there is a class session but everyone is allowed to skip up to two weeks without penalty if they wish. A portion of the grade will be on the completeness and timeliness of journal writing. Journal entries should include ideas across all required readings, not just one. (Supplemental readings are not required). Three journal entries will be formally graded—2 the student selects, 1 the professor randomly selects. The evaluation criteria will be for depth of thinking and insights about the reading. It is fine for it to read more like musings and notes than a succinct polished paper, but it should connect to specific content in the reading.

Students should look at others' journals as well and bring up and comment on ideas therein. If you're confused by a reading, do not consider it cheating to look at what other students had to say about it to help shape your ideas. If you do use an idea from another student's journal, cite it. Students will be expected to bring up ideas generated through the journaling process in class discussions.

Organization Profile and Presentation (25%)

Teams of students (4-6 per group) are required to prepare a detailed profile of a non-profit organization that devotes itself to improving child and adolescent learning in schools or informal settings. The profile will be a brief overview of the organization, a below-the-surface profile of the organization, and an explanation of the apparent theory of action espoused or demonstrated by the organization. Where appropriate, connections to ideas from class sessions and readings should be made. All sources of evidence for this material should be included in an appendix (e.g., on-line materials, interviews, field observation notes). We will begin planning this assignment early in the semester, giving each group time to develop their profile, which will be presented mid-way through the semester.

Panel Presentation & Materials (35%)

This assignment reflects a conference-style panel session. Each panel will be composed of 4-5 presentations on a related theme.

Possible approaches:
1. Reviewing and contextualizing a book-length study that has contributed to our understanding of sociocultural processes in learning, instruction, and motivation (e.g., *Preschool in three cultures*,

Learning a new land, The good high school, or others discussed with professor). Must include 1 book or monograph and 2-3 related sources (e.g., ones the book cites or that cites the book).

2. Applying key constructs in sociocultural processes to your own research interests. Some sample constructs would be: communities of practice, situated learning, learning environments, ecological systems, sociotechnical systems, distributed cognition, or cultural models. Must include more than 10 research article sources.

3. If you have any other ideas related to the course topics, please feel free to discuss with professor.

Requirements: a) 1-paragraph proposal of planned presentation topic, b) 10-minute presentation, c) uploaded presentation slides done in APA style, d) 1-page synopsis of presentation and a list of references in APA style to be provided to class, e) annotated bibliography of notes on resources used (books should be annotated chapter by chapter not as a whole).

Course Evaluation
The requirements for this class will be weighted in the following manner:

Attendance and Participation	10%
Journal	30%
Organization Profile	25%
Panel presentation and materials	35%

Your final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

GMU Policies and Resources for students

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

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/].

2. Professional Dispositions
    Students are expected to exhibit professional behaviors and dispositions at all times.

3. 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/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu.

ADDITONAL CLASS POLICIES
Paper Format
> *Papers not following this format may be automatically reduced by up to a letter grade.*
- 1-inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- All papers should be proofread for spelling, grammar, and clarity errors.
- APA format.

Turning in Assignments

Assignments are due at the start of class on the assigned due date. Assignments should be uploaded to Blackboard. If an assignment must be turned in late, students should make arrangements with the professor in advance or initiate a discussion about extenuating circumstances. Late assignments may be marked down by half a letter grade for each day the assignment is late.

TENTATIVE COURSE SCHEDULE: Updated reading assignments, topics, and deadlines will be posted as an updated course schedule in Blackboard.

DATE	TOPIC/LEARNING EXPERIENCE	READINGS & ASSIGNMENTS
Week 1 1/20	Review syllabus Introduction and Overview Activity: Introducing Suarez-Orozco *Learning a New Land* To do: Generate theory of action group ideas	Access Blackboard and Review Syllabus.
Week 2 1/27	Thinking with the Tools and Institutions of Culture Activity: Connecting ideas from Rogoff 2003 to Suarez-Orozco's learner pathway stories To do: Discuss theory of action group possibilities	Rogoff (2003) *Cultural Nature of Human Development* (Chapter 7: Thinking with the Tools and Institutions of Culture)— electronic resource through GMU library Provided selections from Suarez-Orozco & Suarez-Orozco: *Learning a New Land* (2007) Journal assignments: 1. Identify 3 key ideas and 1 question from Rogoff 2003. 2. Read learner pathways and identify salient points and insights from your own perspective. *Bring hardcopy of journal entry to class
Week 3 2/3	Foundations of Sociocultural Perspectives :andVygotsky's conceptions of tools, symbols and internalization and how they connect to contemporary perspectives Note: Theory of Action Group selections should be made no later than today.	Read: (Vygotsky, 1978), Part 1: Basic Theory and Data with particular focus on 1) Tool and Symbol in Child Development and 4) Internalization of Higher Psychological Functions. Nasir, Rosebery, Warren & Lee (2014) (On Bb). Journal assignment (required): 1) Take a concept of Vygotsky's (e.g., "tools," "internalization") and write about what you understand it to mean. Generate at least 3 questions about it. Connect it to ideas discussed in the Nasir, Rosebery, Warren & Lee reading.

Week 4 2/10	Foundations of Sociocultural Perspectives: Situated Cognition and Learning	Watch Webinar on Situated Cognition: http://isls-naples.psy.lmu.de/intro/all-webinars/greeno-nokes-malach/index.html Read all abstracts for the September 2015 Special issue of *Educational Psychologist* on Situated Perspectives in Educational Psychology. Choose 1 article to read carefully. Journal assignment: Identify at least 3 key insights (supplemented by direct quotes or page specific comments) and 2 questions from readings.
Week 5 2/17	Social/Cultural Contexts and Development: Cultural, Racial/Ethnic, and Linguistic Diversity and Identity Studying SES	HEP (2015) Ch 14 Cultural, Racial/Ethnic, and Linguistic Diversity and Identity (Nasir, Rowley & Perez) SES: Jeynes (2002) Sirin (2005) Supplemental: HCM: Brooks-Gunn, Linver, & Fauth (2005) (Children's competence and socioeconomic status in the family and neighborhood)
Week 6 2/24	**Organization Profile Presentations**	Vygotsky, *Mind in Society*—read chapters in Educational Implications section focusing in particular on interaction of learning and development. **Organization profile materials uploaded to Bb**
Week 7 3/2	Sociocultural Contexts: Media/Internet/Digital Technologies	Ito et al. (2009) Scott, Sheridan & Clark (2014) Stevens et al. (2007) Jenkins et al. (2005) Generation M series, Kaiser Family Foundation Reports Internet & American Life website http://www.exploratorium.edu/research/digitalkids/Digital_equity_paper.pdf
Week 8 3/9	***SPRING BREAK**** No class	

Week 9 3/16	Dr. Sheridan presenting at conference out of town—no class scheduled.	Work on your presentations
Week 10 3/23	Social/Cultural Contexts and Development: Schools, Teachers, Cultural Models	**DUE: Panel presentation title and abstract (200 words or less) to receive group/date assignment.** HEP Ch 23 Sociocultural Perspectives on Literacy & Learning **Select** and read **4** of the following: Felner, Steitsinger, Brand, Burns, & Bolton (2007) Borgman & Overman (2004) Riehl (2000) Gallimore & Goldenberg (2001) Hughes & Kwok (2007) Hauser-Cram, Sirin, & Stipek (2003) Turner et al. (2002) Fives & Alexander (2004) Okagaki (2001) Journal assignment: Identify four articles read and discuss key insights. Generate 4 questions.
Week 11 3/30	Sociocultural contexts and development: Informal Education Presentation on Dr. Sheridan's work	HEP (2015) Barron & Bell Sheridan, Clark & Williams (2013) Sheridan et al. (2014) Sheridan & Konopasky (in press) Journal assignment: TBA
Week 12 4/6	Social and Cultural Context in Learning, Instruction, and Motivation: Emotion and Cognition Panel 1 Presentation	HCM: Plaut & Markus (2005) (The "inside" story: A cultural-historical analysis of being smart and motivated American style) Journal assignment: TBA

Week 13 4/13	Social and Cultural Context in Learning, Instruction, and Motivation Stereotypes; Self-Concepts; Cultural Competence Panel 2 Presentation	HCM: Aronson & Steele (2005) (Stereotypes and the fragility of academic competence, motivation and self-concept) HCM: Chiu & Hong (2005) (Cultural competence: Dynamic processes) Journal assignment: TBA
Week 14 4/20	Sociocultural Contexts: Parents & Peers Panel 3 Presentation	Readings: TBA Journal assignment: TBA
Week 15 4/27	Immigration and Schools Panel 4 Presentation	Suarez-Oroszco et al. (2010) Revisit *Learning a New Land* learner pathways from the beginning of the semester. Supplemental: Fuligni (1997) McBrien (2005) Journal assignment: Revisit your initial learner pathway entry and consider new insights/learning. *Completed set of presentation materials (see assignment description above) should be uploaded to Blackboard.
Week 16 5/4	Conclusion and Celebration (and any straggling presentations)	Completed set of journals due (Upload to assignment section on Bb: A document with a full list of entries, number –if any- missing, and two selected examples that you think represent your best journal examples).

Reading List

Barron, B., & Bell, P. (2015). Learning environments in and out of school. *Handbook of Educational Psychology* (pp. 323-336). New York: Routledge, Taylor, & Francis.

Borgman, G. D., & Overman, L. T. (2004). Academic resilience in mathematics among poor and minority students. *The Elementary School Journal, 104*(3), 177-195.

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 3) (pp. 1643-1647). Oxford: Pergamon.

Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology, 98,* 1-13.

Callaghan, T., Moll, H., Rakoczy, H., Warneken, F., Liszkowski, U., Behne, T., & Tomasello, M. (2011). Early social cognition in three cultural contexts. *Monographs of the Society for Research in Child Development, 76.* doi:10.1111/j.1540-5834.2011.00603.x

Davydov, V. V., & Kerr, S. T. (1995). The influence of L. S. Vygotsky on education theory, research, and practice. *Educational Researcher, 24*(3), 12-21.

Entwisle, D. R., & Alexander, K. L. (2000). Diversity in family structure: Effects on schooling. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.), *Handbook of family diversity* (pp. 316-337). New York: Oxford University Press.

Felner, R. D., Seitsinger, A. M., Brand, S., Burns, A., & Bolton, N. (2007). Creating small learning communities: Lessons from the project on high-performing learning communities about "what works" in creating productive, developmentally enhancing, learning contexts. *Educational Psychologist, 42*(4), 209-221.

Fives, H., & Alexander, P. A. (2004). How schools shape teacher efficacy and commitment: Another piece of the achievement puzzle. In D. M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited* (pp. 139-164). Vol. 4. Greenwich, CT: Information Age Press.

Fuligni, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development, 68,* 351-363.

Gallimore, R., & Goldenberg, C. (2001). Analyzing cultural models and settings to connect minority achievement and school improvement research. *Educational Psychologist, 36*(1), 45-56.

Hauser-Cram, P., Sirin, S. R., & Stipek, D. (2003). When teachers' and parents' values differ: Teachers' ratings of academic competence in children from low-income families. *Journal of Educational Psychology, 95*(4), 813-820.

Henze, R. (2001). Segregated classroom, integrated intent. *Journal of Education for Students Placed At Risk, 6*(1 & 2), 133-155.

Holloway, S. D. (1988). Concepts of ability and effort in Japan and the United States. *Review of Educational Research,* 58, 327-345.

Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist, 42*(4), 251-260.

Hufton, N., Elliott, J., & Illushin, L. (2002). Educational motivation and engagement: Qualitative accounts from three countries. *British Educational Research Journal, 28*(2), 265-289.

Hughes, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology,* 99(1), 39-51.

Ito, M., Baumer, S., Bittanti, M., boyd, d., Cody, R., Herr-Stephenson, B., … Tripp, L. (2010). *Hanging out, messing around, and geeking out: Kids living and learning with new media.* Cambridge, MA: MIT Press.

Jenkins, H., Purushotma, R., Clinton, K., Weigler, M., & Robison, A. (2005). *Confronting the challenges of participatory culture: Media education for the 21st century. Building the field of digital media and learning.* Retrieved from http://newmedialiteracies.org/files/working/NMLWhitePaper.pdf

Jeynes, W. H. (2002). The challenge of controlling for SES in social science and education research. *Educational Psychology Review, 14*(2), 205-221.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation.* New York: Cambridge University Press.

Lee, J-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and achievement gap among elementary school children. *American Educational Research Journal, 43,* 193-218.

Markus, H. R., Kitayama, S. (1991). Culture and the self: implications for cognition, emotion, and motivation. *Psychological Review*, *98*(2), 224-253.

Martin, J. (2007). The selves of educational psychology: Conceptions, contexts, and critical considerations. *Educational Psychologist, 42,* 79-89.

McBrien, J. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, *75*(3), 329-364.

Okagaki, L. (2001). Triarchic model of minority children's school achievement. *Educational Psychologist, 36*(1), 9-20.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*(1), 55-81.

Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. New York, NY: Oxford University Press.

Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist, 35,* 101-111.

Ryan, K. E., & Ryan, A. M. (2005). Psychological processes underlying stereotype threat and standardized math test performance. *Educational Psychologist, 40,* 53-63.

Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, *75*(3), 417-453.

Smith, M. K. (2001) 'Chris Argyris: theories of action, double-loop learning and organizational learning', *the encyclopedia of informal education*, http://www.infed.org/thinkers/argyris.htm. Last update: September 07, 2009

Steinberg, L., Dornbush, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist, 47,* 723-729.

Stevens, R., Satwicz, T. & McCarthy, L. (2007). In-Game, in-room, in-world: Reconnecting video game play to the rest of kids' lives. In K. Salen (Ed.), *The ecology of games: Connecting youth, games, and learning* (pp. 41-66). John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: MIT Press.

Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study. *Journal of Educational Psychology*, *94*(1), 88-106.

Van Laar, C. (2000). The paradox of low academic achievement but high self-esteem in African American students: An attributional account. *Educational Psychology Review, 12*(1), 33-62.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education, 55*(1), 25-38.

Wentzel, K., R., Barry, C. M., & Caldwell, K. A. (2004). Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology, 96,* 195-203.

Appendix
Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:
1. Be punctual, present (in mind and body), and well prepared for class.

2. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.

3. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

4. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

    5 = Student *consistently* demonstrated the criterion throughout the semester.

    4 = Student *frequently* demonstrated the criterion throughout the semester.

    3 = Student *intermittently* demonstrated the criterion throughout the semester.

    2 = Student *rarely* demonstrated the criterion throughout the semester.

    1 = Student *did not* demonstrate the criterion throughout the semester.

Organization Profile Rubric (25%)

	1 (Below Benchmark)	2 (Approaching Benchmark)	3 (Meeting Benchmark)	4 (Exceeding Benchmark)
Description	Minimal or inaccurate account of the organization and/or its work.	Provides an account of the organization and its work.	Complete account of the organization and its work.	Well-written and thorough account of the organization and its work.
Analysis	Provides minimal account of the espoused or enacted theory of action.	Provides an account of the espoused or enacted theory of action.	Provides an account of the espoused and enacted theory of action that is connected to course concepts.	Uses course concepts to thoughtfully examine both the espoused and enacted theory of action of the organization.
Supplementary Materials	Provides minimal or no supporting materials.	Provides materials on organization but not well-established connection to description/analysis.	Set of materials provides support for claims in paper and presentation.	Rich and varied set of materials that support claims made in paper and presentation.
Presentation	No presentation given nor presentation slides given.	Presentation lacks description, analysis, and/or evidence for these.	Group presentation communicates key ideas of description and analysis and provides some evidence for claims.	Well-orchestrated, engaging and thoughtful group presentation that communicates key ideas around description/analysis and provides evidence for claims.
Writing and Mechanics/APA style	Presentation and paper have many grammatical and APA errors.	Presentation and paper have multiple grammatical and APA errors.	Presentation and/or paper have some grammatical or APA errors.	Presentation and paper have no (or very minimal) grammatical or APA errors.