GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY

EDEP 820 (001)
Teaching, Learning, and Cognition
3 credits, Fall 2014
Tuesdays 4:30pm-7:10pm
West 1007

PROFESSOR
Name: Erin Peters-Burton, PhD, NBCT
Office hours: By appointment
Office location: Thompson 1404
Office phone: (703) 993-9695
Email address: epeters1@gmu.edu

COURSE DESCRIPTION
Focuses on foundational educational psychology theories including cognitive, social, and constructivist themes and their implications for improving instructional practices and learning at all developmental levels and content areas.

Prerequisite(s): EDUC 800, 805; EDLE 802; and EDRS 810.

LEARNER OUTCOMES
This course is designed to enable students to:
- compare and contrast theories of learning and cognition
- formulate practical bridges between research theories and classroom practice
- integrate and synthesize research findings on teaching and learning
- develop an awareness of belief systems that impede or enhance the teaching-learning process
- display knowledge of the relationship between psychological inquiry and educational practices
- develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- develop and reinforce their critical thinking, oral, and writing skills
- understand how students’ cognitive, social, and emotional development affects instruction

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
Educational Psychology 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.

**American Psychological Association 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 and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:

**NATURE OF COURSE DELIVERY**
This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site ([http://courses.gmu.edu](http://courses.gmu.edu)). For assistance with Blackboard students may email courses@gmu.edu, call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

**REQUIRED TEXTS** (available electronically through GMU library)


*Additional journal articles and book chapters may be assigned and will be made available electronically through the library E-Reserves system.*

**STRONGLY RECOMMENDED TEXT**

**OPTIONAL TEXT**
COURSE ORGANIZATION AND ASSIGNMENTS
This course is designed to promote an understanding of topics central to the study of educational psychology. To this end, each week students will construct an evolving concept map and engage in a discussion of a designated theme based on chapters from the *APA Handbook of Educational Psychology*. In addition to reading the chapters indicated in the course schedule, each student will be responsible for preparation related to one chapter, assigned by the professor. For the assigned chapter students are expected to 1) post two thought questions for others to think about while reading the chapter. Each student is also responsible for reading one additional peer-reviewed empirical study that is central to an assigned handbook chapter. For the article, students are expected to 1) identify an article central to the chapter, 2) post copies of the article on Blackboard by Monday at 12 noon, 3) write an article critique, and 4) share the article with the class during discussion. Additionally, each student is expected to complete a set of activities commensurate with his or her academic level and career goals.

Required Course Activities (80%)

Class Participation (10%)
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. These elements of behavior reflect the professional attitude implied in the course goals. 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).

Additionally, each student will be assigned one Handbook chapter. As part of class participations, for the assigned chapter students are expected to post two thought questions for others to think about while reading the chapter. Students are expected to email this information to the professor by Tuesday two weeks before the scheduled date for the topic/reading (and revise if necessary) and to post the information for all students to Blackboard by Tuesday at 4:30 pm the week before the scheduled date for the topic/reading.

As a form of participation, students may also post substantive comments or questions to the Blackboard discussion boards. This is not a substitute for a class absence or lack of class participation. However, it does offer another means for students to interact with each other and the course content.

Concept Maps (20%)
Throughout the semester, students will construct an evolving concept map of the central concepts, constructs, and theorists from the readings. The map will provide a representation of each student’s developing understanding of educational psychology as a field. Students will be provided with a list of terms that are required to be included in their maps. Terms will be posted on Blackboard at least one week before the assigned reading. Students may add additional terms as necessary. Students are encouraged to bring their concept maps to class. The concept maps will be evaluated at three points in the semester.

Article Critique (10%)
Students are expected to read one peer-reviewed empirical article that expands upon the information presented in the assigned chapter. Students are encouraged to communicate with the instructor about which article to select. Students are expected to (1) post a copy of the article on Blackboard by Monday at 12 noon, (2) write an article critique for their assigned topic, and (3) share their knowledge of the article and the handbook chapter during class discussion. The critique should focus primarily on the identified peer-reviewed article but also address how it relates to the assigned chapter or other class content. Critiques are due on the day the topic is scheduled in the syllabus and should be posted to Blackboard by noon Tuesday. Critique guidelines and rubric are provided in Appendix B.
Final Paper and Poster (25% Paper; 5% Paper Preparation; 10% Poster Presentation; 40% Total)
Each student will write either a literature review or research proposal that focuses on an educational psychology topic. Literature reviews should contain the following sections:
1. Introduction and overview of the topic
2. Discussion of the literature (with appropriate subheadings)
3. Limitations, conclusions, and implications

Research proposals should contain the following sections:
1. Problem Statement: What is the problem the study will look at and why it is important?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory underlies or shapes your research study
4. Methodology: Participants, measures, procedures, design of the research study, data analysis plan
5. Discussion: Potential results, limitations, and future research

Final papers will be submitted as a final term paper, and will be presented in a poster session at the end of the semester. Final papers must adhere to the APA Publication Manual Guidelines and will be evaluated using the rubrics presented in Appendix C.

As a means to provide support for each student’s final paper, students are expected to turn in final paper components based on the following tentative timeline:

- Paper format and topic; preliminary focus or research questions: Sept 23rd
- Brief summaries of 5 empirical articles to be included in final paper: Oct 21st
- Progress update: Initial outline including research questions, method, data analysis plan: Nov 4th
- Submit 5 pages of final paper: Nov 25th
- Poster contents: Dec 1st (9am)
- Class poster session: Dec 2nd
- Final paper: Dec 16th (4:30pm)

Student-Selected Course Activities (20%)
Each student is to select additional activities commensurate with their academic level and career goals. Suggested student selected-activities that will develop their competencies are listed below. Alternative activities can be suggested and negotiated with the professor. For Research and Foundational Knowledge Competencies, students are strongly encouraged to collaborate with one other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment. Students should indicate their student-selected course activities to the instructor by October 7th.

Research Competencies
- Prepare a grant proposal*
- Prepare a first-authored submission to a national or international conference (e.g., APA, AERA)*
- Write a second article critique**

Professional Competencies (select at least 1)
- Prepare your academic vita*
- Join a professional organization that you are not currently a member of (post selection on Blackboard with brief discussion of why the organization was selected and how it relates to your professional goals)
- Communicate with a distinguished researcher in your interest area that you do not already know (also not at GMU)**

Foundational Knowledge Competencies (see rubric in Appendix D)
- Read and present on an original work by a theorist you have not read before (e.g., James, Piaget)**
- Read and present on an unassigned chapter from the Handbook**
- Read and present on a chapter from Educational psychology: A century of contributions **

*Students are encouraged to submit work early to allow for instructor feedback and revision.
**Students should communicate with the instructor about how to share selected competencies with the class.
The following table outlines the required and suggested student-selected activities and their contribution to each student’s final grade.

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>% of Final Grade</th>
<th>Student Selections</th>
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</thead>
<tbody>
<tr>
<td><strong>REQUIRED (80%)</strong></td>
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<td></td>
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<tr>
<td>Class Participation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Research Competencies</strong></td>
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<tr>
<td>Final Paper: Literature Review or Proposal</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Poster</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Paper Preparation</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Foundation Knowledge Competencies</strong></td>
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<td></td>
</tr>
<tr>
<td>Concept Map</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Article Critique for peer-reviewed empirical</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>article related to assigned handbook chapter</td>
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<td></td>
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<tr>
<td><strong>STUDENT-SELECTED</strong>* (20%)**</td>
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<td></td>
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<tr>
<td>Indicate selection to instructor by October 7th</td>
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<tr>
<td><strong>Research Competencies</strong></td>
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<tr>
<td>Grant Proposal*</td>
<td>10</td>
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<tr>
<td>Conference Proposal*</td>
<td>10</td>
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<tr>
<td>Second Article Critique**</td>
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<tr>
<td><strong>Professional Competencies</strong></td>
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<tr>
<td>Vita**</td>
<td>5</td>
<td></td>
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<tr>
<td>Professional organization</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Communicate with researcher **</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Knowledge Competencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original work by a foundational theorist**</td>
<td>10</td>
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<tr>
<td>Additional Handbook chapter**</td>
<td>10</td>
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<tr>
<td>Historic Contributions Chapter/Reading**</td>
<td>10</td>
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</tbody>
</table>

***Additional suggestions and substitutions may be negotiated.

Each student’s final grade for this class will be based on the following:

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

**CLASS POLICIES**

**Paper Format**

- Papers not following this format may be automatically reduced by up to a letter grade.
- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

**Late Assignments**

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.
GMU POLICIES AND RESOURCES FOR STUDENTS

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

   Please note that:
   o “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/~montecino/plagiarism.htm)
   o Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you must cite the source.
   o 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 (i.e., Author, Year, page number).
   o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
   o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

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

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to the students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (i.e., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (See http://caps.gmu.edu/).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and shared knowledge though writing (See http://writingcenter.gmu.edu/).

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 practices, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Aug 26 | Review syllabus  
Introduction and Overview  
Informational Questionnaire | Pintrich (2000) |
| Sept 2 | Educational Psychology: Past, Present, and Future—Who are we and where are we going?  
Pro*essional Competencies: Academic Curriculum Vitae and Professional Organizations | Alexander et al. (Vol 1, Ch 1)  
Berliner (2006)  
Patrick et al. (2011)  
Bring concept maps to class |
| Sept 9 | Child, Adolescent, and Adult Development | Chapters TBD based on student input‡ |
| Sept 16 | Cognition, Learning, and Knowledge Theories I: Social Cognitive Theory  
Research Competency: Reading Empirical Research | Schunk (Vol 1, Ch 5)  
Kulikowich & Sedransk (Vol 1, Ch 2)  
Read one of the following: ‡  
Chen & Usher (2013)  
Usher & Pajares (2006) |
| Sept 23 | Cognition, Learning, and Knowledge Theories II: Information Processing  
Research Competency: Literature Reviews and Research Proposals | Mayer (Vol 1, Ch 4)  
Submit paper format and topic |
| Sept 30 | ONLINE class (Instructor presenting at MSP conference) – RESPOND to prompts on Blackboard  
Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches | O’Donnell (Vol 1, Ch 3)  
Göncü & Gauvain (Vol 1, Ch 6)  
Read one of the following:  
Swaak et al. (2004)  
Rogoff et al. (2002) |
| Oct 7 | Expertise and Intelligence | Nandagopal & Ericsson (Vol 1, Ch 10)  
Roberts & Lipnevich (Vol 2, Ch 2)  
Identify student-selected course activities |
<table>
<thead>
<tr>
<th>Oct 14</th>
<th>NO CLASS-Columbus Day (Monday classes meet on Tuesday. Tuesday classes do not meet)</th>
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</thead>
<tbody>
<tr>
<td>Oct 21</td>
<td>Student and Teacher Knowledge and Beliefs</td>
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<tr>
<td></td>
<td>Vosniadou &amp; Mason (Vol 2, Ch 9)</td>
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<td></td>
<td>Submit summaries of 5 empirical articles to be included in final paper with references in APA style</td>
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<td>Oct 28</td>
<td>Motivation and the Classroom Context</td>
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<tr>
<td></td>
<td>Graham &amp; Weiner (Vol 1, Ch 13)</td>
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<td></td>
<td>Kaplan et al. (Vol 2, Ch 7)</td>
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<tr>
<td>Nov 4</td>
<td>Instruction and Technology</td>
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<td>Moreno (Vol 3, Ch 18)</td>
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<td></td>
<td>Graesser et al. (Vol 3, Ch 19)</td>
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<tr>
<td></td>
<td>Final paper outline</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Teaching and Learning in the Domains</td>
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<td></td>
<td>Shulman &amp; Quinlan (1996)</td>
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<td></td>
<td>Read two of the following:</td>
</tr>
<tr>
<td></td>
<td>Reading (Vol 3, Ch 8)</td>
</tr>
<tr>
<td></td>
<td>Writing (Vol 3, Ch 9)</td>
</tr>
<tr>
<td></td>
<td>Mathematics (Vol 3, Ch 10)</td>
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<td></td>
<td>Science (Vol 3, Ch 11)</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Assessment and Accountability</td>
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<td></td>
<td>Evidence-Based Practices</td>
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<td></td>
<td>Professional Competency: PhD Program Portfolio System</td>
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<td></td>
<td>Review PhD program portfolio guidelines</td>
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<tr>
<td>Nov 25</td>
<td>Effective Teachers and Teaching</td>
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<td></td>
<td>Roehrig et al. (Vol 2, Ch 20)</td>
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<td></td>
<td>Cook et al. (Vol 1, Ch 17)</td>
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<tr>
<td></td>
<td>Submit 5 written pages of final paper</td>
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<td></td>
<td>Final Concept Maps</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Conclusions and Poster Session</td>
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<tr>
<td></td>
<td>Poster Session</td>
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<td></td>
<td>Poster materials due 12/1 at 9am</td>
</tr>
<tr>
<td>Dec 9</td>
<td>Reading day – no class due to university policy</td>
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<tr>
<td>Dec 16</td>
<td>Exam Period (Dec. 10\textsuperscript{th} – 17\textsuperscript{th})</td>
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<tr>
<td></td>
<td>Final Paper due 12/16 by 4:30pm</td>
</tr>
</tbody>
</table>

‡Indicate chapters selected on the appropriate Blackboard Discussion board.
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.

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

- 5 = Student consistently demonstrated the criterion throughout the semester.
- 4 = Student frequently demonstrated the criterion throughout the semester.
- 3 = Student intermittently demonstrated the criterion throughout the semester.
- 2 = Student rarely demonstrated the criterion throughout the semester.
- 1 = Student did not demonstrate the criterion throughout the semester.

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
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<tbody>
<tr>
<td>a)</td>
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<tr>
<td>b)</td>
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<tr>
<td>c)</td>
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<tr>
<td>d)</td>
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</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>
Appendix B

Article Critique Guidelines and Rubric (10%)

Each student is required to prepare one critique of an empirical peer-reviewed article related to their assigned handbook chapter. Critiques are due the day the handbook chapter is scheduled in the syllabus and should be posted on Blackboard.

CONTENT

**Empirical Article**
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 abstract 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 ABSTRACT RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (3)</th>
<th>Competent (2)</th>
<th>Minimal (1)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong>&lt;br&gt;Summarize important aspects of article</td>
<td>Provides a clear and complete summary of the article including all necessary components.</td>
<td>Summary of the article is mostly complete but lacks some components, clarity, or understanding.</td>
<td>Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.</td>
<td>Summary of the article is absent.</td>
</tr>
<tr>
<td><strong>Analysis</strong>&lt;br&gt;Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</td>
<td>Gives a complete analysis of the article, relating specific examples to justify critique.</td>
<td>Analysis may be somewhat limited or includes few examples to justify critique.</td>
<td>Analysis is limited and/or lacks examples to justify critique.</td>
<td>Gives no analysis of study and lacks examples to justify critique.</td>
</tr>
<tr>
<td><strong>Implications</strong>&lt;br&gt;Discuss implications for the article for research or practice</td>
<td>Relates article to personal situation and or course content with clear implications for practice and research.</td>
<td>Implications for practice and research are somewhat general, lacking connection, or in need of elaboration.</td>
<td>Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.</td>
<td>Draws no implications for practice or research.</td>
</tr>
<tr>
<td><strong>APA Style</strong>&lt;br&gt;Use APA style and formatting</td>
<td>Uses concise, coherent, well-organized writing with correct APA style.</td>
<td>Writes with some lack of clarity and/or inconsistent APA style with some errors.</td>
<td>Writes with a lack of clarity and coherence, many errors, or incorrect APA style.</td>
<td>Writes with little clarity or coherence, many errors, and/or no use of APA style.</td>
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</tbody>
</table>

TOTAL = _________

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**Grade Allocation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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</thead>
<tbody>
<tr>
<td>Plus</td>
<td>10</td>
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<tr>
<td>Standard</td>
<td>8-9</td>
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<tr>
<td>7</td>
<td>5-6</td>
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<td>4</td>
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</tr>
<tr>
<td>F</td>
<td>≤ 3</td>
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</tbody>
</table>
## Appendix C
### Final Paper Rubrics (25%)

#### Literature Review Content

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Competent (3)</th>
<th>Minimal (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Introduction fully addresses all 3 criteria. The basis for the review, the search process, and organizational framework are appropriate and well articulated.</td>
<td>Introduction that addressed all 3 criteria with some weaknesses. The significance of review is established.</td>
<td>Significant weaknesses in all criteria, or 1 or 2 criteria were not addressed.</td>
<td>Identified criteria were not addressed. The introduction/overview is unacceptable.</td>
</tr>
<tr>
<td><strong>Introduction/Overview</strong></td>
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<tr>
<td>• Statement of topic and importance</td>
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<tr>
<td>• Parameters used for literature search and review</td>
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<tr>
<td>• Organization of paper</td>
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<tr>
<td><strong>Thoroughness of Review</strong></td>
<td>Review includes relevant works for the topic.</td>
<td>Review includes mostly relevant works with few instances in which critical works or authors were not included.</td>
<td>Several instances in which irrelevant works were included and instances in which critical works or authors were not included.</td>
<td>Relevant works and authors were not identified.</td>
</tr>
<tr>
<td>• Include works relevant to the overarching topic, with an emphasis on peer-reviewed empirical articles</td>
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<tr>
<td><strong>Identification and Discussion of Key Themes/Points</strong></td>
<td>Key themes/points are identified and supported through discussion of relevant works.</td>
<td>Key themes are identified and supported through discussion of relevant work but some weaknesses with respect to themes/points and or supporting discussion.</td>
<td>Key themes are not clearly articulated; focus is primarily on summarizing cited works.</td>
<td>Key themes are not identified; cited works are not adequately discussed.</td>
</tr>
<tr>
<td>• Identify key themes/points</td>
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<tr>
<td>• Provide support for the key themes/points based in existing literature</td>
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<tr>
<td><strong>Discussion of Identified Works and Relevant Concepts</strong></td>
<td>Cited works are discussed at an appropriate level of detail. Concepts/theories are clearly defined and discussed</td>
<td>Cited works are typically discussed at an appropriate level of detail with a few instances in which more, or less, detail is needed. Concepts/theories are typically defined or discussed with a few instances in which more or less detail is needed.</td>
<td>Multiple instances in which discussion of identified works lacked sufficient detail. Multiple concepts/theories are not defined or discussed in sufficient detail.</td>
<td>Identified works were not discussed. Concepts/theories were not described.</td>
</tr>
<tr>
<td>• Discuss the cited works</td>
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<tr>
<td>• Provide definitions of concepts/theories discussed</td>
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</tr>
<tr>
<td><strong>Limitations, Conclusions, and Implications</strong></td>
<td>Limitations, conclusions, and implications for future research and practice are thoughtfully discussed.</td>
<td>Limitations, conclusion, and implications are discussed. Some critical limitations, conclusions, or implications were not addressed.</td>
<td>Significant weaknesses in the discussion of limitations, conclusions, and implications. Few were identified and/or were inappropriate.</td>
<td>Discussion of limitations, conclusions, and implications was not provided.</td>
</tr>
<tr>
<td>• Identify limitations</td>
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<tr>
<td>• Draw conclusions about the topic</td>
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<tr>
<td>• Discuss implications for future research and practice</td>
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</tbody>
</table>
### Research Proposal Content

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Competent (3)</th>
<th>Minimal (2)</th>
<th>Un satisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction fully addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem. The study addresses an important issue in the field.</td>
<td>Introduction addresses all 4 criteria. The conceptual framework/theoretical basis for the study are aligned with the research problem. The research questions/hypotheses are well aligned with the research problem.</td>
<td>Introduction does not address all 4 criteria. The conceptual framework/theoretical basis for the study are not adequately related to the research problem. The research questions/hypotheses are not well aligned with the research problem.</td>
<td>Introduction does not address the criteria. The conceptual framework/theoretical basis for the study are not provided. The research questions/hypotheses are not articulated.</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Methods fully address the data sources, data collection procedures, and research design. Data sources and research design are appropriate and thoroughly described. Selection and justification of methods reflects contemporary educational research methodology. The research methods are well aligned and address the research problem and related questions.</td>
<td>Methods address the data sources, data collection procedures, and research design. There are methodological concerns with data sources, research design, or procedures OR methods are appropriate, yet not fully described. The research methods are aligned and address the research problem and related questions.</td>
<td>Methods do not address all criteria. Data sources, research design, and/or data collection are not fully appropriate.</td>
<td>Methods do not address the criteria. Data sources, research design, and data collection are not appropriate.</td>
</tr>
<tr>
<td><strong>Data Analysis and Expected Results</strong></td>
<td>Planned data analysis is appropriate, complete, and accurately described. Expected results/findings are discussed</td>
<td>Planned data analyses are appropriate but are not complete or accurately described. Expected results/findings are discussed</td>
<td>Data analyses are not fully appropriate or are incomplete. Expected results/findings are not included</td>
<td>Data analyses and expected results are not addressed.</td>
</tr>
<tr>
<td><strong>Limitations and Educational Implications</strong></td>
<td>Limitations and validity issues are thoughtfully addressed. Implications and directions for future research stem from the findings are well justified and explained.</td>
<td>Limitations and validity issues are addressed. Implications and directions for future research are provided. Some critical limitations or implications were not addressed.</td>
<td>Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.</td>
<td>Limitations and validity issues are not addressed. Implications and directions for future research are not provided.</td>
</tr>
</tbody>
</table>
## Research Proposal and Literature Review Additional Elements

<table>
<thead>
<tr>
<th>Additional Elements</th>
<th>Outstanding (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
<td>Clearly and sequentially conveys the content of paper; 120 words or less</td>
</tr>
<tr>
<td><strong>Writing Style and Technical Merit</strong> (spelling, grammar, typographical errors)</td>
<td>Paper is coherent, concise and well structured with a clear purpose; error free</td>
</tr>
<tr>
<td><strong>Citation of sources, APA style, and paper guidelines</strong></td>
<td>Appropriate citation of sources and use of APA style and paper guidelines</td>
</tr>
</tbody>
</table>
Appendix D
Foundational Knowledge Presentation and Discussion
(Possible Student-Selected Competency, 10%)

EDEP 820
Fall 2014

If students choose to read an original work, additional handbook chapter, or historic contributions chapter as one of their additional competencies, the content of the reading should be shared with the class. Students are expected to (1) read the selected work, (2) prepare an outline to distribute to the class, and (3) briefly share (i.e., approx 10 minutes) their thoughts on the chapter and its connection to the course. Students are strongly encouraged to collaborate on this assignment.

The outline should be well organized, easy to read, and contain the following information:
- Student’s name,
- Complete bibliographical information for the chapter in APA format,
- Summary of relevant ideas and information presented in the chapter.

With respect to formatting for the outline handout:
- A cover page is NOT necessary,
- Headings and subheadings are encouraged,
- Bullets may be used,
- Appropriate grammar and spelling should be used.

<table>
<thead>
<tr>
<th>Handout (8 pts)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summarized key ideas well with an appropriate amount of detail</td>
<td>Summarized key ideas well with few misunderstandings or instances where more (or less) information was needed</td>
<td>Summarized key ideas but there were several misunderstandings and/or instances where additional information was needed</td>
<td>Summary of was incomplete and/or contained numerous misunderstandings</td>
</tr>
<tr>
<td><strong>FORMAT</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Well organized and easy of read</td>
<td>Additional polishing needed</td>
<td>Disorganized and difficult to read</td>
<td></td>
</tr>
<tr>
<td><strong>Technical (e.g., spelling) and APA errors</strong></td>
<td>None present</td>
<td>Few</td>
<td>Numerous</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Presentation/Discussion (2 pts)</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation and Discussion</strong></td>
<td>Articulate, relayed appropriate information, and well executed with effective use of time; appropriately responded to question and comments</td>
<td>Overall, articulate, relayed appropriate information, well executed with effective use of time, appropriately responded to question and comments but lacking in one to two areas</td>
<td>Relayed incomplete or inappropriate information, ideas could have been more clearly stated, presentation was poorly executed, and/or available time was not used well, responses were limited or few substantive comments were offered</td>
</tr>
</tbody>
</table>
Recommended chapters from *Educational Psychology: A Century of Contributions*
Edited by Barry J. Zimmerman and Dale H. Schunk

**The Founding Period: 1890 to 1920**
- William James
- Alfred Binet
- John Dewey
- E. L. Thorndike
- Lewis M. Terman
- Maria Montessori

**Educational Psychology in the Modern Era: 1960 to Present**
- Benjamin S. Bloom
- N. L. Gage
- Jerome Bruner
- Albert Bandura
- Ann L. Brown

**The Rise to Prominence: 1920 to 1960**
- Lev Vygotsky
- B. F. Skinner
- Jean Piaget
- Lee J. Cronbach
- Robert Mills Gagne

**Other potential researchers not included in the text:**
- Paul Pintrich
- Jere Brophy
- Michael Pressley

Additional chapters from *APA Educational Psychology Handbook* not assigned in the syllabus

**Volume 1: Theories, Constructs, and Critical Issues**
**Part II. Theory and Research on Critical Topics: What We Know and Why It Matters**
- Chapter 7. Metacognition in Education  
  *Carey Dimmitt and Christine B. McCormick*
- Chapter 8. Knowledge and Knowing: The Journey From Philosophy and Psychology to Human Learning  
  *P. Karen Murphy, Patricia A. Alexander, and Krista R. Muis*
  *John Sweller*
- Chapter 12. Working Memory, Learning, and Academic Achievement  
  *H. Lee Swanson and Tracy Packiam Alloway*
- Chapter 14. Self-Regulation of Learning: Process Approaches to Personal Development  
  *Barry J. Zimmerman and Andju Sara Labuhn*
- Chapter 15. Self-Concept: A Synergy of Theory, Method, and Application  
  *Herbert W. Marsh, Man Xu, and Andrew J. Martin*

**Part III. Emerging Issues and Cutting-Edge Topics**
- Chapter 16. Resistance and Resiliency in a Color-Conscious Society: Implications for Learning and Teaching  
  *Margaret Beale Spencer, Davido Dupree, Brian Tinsley, Ebony O. McGee, Jennifer Hall, Suzanne G. Fegley, and Tyhesha Goss Elmore*
- Chapter 18. Genetics and Education: Toward a Genetically Sensitive Classroom  
  *Claire M. A. Haworth and Robert Plomin*
- Chapter 19. How Neuroscience Contributes to Our Understanding of Learning and Development in Typically Developing and Special-Needs Students  
  *James P. Byrnes*
- Chapter 20. Evolutionary Educational Psychology  
  *David C. Geary*

**Volume 2: Individual Differences and Cultural and Contextual Factors**
**Part I. Individual Differences**
- Chapter 1. Academic Emotions  
  *Reinhard Pekrun and Elizabeth J. Stephens*
- Chapter 3. Learning Styles and Approaches to Learning  
  *Adrian Furnham*
- Chapter 4. Gifted and Talented Education: History, Issues, and Recommendations  
  *Donna Y. Ford*
- Chapter 5. Personality  
  *Moshe Zeidner and Gerald Matthews*
- Chapter 6. Gender, Motivation, and Educational Attainment  
  *Judith L. Meece and Karyl J. S. Askew*
Part V. Teaching Special Populations
Chapter 21. The Education of English Language Learners   Fred Genesee and Kathryn Lindholm-Leary
Chapter 22. Methods for Preventing Early Academic Difficulties   Adriana G. Bus, Paul P. M. Leseman, and Susan B. Neuman

Students are encouraged to identify and suggest other sources and assignments for Research and Foundational Knowledge Competencies.

For Research and Foundational Knowledge Competencies, students are strongly encouraged to collaborate with one other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment.