George Mason University
College of Education and Human Development
Educational Psychology

EDEP 551, section 002/P02 (3 credits)
Principles of Learner Motivation

Spring 2018
Tuesday 7:20-10pm
Robinson Hall B, Room 218

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PREREQUISITES/COREQUISITES
None

CATALOG DESCRIPTION
Focuses on theories and concepts of human motivation, and examines strategies, techniques, and interventions that promote and sustain learner motivation.

COURSE DESCRIPTION
This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn, and examine strategies, techniques and interventions that promote and sustain learner motivation.

NATURE OF COURSE DELIVERY
This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (http://mymason.gmu.edu). Students are responsible for any information posted on the course site.

REQUIRED TEXT
Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning.* Mahwah, NJ: Lawrence Erlbaum.

A list of additional required readings is provided at the end of this document. Additional readings will be made available through E-Reserves (http://library.gmu.edu/) or on the course's Blackboard site.

STUDENT OUTCOMES
This course is designed to enable students to do the following:
1. Describe the important characteristics of historical and contemporary theories of motivation
2. Discuss the motivational theories as they pertain to instructional design
3. Produce appropriate strategies for enhancing learner motivation in light of motivational problems
4. Describe ways of measuring the motivational effectiveness of instruction
5. Develop a personal approach for enhancing student motivation
6. Develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners
7. Read and critically evaluate current research of motivational theories
8. Understand the role of goals, emotions, and beliefs on learner motivation
9. Develop and reinforce their critical thinking, problem solving, oral and writing skills

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

Program Standards
Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.
Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.
Standard 3: Knowledge of Educational Research and Assessment. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.
Standard 4: Analysis, Critique, and Evaluation of Educational Research. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.
Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrated critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

APA Learner Centered Principles
- 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
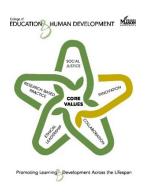- Principle 6: Context of Learning
- Principle 7: Motivational & Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Affect
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information see: American Psychological Association (1997). *Learner-centered psychological principles: A framework for school redesign and reform.* Retrieved October 14, 2002 from http://www.apa.org

Core Values Commitment
The College of Education and 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 more information on the College of Education and Human Development Core Values and Dispositions and the Educational Psychology Program Standards and Dispositions, please see: See https://cehd.gmu.edu/students/polices-procedures/.

Course Requirement (% of final grade)

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

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. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. 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. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form. (See rubric for attendance and participation in Appendix A).

Critical Questions and Online Discussion (5%)
To facilitate class discussion, students are expected to post 5 critical questions/comments about the content over the semester (Note: these are in addition to any postings made due to a course absence). The five (5) critical questions/comments should be reflective of five (5) *different* class meetings. Questions are to be posted in Blackboard by **4pm the Monday prior** to the class in the appropriate discussion board. Additional postings on Blackboard may also be assigned throughout the semester, in which case specific guidelines will be provided and posted on Blackboard.

Article Critique (20%--10% each)
Each student will prepare two critiques based on the topics and empirical articles assigned in the syllabus for two different class meetings. At least one critique is to be done in pairs and students are strongly encouraged to do the first critique in pairs. * *Critiques are due on the day the reading is scheduled. The first critique is to be submitted by 3/6 and the second is due by 4/24.* Critiques should be posted on Blackboard by noon the day the reading is scheduled. Article Critique guidelines and rubric are provided in Appendix B.

Case Analysis Writing Assignment (30%)
This will be a three-part assignment in which students will analyze classroom scenarios and apply the constructs discussed in class. Part 1 is due on 2/20, Part 2 is due on 3/6, and Part 3 is due on 4/3.

Final Paper and Poster Presentation (35%--Paper: 25%; Poster and Peer Review: 10%)
There are three final paper options: 1) literature review, 2) research proposal, or, 3) instructional intervention/motivation design paper (i.e., apply principles of motivation and learning to a chosen context). Paper format and topics should be submitted to the instructor in writing by 2/27. Contact the instructor before this date to discuss plans for the final paper. Students may work with a partner on this assignment with permission from the instructor. * *The final paper is due by 4:30pm 5/15. Late papers will not be accepted unless prior arrangements have been made.*

Final paper content will be shared with the class in a poster fair on 5/1. A copy of the poster materials should be sent to the instructor by 9am on Monday, 4/30. Additional guidelines and rubrics will be provided.

*For assignments completed with a partner, both individuals are to complete the Collaboration Rubric (Appendix C) and write a brief reflection (i.e., a few paragraphs) about the collaborative experience (e.g., how work was structured, role of each member, any difficulties or benefits encountered, what was learned about collaboration). The rubric and reflection are due the day the assignment is submitted. If the completed rubric and essay are not turned in the assignment will be marked down by one letter grade.

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

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations
- *Honor Code:* Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
  - Students must not give or receive unauthorized assistance.
  - Plagiarism is also a violation of the honor code. Please note that:
    - "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)
    - 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.
- *Responsible Use of Computing:* Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
- *Disability Services and Accommodations:* Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- *Email Communication:* Students are responsible for the content of university communications sent to their Mason 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.
- *Sound Emitting Devices:* Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
- *Professional Dispositions:* Students are expected to exhibit professional behaviors and dispositions at all times.
- *Core Values Commitment:* The College of Education and 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/.

Campus Resources
- 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/].
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Additional Class Policies

Paper Format
All papers submitted should adhere to the following guidelines:
- 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
- Formatted in APA style and proofread for spelling, grammar, and clarity errors

Late Assignments
Unless otherwise indicated, assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Electronic Device Use in Class
During class time, please refrain from checking email or conducting activities on the computer, cell phone or other electronic device that are not directly related to the class session.

Class Environment
Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be silenced to not affect the learning of those around you.

TENTATIVE COURSE SCHEDULE

(Faculty reserves the right to alter the schedule as necessary, with notifications to students.)

Date	Topic	Assigned Readings
1/23	Course Overview History & Introduction to Motivation	Pintrich & Schunk (2002) Chapter 1 (overview of history and research methodology)
1/30	Attribution Theory	Alderman (2008) Chapter 2 Dweck (2002) Rattan et al. (2015) Graham & Barker (1990) + *Final Paper discussed*
2/6	Self-Efficacy & Self-Worth Expectancy-Value Theory	Alderman (2008) Chapter 3 pp. 66-86 Usher & Pajares (2006) + Wigfield & Eccles (2000) *Case Analysis Part 1 assigned*
2/13	Expectancy-Value Theory (continued) Self-Determination	Flake et al. (2015)+ Read *one* of the following:** Durik, Vida, &Eccles (2006) + Cole, Bergin, & Whittaker (2008) + Ryan and Deci (2000)
2/20	Intrinsic-Extrinsic Motivation Debate Library orientation	Alderman (2008) Chapter 8 252-264 Read in this order: Deci, Koestner, & Ryan (2001) + Cameron (2001) + Deci, Ryan, & Koestner (2001) + Covington (2000) *Case Analysis Part 1 due; Part 2 assigned*
2/27	Autonomy Support	Alderman (2008) Chapter 8 pp. 244-250 Read *two* of the following:** Reeve & Jang (2006)+ Jang (2008)+ Su & Reeve (2011)+ Taboada et al. (2010)+ Katz & Shahar (2015)+ *Final Paper Topics due*
3/6	Goal Orientations	Alderman (2008) Chapter 3 pp. 86-104 Patrick & Ryan (2009)+ Daniels et al. (2008)+ Elliot et al. (2011) (introduction: pp. 632-635 & discussion: pp. 641-644) *Case Analysis Part 2 due; Part 3 assigned* *Article Critique I due*

**Post your choice of articles on Blackboard
+ Can be used for an Article Critique

3/13	**SPRING BREAK—NO CLASS**	
3/20	Goals, Self-Regulation, and Volition	Alderman (2008) Chapters 4 & 5 Kistner et al. (2010)+ Shellenbarger (2011)
3/27	Situated Views of Motivation	Nolen et al. (2015) Nolen (2007)
4/3	Motivation, Instruction, & the Social Context: Evaluation & Feedback	Alderman (2008) Chapter 8 pp. 264-272 Brookhart (2008) Nolen (2011) Read *one* of the following Evaluation/Feedback articles: ** Zumbrunn et al. (2016)+ Meusen-Beekman et al. (2016)+ *Final Paper Update (outline due)* *Case Analysis Part 3 due*
4/10	Motivation, Instruction, & the Social Context: Classroom Context	Alderman (2008) Chapter 7 Chapter 8 237-244 Juvonen (2007) Read *one* of the following classroom articles: ** TBD
4/17	Motivation, Instruction, & the Social Context: Peers & Family	Read *one* of the following Peer articles: ** Buhs et al. (2006)+ Bissel-Havran & Locken (2009)+ Vollet et al. (2017)+ Read *one* of the following Parent articles: ** Urdan et al. (2007)+ Kim (2015)+ Suizzo et al. (2016)+
4/24	Motivation, Instruction, & the Social Context: Motivational Interventions	Alderman (2008) Chapter 9 Read *two* of the following: ** TBD *Article Critique II due*
5/1	Conclusions *Poster Fair*	*Copy of poster materials to Prof W. 9am on 4/30*
5/15		*Final Paper due by 4:30pm*

**Post your choice of articles on Blackboard
+ Can be used for an Article Critique

Required Course Reading List

Anderman, L. H., Andrzejewski, C. E., & Allen, J. (2011). How do teachers support students' motivation and learning in their classrooms? *Teachers College Record*, *113*(5), 969-1003.

Bissell-Havran, J. M., & Loken, E. (2009).The role of friends in early adolescents' academic self-competence and intrinsic value for math and English. *Journal of Youth and Adolescence*, 38(1), 41-50. doi: 10.1007/s10964-007-9266-3

Brookhart, S. M. (2008). Feedback that fits. *Educational Leadership*, 65(4), 54-59.

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), 1-13. doi: 10.1037/0022-0663.98.1.1

Cameron, C. (2001). Negative effects of reward on intrinsic motivation-A limited phenomenon; Comment on Deci, Koestner, and Ryan (2001). *Review of Educational Research, 71,* 29- 42. doi: 10.3102/00346543071001029

Cole, J. S., Bergin, D. A., & Whittaker, T. A. (2008). Predicting achievement for low stakes tests with effort and task value. *Contemporary Educational Psychology, 33*(4), 609-624. doi:10.1016/j.cedpsych.2007.10.002

Covington, M. V. (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9,* 22-25. doi: 10.1111/1467-8721.00052

Daniels, L. M., Haynes, T. L., Stupinsky, R. H., Perry, R. P., Newall, N. E., & Pekrun, R. (2008). Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes. *Contemporary Educational Psychology, 33*(4), 584-608. doi: 10.1016/j.cedpsych.2007.08.002

Deci, E. L., Ryan, R. M., & Koestner, R. (2001). The pervasive negative effect of rewards on intrinsic motivation: Response to Cameron (2001). *Review of Educational Research, 71,* 43-51. doi: 10.3102/00346543071001043

Deci. E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71,* 1-27. doi: 10.3102/00346543071001001

Durik, A., Vida, M., &Eccles, J. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology*, *98*(2), 382-393. doi: 10.1037/0022-0663.98.2.382

Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Eds.) *Improving academic achievement* (pp. 38-60). San Diego: Academic Press.

Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3x2 achievement goal model. *Journal of Educational Psychology, 103*, 632-648.

Flake, J. K., Barron, K. E., Hulleman, C., McCoach, B. D., & Welsh, M. E. (2015). Measuring cost: The forgotten component of expectancy-value theory. *Contemporary Educational Psychology, 41,* 232–244. doi: http://dx.doi.org/10.1016/j.cedpsych.2015.03.002

Graham, S., & Barker, G. B. (1990). The down side of help: An attribution-developmental analysis of helping behavior as a low-ability cue. *Journal of Educational Psychology, 85,* 7-14.

Guthrie, J. T., McRae, A., & Klauda, S. L. (2007).Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42*(4), 237-250. doi:10.1080/00461520701621087

Harackiewicz, J. M., Rozek, C. S., Hulleman, C. S., & Hyde, J. S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value intervention. *Psychological Science, 23*(8), 1-8. doi: 10.1177/0956797611435530

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. doi:10.1080/00461520701621095

Hulleman, C. S., Kosovich, J. J., Barron, K. E., & Daniel, D. B. (2016, August 15). Making connections: Replicating and extending the utility value intervention in the classroom. *Journal of Educational Psychology*. Advance online publication. http://dx.doi.org/10.1037/edu0000146

Jang, H. (2008). Supporting students' motivation, engagement, and learning during an uninteresting activity. *Journal of Educational Psychology*, *100*(4), 798-811. doi:10.1037/a0012841

Juvonen, J. (2007). Reforming middle schools: Focus on continuity, social connectedness, and engagement. *Educational Psychologist, 42,* 197-208. doi:10.1080/00461520701621046

Katz, I., & Shahar, B. (2015). What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International*, *36*(6), 575-588.

Kim, J. (2015). American high school students from different ethnic backgrounds: The role of parents and the classroom in achievement motivation. *Social Psychology of Education: An International Journal*, *18*(2), 411-430. DOI 10.1007/s11218-014-9285-3

Kistner, S., Rakoczy, K., Otto, B., Dignath-van Ewijk, C., Buttner, G., & Klieme, E. (2010). Promotion of self-regulated learning in classrooms: Investigating frequency, quality, and consequences for student performance. *Metacognition and Learning*, *5*(2), 157-171. doi:10.1007/s11409-010-9055-3

Meusen-Beekman, K. D., Joosten-ten Brinke, D., & Boshuizen, H. P. (2016). Effects of formative assessments to develop self-regulation among sixth grade students: Results from a randomized controlled intervention. *Studies in Educational Evaluation*, *51,* 126-136. doi:10.1016/j.stueduc.2016.10.008

Nolen, S. B. (2007). Young children's motivation to read and write: Development in social contexts. *Cognition & Instruction, 25,* 219-270.

Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory into Practice, 50* (4), 319-326. DOI: 10.1080/00405841.2011.607399

Nolen, S. B., Horn, I. S., & Ward, C. J. (2015). Situating motivation. *Educational Psychologist, 50* (3), 234-247. DOI: 10.1080/00461520.2015.1075399

Patrick, H. & Ryan, A. M. (2009). What do students think about when evaluating their classroom's mastery goal structure? An examination of young adolescents' explanations. *The Journal of Experimental Education, 77*(2), 99-123. doi:10.3200/JEXE.77.2.99-124

Patrick, H., Turner, J. C., Meyer, D. K., & Midgley, C. (2003). How teachers establish psychological environments during the first days of school: Associations with avoidance in mathematics. *Teachers College Record*, *105*(8), 1521-1558. doi: 10.1111/1467-9620.00299

Paunesku, D., Walton, G., Romero, C., Smith, E., Yeager, D., & Dweck, C. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science, 26*(6), 784-793. doi:http://dx.doi.org/10.1177/0956797615571017

Pintrich, P. R., & Schunk, D. H. (2002). Motivation: Introduction and historical foundations. In *Motivation in education: Theory, research, and applications* (pp. 1-50)*.* Englewood Cliffs: Prentice Hall.

Rattan, A., Savani, K., Chugh, D., & Dweck, C. S. (2015). Leveraging mindsets to promote academic achievement: Policy recommendations. *Perspectives on Psychological Science, 10*(6), 721-726. doi:http://dx.doi.org/10.1177/1745691615599383

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, *98*(1), 209-218. doi: 10.1037/0022-0663.98.1.209

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25,* 54-67. doi:10.1006/ceps.1999.1020

Shellenbarger, S. (2011, March 9). Making kids work on goals (and not just in soccer). *Wall Street Journal.* Retrieved from http://online.wsj.com/article/SB10001424052748704758904576188453057819300.html#

Su, Y-L, & Reeve, J (2011). A meta-analysis of the effectiveness of intervention programs designed to support autonomy. *Educational Psychology Review, 23,* 159–188. doi:10.1007/s10648-010-9142-7

Suizzo, M., Jackson, K. M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L. A., & Hong, K. (2016). Parents' school satisfaction and academic socialization predict adolescents' autonomous motivation: A mixed-method study of low-income ethnic minority families. *Journal of Adolescent Research*, *31*(3), 343-374. DOI: 10.1177/0743558415605617

Taboada, A., Kidd, J. K., &Tonks, S. M. (2010). English language learners' perceptions of autonomy support in a literacy classroom. *Research in the Schools, 17*(2), 39-53.

Urdan, T., Solek, M., & Schoenfelder, E. (2007). Students' perceptions of family influences on their academic motivation: a qualitative analysis. *European Journal of Psychology of Education*, 22(1), 7-21. doi: 10.1007/BF03173686

Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology, 31*, 125-141. doi: 10.1016/j.cedpsych.2005.03.002

Vollet, J. W., Kindermann, T. A., & Skinner, E. A. (2017, January 2). In peer matters, teachers matter: Peer group influences on students' engagement depend on teacher involvement. *Journal of Educational Psychology*. Advance online publication. http://dx.doi.org/10.1037/edu0000172

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25,* 68-81. doi:10.1006/ceps.1999.1015

Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. (2014). Support, belonging, motivation, and engagement in the college classroom: a mixed method study. *Instructional Science*, *42*(5), 661-684. DOI 10.1007/s11251-014-9310-0

Zumbrunn, S., Marrs, S., & Mewborn, C. (2016). Toward a better understanding of student perceptions of writing feedback: A mixed methods study. *Reading and Writing: An Interdisciplinary Journal*, *29*(2), 349-370. DOI 10.1007/s11145-015-9599-3

Appendix A
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:
- Be punctual, present (in mind and body), and well prepared for class.
- 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.
- 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.
- 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.
4 = Student *consistently* demonstrated the criterion throughout the semester.
3 = Student *frequently* demonstrated the criterion throughout the semester.
2 = Student *intermittently* demonstrated the criterion throughout the semester.
1 = Student *rarely* demonstrated the criterion throughout the semester.
0 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	

Grade Allocation			
	Plus	Standard	Minus
A	16	15	14
B	13	11-12	10
C		8-9	
F		≤ 7	

Appendix B
Article Critique Guidelines and Rubric (20%)

Each student is required to prepare two critiques based on the assigned <u>empirical readings</u> for two different class meetings. <u>Critiques are due the day the reading is scheduled in the syllabus.</u> Critiques should be posted on Blackboard by 4:30pm the day the reading is scheduled.

CONTENT

<u>**Empirical Article**</u>

1. The problem
2. The methodology (e.g., participants, measures, procedures, research design)
3. The findings/results
4. The authors' conclusion(s) (include implications or applications)
5. Your analysis and critique of the article (e.g., discuss the strengths and weaknesses of the methods, analyses, and conclusions)
6. Your perspective on the implications for research and or practice

FORMAT

The critique should
- Include a cover page
- Be 3-6 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE CRITIQUE RUBRIC

Criteria	Outstanding (3)	Competent (2)	Minimal (1)	Unsatisfactory (0)
Summary *Summarize important aspects of article*	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 absent.
Analysis *Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)*	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 no analysis of study and lacks examples to justify critique.
Implications *Discuss implications for the article for research or practice*	Relates article to personal situation and or course content with clear implications for practice and research.	Implications for practice and research are somewhat general, lacking connection, or in need of elaboration.	Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.	Draws no implications for practice or research.
	Outstanding (1)	Competent (.75)	Minimal (.50)	Unsatisfactory (.25)
APA Style *Use APA style and formatting*	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 = _____

Grade Allocation		
	Point Range	
	Plus	Standard
A	10	8-9
B	7	5-6
C		4
F		≤ 3

Appendix C
COLLABORATION RUBRIC

Assignment: _____   **Date:** _____

Your Name (Self): _____   **Partner's Name (Partner):** _____

Skills	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)	Score
Contributions/ Participation/ Attitude	Always willing to help and do more, routinely offered useful ideas. Always displays positive attitude.	Cooperative, usually offered useful ideas. Generally displays positive attitude.	Sometimes cooperative, sometimes offered useful ideas. Rarely displays positive attitude.	Seldom cooperative, rarely offers useful ideas. Is disruptive.	Self: ____ Partner: ____
Working with others/ Cooperation	Did more than others – highly productive Works extremely well with others, never argues	Did their part of the work – cooperative. Works well with others, rarely argues.	Could have done more of the work – has difficulty, requires structure, directions and leadership, sometimes argues.	Did not do any work – does not contribute, does not work well with others, usually argues with teammates.	Self: ____ Partner: ____
Focus on task/ Commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Often is not a good team member. Does not focus on the task and what needs to be done. Lets others do the work.	Self: ____ Partner: ____
Communication/ Listening/ Information sharing	Always listens to, shares with, and supports the efforts of others. Provided effective feedback. Relays a great deal of information – all relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much or too little. Provided some effective feedback. Relays some basic information – most relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking – rarely listens to others, or provided little feedback to others. Relays very little information – some relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens or provides no feedback to others. Does not relay any information.	Self: ____ Partner: ____
Job proficiency/ Accuracy	Work is complete, well organized, no errors and is done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, not accurate and is usually late.	Work is generally sloppy and incomplete, excessive errors and is mostly late or not at all.	Self: ____ Partner: ____

Adapted from: http://engage.doit.wisc.edu/collaboration/rubrics/index.html