George Mason University
College of Education and Human Development
Educational Psychology PhD specialization

EDUC 896, section 002 (3 credits)
Special Topics: Motivation in Learning and Teaching

Fall 2022
Thursdays 7:20pm-10:00pm
Thompson Hall L003—Fairfax Campus

Faculty
Name: Michelle M. Buehl, PhD
Office Hours: Thursdays 5:30pm – 6:30pm, or by appointment
Office Location: West Room 2101
Office Phone: (703) 993-9175 (note: email is the best way to reach me)
Email Address: mbuehl@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
Explores selected topics in education across all doctoral specializations. Offered by Graduate School of Education.

Course Overview
This course focuses on theories and concepts of achievement motivation with an emphasis on foundational and contemporary theory and research. Students explore what motivates individuals in learning environments and examine strategies, techniques, and interventions that promote and sustain motivation.

Course Delivery Method
This course will be delivered using a seminar format, conducted primarily in-person. This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using mini-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.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
- Students will be able to describe the important characteristics of historical and contemporary theories of motivation
- Students will be able to compare important constructs in behavioral, social cognitive, cognitive, and affective approaches to motivation in education

- Students will be able to identify underlying assumptions of motivational theories and analyze implications for educational research and practice.
- Students will be able to evaluate current research paradigms in motivation.
- Students will be able to produce appropriate strategies for enhancing learner motivation in light of motivational problems
- Students will be able to describe ways of measuring the motivation and the motivational effectiveness of instruction
- Students will be able to apply current motivation theory to critical issues in education
- Students will be able to develop a personal approach for enhancing student motivation
- Students will be able to read and critically evaluate current research of motivational theories
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

Program and Professional Standards
Upon completion of this course, students will have met the following program standards:

Standard 1. Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

Standard 2. Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

Standard 4. Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

Required Texts
This course will use a variety of current and foundational works including handbook chapters, literature reviews/conceptual articles and empirical research. Readings are indicated in the course schedule and will be made available electronically.

It is recommended that you read in the order that the chapters and articles are listed in the course schedule. The first reading typically provides a foundation that makes subsequent readings for that week more efficient.

Recommended Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

The following is a list of some of the texts we will be drawing from and other excellent sources for research on motivation. Students are NOT expected to buy any of these for the course.

Corno, L., & Anderman, E. (Eds). (2015). *Handbook of educational psychology.* (3rd edition). Routledge.

DeCuir-Gunby, J. T. & Schutz, P. A. (Eds.). *Race and ethnicity in the study of motivation in education.* Routledge.

Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *The handbook of competence and motivation: Theory and application.* The Guilford Press.

Elliot, A. J., Dweck, C. S., & Yeager, D. S. (Eds.). (2017). *The handbook of competence and motivation: Theory and application* (2nd ed.). Guilford

Harris, K. R., Graham, S., Urdan, T., Bus, A., G., Major, S. & Swanson, H. L. (Eds.) (2012). *APA educational psychology handbook, volume 3: Application to teaching and learning.* American Psychological Association. [available electronically through the GMU library]

Harris, K. R., Graham, S., Urdan, T., Graham, S., Royer, J. M., & Zeidner, Moshe (Eds.) (2012). *APA educational psychology handbook, volume 2: Individual differences and cultural and contextual factors.* American Psychological Association. [available electronically through the GMU library]

Harris, K. R., Graham, S., Urdan, T., McCormick. C. B., Sinatra, G., & Sweller, J. (Eds.) (2012). *APA educational psychology handbook, volume 1: Theories, constructs, and critical issues.* American Psychological Association. [available electronically through the GMU library]

McInerney, D. M., & Van Etten, S. (Eds.), *Big theories revisited 2.* Information Age Publishing.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). (Eds.). *Motivation in education: Theory, research and applications (4th ed.).* Pearson Education. (This is an excellent textbook. Covers the range of motivation theories and focuses on their application to education settings.)

Wentzel, K. R., & Meile, D. B. (Eds). (2016). *Handbook of motivation at school.* (2nd edition). Routledge.

Wentzel, K. R., & Wigfield, A. (Eds). (2009). *Handbook of motivation at school.* (1st edition). Routledge.

Recommended Websites
   http://motsig.org/
   http://motsig.org/videos/
   http://selfdeterminationtheory.org/
   https://apadiv15.org/

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments
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. (See rubric for attendance and participation in Appendix A).

Weekly Reactions/Thoughts (30%)
Weekly thought papers are designed to help student integrate the reading in preparation for active class discussion, and to give students the opportunity to think about the readings in relationship to their own research and/or applied interests. To this end, I am looking for these papers to raise one or two questions or points in relation to the readings; they may be theoretical, conceptual, empirical, or measurement-design related, or a suggestion for future research.

Thought papers should be a <u>maximum of 2 pages</u> (not including citations) in APA format (double spaced, with 1 inch margins, Times New Roman 12 point font). They are due by ***noon the Wednesday before class***. (This will allow me time to read them and organize them before our class meeting).

Papers should be clearly written and succinct and should make appropriate use of citations. I will comment on each paper and score them on a scale of 0-2 (students receive a 0 if nothing is submitted). At the end of the semester students will submitted all weekly thought papers along with a two-page self-assessment of progress over the semester. The final grade will be based both scores from weekly papers as well as responsiveness to feedback over the semester (i.e., improvement).

Students do not need to write a reaction paper when they are the weekly leader and students may skip one other date of their choice. Thought papers submitted after noon Wednesday but before class will be read and commented on for a maximum score of 1. T*hought papers submitted after the class session the content is discussed will not be scored. All papers should be submitted via Blackboard.*

Weekly Leader (15%)
Beginning Week 5 with Self-Determination Theory, students will be asked to lead the class on a topic of their choosing. As much as possible, I will try to align these topics with student interests and, hopefully, final papers. In the role of facilitator, students should identity 4 to 5 other empirical articles (note: no more than 2 of these should come from the list of additional recommended reading) that are relevant to their topic and prepare a brief presentation that includes a summary of the main points of the class reading, and a review of additional research, including how it ties to the class reading, and some potential questions for future research. Students do not need to do this as a formal "power point presentation," but may want to have some handouts for others to review. Weekly leaders should plan to facilitate the discussion class, including preparing a list of discussion questions and reading the weekly thought papers submitted by classmates for that week. Based on student interests, two students may collaborate and serve as co-leaders for a given week. Additional guidelines are in Appendix B.

Peer Review of Final Paper (15% total: 5% x 2 peer reviews; 5% student response)
Each student is expected to serve as a "reviewer" for final papers drafts from **two** peers. Peer-reviewing is an important part of the checks and balances in academia. Peer-reviewers are the "gate-keepers" in the scientific community, assuring that published or presented research has merit, validity, and significance. Additionally, this is a means for students to receive feedback on their final papers to improve the quality of their work. Peer review grades will be based on the quality of the review. The grade that your peers receive for their final will be independent of your review. Peer reviews are expected to be professional and constructive in terms of assisting peers in refining their work. Students are expected to be honest. Peer reviews are due *Wednesday, November 30th*. Additional guidelines will be provided.

Students are also expected to write a review response indicating how peer feedback was (or was not) incorporated. This too is a common practice in academia as part of the review process. The review response is to be submitted by *Thursday, December 8th at 11:59pm* with the final paper.

Final Paper (30% total)
Students will write a literature review using research from a specific motivation theoretical perspective to address an issue in education. Paper format topics should be submitted to the instructor in writing via Blackboard by *9am, Tuesday, September 13th*. Contact me before this date to discuss plans for the final paper. *The final paper is due Thursday, December 8th at 11:59pm. Late papers will not be accepted unless prior arrangements have been made.* Additional guidelines and rubrics will be provided.

Grading
Students' 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%

Professional Dispositions
 See https://cehd.gmu.edu/students/polices-procedures/

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/.

GMU Policies and Resources for Students

Policies

- 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 is defined as using another individual's ideas or words without appropriate attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without advanced permission from the current course instructor and/or without appropriate citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:
    - Self-plagiarism: Intentionally or unintentionally using portions of one's old work for new assignments without appropriate attribution and/or advanced permission from the current course instructor
    - Failure to adequately quote and/or cite sources or material
    - False citation: This includes but is not limited to referencing work that does not appear in the indicated source.
    Plagiarism does not include mistakes in the format of a citation if the student has indicated the materials quoted or relied upon and the source of the materials.
    (from Mason Honor Code online at: https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/

    - 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 must follow the university policy for Responsible Use of Computing (see
  https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- 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.

- 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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

ADDITONAL 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.

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 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 turned off or put on silent mode so as to not affect the learning of those around you.

Last revised January, 2022

Class Schedule

Date	Topic	Assigned Readings
Week 1: Thurs. 8/25	Course Overview Introduction to Motivation	*In-class readings:* Anderman & Anderman (2014) Reeve (2016) Koenka (2020)
Week 2: Thurs. 9/1	History of Motivation Research Attribution Theory	Usher (2018) Graham & Weiner (2012; pp.) Weiner (2010) Graham (2020) *Final papers discussed*
Week 3: Thurs. 9/8	Self-Efficacy	Graham & Weiner (2012; pp. 374-375) Bandura (1989) DiBendetto & Schunk (2020) Choose ONE:** Usher et al. (2019) Huang et al. (2020)
	Expectancy-Value Theory	Graham & Weiner (2012; pp. 372-374) Eccles & Wigfield (2020)
Week 4: Thurs. 9/15	Expectancy-Value Theory (continued)	Meece, Wigfield, & Eccles (1990) Flake et al. (2015) Choose ONE **: Robinson et al. (2018) Beymer & Robinson (2022) Rutherford et al. (2021)
	Self-Determination Theory	Graham & Weiner (2012; pp. 376-378) Ryan & Deci (2020) ***Final paper topics due 9am 9/13***
Week 5: Thurs. 9/22	Self-Determination Theory (continued)	Roth et al. (2007) Patall et al. (2018) Yu et al. (2022) TBD
Week 6: Thurs. 9/29	Implicit Beliefs and Goal Theory: Historical Perspectives	TBD Graham & Weiner (2012; pp. 375-376; 378-380) Dweck & Leggett (1988) Ames (1992)
Week 7: Thurs. 10/6	Implicit Beliefs and Goal Theory: More Recent Developments	Elliot & Hulleman (2017) Urdan & Kaplan (2020) Choose TWO: ** Holden et al. (2021) Kim et al. (2021) Senko (2019) Yu & McLellan (2020)

**Post your choice of articles on Blackboard
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week 8
Thurs. 10/13
	Academic Emotions & Control-Value Theory
	Interest/Flow
		Graham & Weiner (2012; pp. 386-387)
		Pekrun (2016)
		Read TWO:
		  Frenzel, Pekrun, & Goetz (2007)
		  Karanarkovich & Rutherford (2021)
		  Klee et al. (2020)
		Csikszentmihalyi (1999)
		
		Final paper update: Annotated Bib of 5 sources—Due Friday 10/14 by noon

Week 9:
Thurs. 10/20
	Motivation, Instruction, & the Social Context:
	Teachers and Classroom/School Context
		Eccles et al. (1993)
		
		Read TWO of the following:
		  Morales-Chicas & Graham (2021)
		  Grey et al. (2018)
		  Patall et al. (2022)
		  TDB

Week 10:
Thurs. 10/27
	Motivation, Instruction, & the Social Context:
	Peers & Family
		Rodkin & Ryan (2012)
		Grolnick et al. (2009)
		
		Read TWO of the following:
		  Lerner et al. (2022)
		  TBD
		Final paper update: Outline & Intro

Week 11:
Thurs. 11/3
	Engagement & Persistence	Skinner (2016)
		Duckworth & Gross (2014)
		Credé (2018)
		http://angeladuckworth.com/
		
		Read ONE of the following:
		  Reeve et al. (2020)
		  Bae et al. (2020)

Week 12: Thurs. 11/10	Individual Meetings	
Week 13: Thurs. 11/17	Situated Motivation Motivational Interventions	Nolen et al. (2015) Nolen (2020) Hulleman & Barron (2016) Yeager et al. (2019) https://www.youtube.com/watch?v=dxsLmCNlwpk fidelity slides ***Draft of paper submitted for peer review Wednesday, 11/16***
Thurs. 11/24	*Thanksgiving Week 11/23-11/25—No Class*	

**Post your choice of articles on Blackboard
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week 14: Thurs. 12/1	Conclusions: Future Directions for Motivation Research	TBD *Peer review due Wednesday, 11/30* *Final Reflection and Portfolio of Reflections due Sunday 12/4 at 11:59pmt*
Exam Week: 12/7-12/14	**FINAL PAPER DUE**	*Submit paper by Thursday 12/8, 11:59pm*

**Post your choice of articles on Blackboard

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Required Readings

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261-271.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*, 260-267.

Anderman, E. M., & Anderman, L. H. (2014). *Classroom motivation (2nd ed.)*. [Excerpt: Chapter 1: What is Motivation?, pp. 1-8] Boston: Pearson.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*, 1175-1184.

Credé, M. (2018). What shall we do about grit? A critical review of what we know and what we don't know. *Educational Researcher*, *48*, 606-611.

DiBenedetto, M. K. & Schunk, D. H., (2020). Self-efficacy in education revisited through a sociocultural lens. In D. M. McInerney & S. Van Etten (Eds.), *Big theories revisited 2* (pp. 117-139). Information Age Publishing.

Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separate determinants of success. *Current Directions in Psychological Science, 23,* 319-325.

Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit–S). *Journal of Personality Assessment*, *91*(2), 166–174. https://doi.org/10.1080/00223890802634290

Duckworth, A. L., Quinn, P. D., & Tsukayama, E. (2021). Revisiting the factor structure of grit: A commentary on Duckworth and Quinn (2009). *Journal of Personality Assessment*, *103*(5), 573–575. https://doi.org/10.1080/00223891.2021.1942022

Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*, 256-273.

Elliot, A. J., & Hulleman, C. S. (2017). Achievement goals. In A. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation: Theory and application* (2nd ed., pp. 43-60). Guilford Press.

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. (2020). An attributional theory of motivation. *Contemporary Educational Psychology*, *61*, 101861. https://doi.org/10.1016/j.cedpsych.2020.101861

Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future. In K. R. Harris, S. Graham, & T. Urdan (Eds.) *APA Educational Psychology Handbook: Vol. 1: Theories, constructs, and critical issues* (pp. 367-397). APA.

Gray, D. L., Hope, E. C., & Matthews, J. S. (2018). Black and Belonging at School: A Case for Interpersonal, Instructional, and Institutional Opportunity Structures. *Educational Psychologist*, *53*(2), 97–113. https://doi.org/10.1080/00461520.2017.1421466

Hulleman, C. S., & Baron, K. E. (2016). Motivation interventions in education. In L. Corno & E. H. Anderman (Eds.), *Handbook of educational psychology* (3rd ed., pp. 146-159). Taylor & Francis.

Meece, J. L., Wigfield, A., & Eccles, J. S. (1990). Predictors of math anxiety and its consequences for young adolescents' course enrollment intentions and performances in mathematics. *Journal of Educational Psychology, 82,* 60-70.

Reeve, J. (2016). A grand theory of motivation: Why not? *Motivation and Emotion, 40*, 31-35.

Robinson, K. A., Lee, Y., Bovee, E. A., Perez, T., Walton, S. P., Briedis, D., & Linnenbrink-Garcia, L. (2019). Motivation in transition: Development and roles of expectancy, task values, and costs in early college engineering. *Journal of Educational Psychology, 111*(6), 1081-1102. doi: 10.1037/edu0000331

Senko, C. (2019) When do mastery and performance goals facilitate academic achievement? *Contemporary Educational Psychology*

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, *60*, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Skinner, E. A. (2016). Engagement and disaffection as central to the processes of motivational resilience and development. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed.*,* (pp. 145-168. Routledge.

Urdan, T., & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology*, *61*, 101862. https://doi.org/10.1016/j.cedpsych.2020.101862

Usher, E. L. (2018). Acknowledging the whiteness of motivation research: Seeking cultural relevance. *Educational Psychologist*, *53*(2), 131–144. https://doi.org/10.1080/00461520.2018.1442220

Usher, E. L., Ford, C. J., Li, C. R. & Weidner, B. L. (2019). Sources of math and science self-efficacy in rural Appalachia--a convergent mixed methods study. *Contemporary Educational Psychology, 57,* 32-53. 22p. DOI: 10.1016/j.cedpsych.2018.10.003.

Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist, 45*, 28-36. doi: 10.1080/00461520903433596

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Yang, S. M., Carvalho, C. M., … Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, *573*(7774), 364–369. https://doi.org/10.1038/s41586-019-1466-y

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:
   a. Be punctual, present (in mind and body), and well prepared for class.
   b. 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.
   c. 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.
   d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.
   e. Avoid using electronic devices for personal communication or other non-class-oriented purposes during class time.

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			
	Point Range		
	Plus	Standard	Minus
A	20	18-19	17
B	16	14-15	12-13
C		10-11	
F		≤ 9	

Appendix B
Weekly Leader Requirements (15%)

<u>If there are two students leading together…</u>

1. Read at least 5 articles in an area related to the week's topic and prepare a handout for the class about that topic. The handout can be a summary of what you read and will discuss, or simply a bulleted outline of what you will talk about, so that class can follow along. <u>This topic needs to be cleared with me at least 3 weeks before you present and you should plan a meeting with me about the class at least 2 weeks before your scheduled class.</u>

2. Submit a list of 10 to 15 discussion questions to me no later than the Friday before your presentation. These questions should focus on: questions about the general constructs of the theory and their relation to the other constructs we have read about this semester; questions based on the empirical articles that the class read –these can be about application, theory, or research design.

3. Read all of the two-page papers submitted by your classmates before the class and be prepared to integrate their questions into your discussion, as appropriate.

4. Prepare a 15-20 minute maximum overview of the concepts of the theory, followed by a discussion which draws on the questions you raised and the papers that people submitted for that week.

5. Lead the class in a discussion of the assigned readings and your area of focus related to the readings. You may also wish to engage the class in some kind of experiential activity, such as a mini-experiment.

<u>If only one student if leading…</u>

1. I will share responsibility for #4 above with you. I will assist in presenting the concepts from the theory and lead the discussion related to the concepts in the theory, with a focus on students' weekly papers before turning the class over to you to focus on your specific area.