

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

**EDEP 551, Section DL1/P01**  
**Principles of Learner Motivation**

3 credits, Spring 2024  
Tuesday 4:30pm – 7:10pm  
Online, Synchronous

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

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

**Course Overview**

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.

**Course Delivery Method**

This course will be delivered online 100% using a primarily synchronous format. This course will be delivered using lecture, discussions, and small and large group activities. This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. The class will meet in zoom and course materials will be provided via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Tuesday, January 16, 2024, the first day of class.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

## Expectations

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes (i.e., Tuesday).
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses

carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Students will be able to describe the important characteristics of historical and contemporary theories of motivation
2. Students will be able discuss the motivational theories as they pertain to instructional design
3. Students will be able to produce appropriate strategies for enhancing learner motivation in light of motivational problems
4. Students will be able to describe ways of measuring the motivational effectiveness of instruction
5. Students will be able to develop a personal approach for enhancing student motivation
6. Students will be able to develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners
7. Students will be able to read and critically evaluate current research of motivational theories
8. Students will be able to understand the role of goals, emotions, and beliefs on learner motivation
9. Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

### **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 3.** Candidates will apply their knowledge and skills of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to conduct research and/or inform practice in diverse applied settings.
- **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**

A list of required readings is provided in the schedule and a list of the complete references will be provided. Readings will be made available electronically.

## Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

## 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).

### *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 in-class activities, as well as online 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 with MISSED CLASS as part of the subject line and the student is encouraged to respond to other students who posted to the discussion forum for that class session (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 written or video critical questions/comments about the content throughout the semester** (Note: these are in addition to any postings made due to a course absence). The 5 critical questions/comments should be reflective of 5 *different* class meetings.

Questions/videos (i.e., using Kaltura) 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 and Application (10%)*

Each student will prepare one critique/application based on the topics and an empirical article assigned in the syllabus for one class meeting. Students are strongly encouraged to do the critique/application in pairs and to identify their partner by February 13<sup>th</sup> (the instructor can help with matching after that point, if needed).\*

**Critiques/applications are due on the day the reading is scheduled.** Critiques/applications should be posted on Blackboard by 4:30pm the day the reading is scheduled. Article Critique and Application guidelines and rubric are provided in Appendix B.

### *Motivation Construct Video (10%)*

To promote the identification of motivational constructs at work in the world, each student will create a Flipgrid video that shows or explains one of the constructs that reviewed in class and respond to the videos of at least two classmates.

Motivation construct videos, **due by 3/31**, should be approximately 90seconds (1.5 minutes) long and should contain the following elements:

- name the construct and define it in your own words;
- describe how the scene you are recording (or describing) offers an example of that construct in action;
- evaluate how well the example demonstrates the construct/theory.

Responses to at least two classmates' videos, **due by 4/12**, should also be made using Flipgrid—approximately 1 minute each. Be sure to suggest some insight you gained from their video as well as at least

one question it left you with and or a connection to another motivation construct from class. *Note: Students are not required to show themselves in the video.*

### **Case Analysis Writing Assignment (30%)**

This will be a two-part assignment in which students will analyze classroom scenarios and apply the constructs discussed in class. **Part 1 is due on 3/4. Part 2 is due on 4/4.**

### **Final Paper and Poster Presentation (35%--Paper: 25%; Poster: 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 2/21. 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 4:30, Monday 5/6. 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 4/23. A copy of the poster materials should be posted to Blackboard by noon 4/22. 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, what would you do the next time you collaborate with someone). 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.

### **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/policies-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 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.
- The purpose of this course is to help you understand theories and concepts related to motivation, including how they are studied and how they relate to relevant personal contexts. The use of Generative AI (e.g., ChatGPT) is strongly discouraged. When explicitly stated by the instructor or suggested and discussed in advance with the class, Generative AI tools may be allowed or encouraged on named assignments or activities. When Generative AI is used, a clear account of how Generative AI was used and citation of the tool used is required. It is the professor's discretion to downgrade work that uses Generative AI if the resulting work does not sufficiently reflect the students' own thinking and writing. Using Generative AI on any assignment not specified and or not reporting use of Generative AI is considered a violation of the Academic Integrity policy.
- 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](mailto: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](mailto:titleix@gmu.edu).

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

### ***Use of Generative AI***

The purpose of this course is to help you understand theories and concepts related to motivation, including how they are studied and how they relate to relevant personal contexts. The use of Generative AI (e.g., ChatGPT) is strongly discouraged. When explicitly stated by the instructor or suggested and discussed in advance with the class, Generative AI tools may be allowed or encouraged on named assignments or activities. When Generative AI is used, a clear account of how Generative AI was used and citation of the tool used is required. It is the professor’s discretion to downgrade work that uses Generative AI if the resulting work does not sufficiently reflect the students’ own thinking and writing. Using Generative AI on any assignment not specified and or not reporting use of Generative AI is considered a violation of the Academic Integrity policy.

## Class Schedule

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

Date	Topic	Assigned Readings
Week 1: Tues. 1/16	Course Overview History & Introduction to Motivation	Pintrich & Schunk (2002) Chapter 1 (optional--overview of history and research methodology) Koenka (2020)  <b><i>Blackboard activity due noon, Friday 1/19</i></b>
Week 2: Tues. 1/23	Attribution Theory	Usher (2018) Graham (2020) Graham & Barker (1990) + Taxer & Fenzel (2020)+  <i>Final Paper discussed</i>
Week 3: Tues. 1/30	Self-Efficacy  Expectancy-Value Theory  <b><i>Asynchronous class session—See Blackboard for activities</i></b>	Schunk & DiBenditto (2020) Usher & Pajares (2006) +  Eccles & Wigfield (2020)
Week 4: Tues. 2/6	Expectancy-Value Theory	Flake et al. (2015)+ Archer et al. (2020)  Read <b><i>one</i></b> of the following:** Durik et al. (2006) + Cole et al. (2008) + Lee et al. (2021)+  <i>Case Analysis Part 1 assigned</i>
Week 5: Tues. 2/13	Self-Determination Theory	Ryan & Deci (2020) Anderman (2021) Fong et al. (2018)  <b><i>Final Paper Topics due</i></b>
Week 6: Tues. 2/20	Autonomy Support	Read <b><i>two</i></b> of the following:** Reeve & Jang (2006) Wallace et al. (2014) Kim et al. (2019) TDB
Week 7: Tues. 2/27	Mindsets	Graham & Weiner (2012, pp. 375-376) Dweck & Yeager (2019) Read <b><i>one</i></b> of the following Mindset articles Barger et al. (2022)+ Yu et al. (2022)+ Watch: <a href="https://www.youtube.com/watch?v=dxsLmCNlwpk">https://www.youtube.com/watch?v=dxsLmCNlwpk</a>  <b><i>Case Analysis Part 1 due Sunday, March 4<sup>th</sup> 11:59pm</i></b>
Tues. 3/5	SPRING BREAK—NO CLASS	



Week 8: Tues. 3/12	Goal Orientations  Goals and Self-Regulation	Graham & Weiner (2012, pp. 378-380) Read <b>one</b> of the following Goal Orientation articles: Daniels et al. (2008)+ Patrick & Ryan (2009)+  Graham & Weiner (2012, pp. 380-382) Shellenbarger (2011) Read <b>one</b> of the following Self-Regulation articles: Kistner et al. (2010)+ Muesmen-Beekman et al. (2016)+  <i>Case Analysis Part 2 assigned</i> <b><i>Final Paper Progress Update due</i></b>
Week 9: Tues. 3/19	Engagement  Emotion	Reeve and Tseng (2011)+  Pekrun (2016) Klee et al. (2021)  <b><i>Motivation Construct Video due, noon Friday, 3/31</i></b>
Week 10: Tues. 3/26	Motivation, Instruction, & the Social Context: Classroom Context	Read <b>two</b> of the following: Juvonen (2007) Kumar et al. (2018) Gray et al. (2018)  Read <b>one</b> of the following Classroom articles: ** TBD
Week 11: Tues. 4/2	Motivation, Instruction, & the Social Context: Peers and Family	TDB Read <b>one</b> of the following Peer articles: ** Montoro et al. (2021)+ Ricard & Pelletier (2016)+ Jones & Cooke (2021)+  <b><i>Case Analysis Part 2 due 11:59pm, Wednesday, April 3</i></b>  <b><i>Final Paper Outline due, noon Friday, 4/5</i></b>
Week 12: Tues. 4/9	Motivation, Instruction, & the Social Context: Family  Grit	Read <b>one</b> of the following Family articles: ** Urdan et al. (2007)+ Suizzo et al. (2016)+ Dubois et al. (2023)+  Duckworth & Quinn (2009) Crede (2018) Duckworth et al. (2021)  <b><i>Article Critique/Application due, Tuesday, April 9</i></b>  <b><i>Motivation Construct Video Responses due, Friday April 12</i></b>
Week 13: Tues. 4/17	Motivation, Instruction, & the Social Context: Motivational Interventions	TBD
Week 14: Tues. 4/23	Poster Fair  Conclusions	<b><i>Copy of poster materials, noon Monday, 4/22</i></b>

Exam Week: Wed 5/1 – Wed. 5/8	<b><i>Final Paper due by 4:30pm, Monday 5/6</i></b>
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\*\*Post your choice of articles on Blackboard

+ Can be used for an Article Critique/Application

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

**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)	
<b>TOTAL</b>	_____

	<i>Grade Allocation</i>		
	Point Range		
	Plus	Standard	Minus
A	16	15	14
B	13	11-12	10
C		8-9	
F		≤ 7	

## **Appendix B**

### **Article Critique and Application Guidelines and Rubric**

Each student is required to prepare one critique/application based on the assigned empirical readings. Critiques/applications are due the day the reading is scheduled in the syllabus. Critiques/applications should be posted on Blackboard by 4:30pm the day the reading is scheduled.

#### **CONTENT**

##### **Empirical Article**

###### Summary

1. 1 to 2 paragraphs in the research question/purpose and methodology (e.g., participants, measures, procedures, research design)
2. 1 to 2 paragraphs on the results/findings and authors' conclusions/implications

###### Critique

3. 1 to 2 paragraphs on your analysis and critique of the article (e.g., discuss the strengths AND weaknesses of the theory, methods, analyses, and conclusions)

###### Implications

4. 2 to 4 paragraphs on your perspective on the implications for research and or practice (i.e., what do the findings mean for future research; what are specific recommendations for how the findings can be applied in a specific context).

#### **FORMAT**

The critique/application 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)
<p style="text-align: center;"><b>Summary</b></p> <p><i>Summarize important aspects of article (purpose, methods, findings)</i></p>	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.
<p style="text-align: center;"><b>Analysis</b></p> <p><i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion) identifying specific strengths and weaknesses</i></p>	Gives a specific 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.
<p style="text-align: center;"><b>Implications</b></p> <p><i>Discuss implications for the article for research or practice</i></p>	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)
<p style="text-align: center;"><b>APA Style</b></p> <p><i>Use APA style and formatting</i></p>	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 = \_\_\_\_\_**

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

## ARTICLE CRITIQUE RUBRIC

Criteria	Outstanding (3)	Competent (2)	Minimal (1)	Unsatisfactory (0)
<b>Summary</b> <i>Summarize important aspects of article (purpose, methods, findings)</i>	Provides a clear and complete summary of the article including all necessary components.	Summary of the article is mostly complete but lacks some components, clarity, or understanding.	Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.	Summary of the article is absent.
<b>Analysis</b> <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion) identifying specific strengths and weaknesses</i>	Gives a specific 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.
<b>Implications</b> <i>Discuss implications for the article for research or practice</i>	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.
<b>Collaboration Reflection &amp; Rubric</b>	Rubrics completed for self and partner with a thoughtful reflection on how the collaborative process worked (i.e., process/roles, benefits, challenges, future action)	Rubrics completed for self and partner; Written reflection is general and in need of elaboration	Missing rubric for self or partner; Written reflection is limited and/or lacks detail and specificity	Missing rubrics and reflection
	<b>Outstanding (1)</b>	<b>Competent (.75)</b>	<b>Minimal (.50)</b>	<b>Unsatisfactory (.25)</b>
<b>APA Style</b> <i>Use APA style and formatting</i>	Uses concise, coherent, well-organized writing with correct APA style.	Writes with some lack of clarity and/or inconsistent APA style with some errors.	Writes with a lack of clarity and coherence, many errors, or incorrect APA style.	Writes with little clarity or coherence, many errors, and/or no use of APA style.

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

<i>Grade Allocation</i>		
Point Range		
	Plus	Standard
A	13	11-12
B	10	8-9
C	7	6
F		≤ 5

**Appendix C**  
**COLLABORATION RUBRIC**

Assignment: \_\_\_\_\_

Date: \_\_\_\_\_

Your Name (Self): \_\_\_\_\_

Partner's Name (Partner): \_\_\_\_\_

Skills	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)	Score
<b>Contributions/ Participation/ Attitude</b>	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: ____
<b>Working with others/ Cooperation</b>	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: ____
<b>Focus on task/ Commitment</b>	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: ____
<b>Communication/ Listening/ Information sharing</b>	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: ____
<b>Job proficiency/ Accuracy</b>	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>

\*For assignments completed with a partner, both individuals are to **complete the Collaboration Rubric** (above) 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; what would you do differently next time you collaborate with someone). 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.