

**George Mason University
College of Education and Human Development
Graduate School of Education**

EDEP 822, Section 001-Advanced Learning, Motivation, and Self-Regulation
3 credits; Spring 2017
January 23, 2017-May 17, 2015
Tuesdays, 7:20-10:00 p.m., Thompson Hall, Room L013

Faculty

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COURSE DESCRIPTION:**Prerequisites**

EDUC 800, 805; EDLE: 802; and EDRS 810

University Catalog Course Description

Examines development of self-regulatory and motivational processes as they relate to educational practice. Emphasizes how processes influence students' self-motivation and achievement in various domains.

Course Overview

The purpose of this course to provide students with the opportunity to examine self-regulatory and motivational processes within educational contexts. Students will review works related to these processes as well as to design a research study based on self-regulatory and motivational processes in preparation for upcoming pre proposal courses (EDEP 823 and EDEP 824).

Course Delivery Method

This course consists of lectures, group discussions, in class activities, and individual/group assignments.

Learner Outcomes

This course is designed to enable students to:

- develop a broad and in-depth understanding of the theories of motivation and self-regulation as they are applied to educational contexts
- interpret, organize, and utilize research findings in the area of self-regulation and motivation

- discuss and evaluate major self-regulation and motivational processes, factors that influence the working of these processes and the implications of knowledge of these processes for educators
- discuss and evaluate the impact of instructional and parenting practices on students' self-regulation and motivation
- discuss the social factors involved in the development of student self-regulation
- discuss and evaluate theory and research on the impact of specific self-regulatory processes on students' motivation and achievement
- develop and reinforce students' critical thinking, oral, and writing skills

Professional Standards

The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15). Upon completion of this course, students will have met the following professional standards:

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

For more information please see:

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

Required Text

Bembenutty, H., Cleary, T., & Kitsantas, A., (2013). *Applications of self-regulated learning across diverse disciplines. A tribute to Barry J. Zimmerman*. Charlotte, NC: Information Age Publishing, Inc.

Optional Texts

Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W. H Freeman.

- Boekaerts, M., Pintrich, P. R., & Zeider, M. (2005). *The handbook of self-regulation*. San Diego: Academic Press.
- Elliot, A. J., & Dweck, C. S. (2005). *The handbook of competence and motivation*. New York: Guilford Press.
- Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage Publications.
- Schunk, D. H. & Zimmerman, B. J. (2011). *Handbook of Self-Regulation of Learning and Performance*. New York: Routledge.
- Schunk, D.H., & Zimmerman, B.J. (2008). *Motivation and self-regulated learning: Theory, research and application*. New York: Laurence Erlbaum Associates.
- Schunk, D. H., & Zimmerman, B.J. (1998). *Self-regulated learning: From teaching to self-reflective practice*. New York: Guilford Press.
- Zimmerman, B.J., & Schunk, D.H. (2009). *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed.). New York: Routledge.
- Zimmerman, B.J., & Schunk, D.H. (2003). *Educational psychology: A century of contributions*. New York: Routledge.
- Zimmerman, B. J. Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington D. C.: American Psychological Association.

Assigned Required Reading List

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Bol, L., Hacker, D. J., Walck, C. C., & Nunnery, J. A. (2012). The effects of individual or group guidelines on the calibration accuracy and achievement of high school biology students. *Contemporary Educational Psychology*, 37, 280-287. doi: /10.1016/j.cedpsych.2012.02.004
- Credé, M., & Kuncel, N. (2008). Study habits, skills, and attitudes: The third pillar supporting academic performance. *Perspectives on Psychological Science*, 3(6), 425-453. doi: doi.org/10.1111/j.1745-6924.2008.00089.x

- DiBenedetto, M. K., & Zimmerman, B. J. (2013). Construct and predictive validity of microanalytic measures of students' self-regulation of science learning. *Learning and Individual Differences* 26, 30-41: doi.org/10.1016/j.lindif.2013.04.004
- Ericsson, K. A., & Ward, P. (2007). Capturing the naturally occurring superior performance of experts in the laboratory: Toward a science of expert and exceptional performance. *Current Directions in Psychological Science*, 16, 346-350. doi: 10.1111/j.1467-8721.2007.00533.x
- Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: Sage Publications (Chapters 6 & 7).
- Hiller, S. E., & Kitsantas, A. (2014). Fostering student metacognition and motivation in STEM through citizen science programs. In A. Peña-Ayala's (Ed.) *Metacognition: Fundamentals, Applications, and Trends*. Cham, Switzerland: Springer (Chapter 8).
- Kitsantas, A. (2002). Test preparation and test performance: A self-regulatory analysis. *Journal of Experimental Education*, 70(2), 101-113. doi: 0.1080/00220970209599501
- Kitsantas, A., Zimmerman, B. J. (2006). Enhancing self-regulation of practice: The influence of graphing and self-evaluative standards. *Metacognition and Learning*, 3(1), 201-212. doi.org/10.1007/s11409-006-9000-7
- Labuhn, A. S., Zimmerman, B. J., & Haselhorn, M. (2010). Enhancing students' self-regulation and mathematics performance: the influence of feedback and self-evaluative standards. *Metacognition Learning*, 5, 173-194. doi: 10.1007/s11409-010-9056-2
- Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology*, 86, 193-203. doi.org/10.1037//0022-0663.86.2.193
- Patterson-Hazley, M., & Kiewra, K. A. (2012). Conversations with four highly productive educational psychologists: Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman. *Educational Review*, 1-27. doi: 10.1007/s10648-012-9214-y
- Pintrich, P.R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, 92-104. doi: 0.1006/ceps.1999.1017_

- Ryan, A. M., Gheen, M. H., & Midegley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social-emotional role, and the classroom goal structure. *Journal of Educational Psychology, 90*, 528-535. doi: 0.1037//0022-0663.90.3.528
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*, 113-126. doi: 10.1007/978-94-017-2243-8_1
- Schunk, D. H. (1994). Self-regulation of self-efficacy and attributions in academic settings. N D. H. Schunk & B. J. Zimmerman (Eds.), *Self-Regulation of Learning and Performance: Issues and Educational Applications* (chapter 4). Hillsdale, NJ: Lawrence Erlbaum.
- Zimmerman, B. J. (1989a). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*, 329–339. doi:10.1037//0022-0663.81.3.329
- Zimmerman, B. J. (1989b). Models of self-regulated learning and academic achievement. In B.J. Zimmerman & D. H. Schunk (Eds.), *Self-regulation: Theory, research, and applications* (pp. 13-39), Orlando, FL: Academic Press.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (eds.), *Handbook of self-regulation* (pp. 13–39). San Diego, CA: Academic Press.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*, 166–183. doi:10.3102/0002831207312909
- Zimmerman, B. J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. *Educational Psychologist, 48*(3), 135-147. doi: 10.1080/00461520.2013.794676
- Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from process to outcome goals. *Journal of Educational Psychology, 89*, 29–36. doi:10.1037//0022-0663.89.1.29
- Zimmerman, B. J., & Kitsantas, A. (1999). Acquiring writing revision skill: Shifting from process to outcome self-regulatory goals. *Journal of Educational Psychology, 91*, 1–10. doi:10.1037//0022-0663.91.2.241
- Zimmerman, B. J., & Kitsantas, A. (2005). The hidden dimension of personal competence: Self-regulated learning and practice. N A. J. Elliot and C. S. Dweck (Eds.), *Handbook of Competence and Motivation*. New York: Guilford Press.

Zimmerman, B. J., & Kitsantas A. (2007). Reliability and validity of Self-efficacy for Learning Form (SELF) scores of college students. *Journal of Psychology*, 215(3), 157-163. doi: 10.1027/0044-3409.215.3.157

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor on Blackboard (for graded work) or via email for instructor feedback.

- **Assignments**

1. Research Proposal and Presentation (*50 points, 10 points respectively*): Students will write a research proposal that focuses in the area of self-regulated learning and motivation in a specific content area of interest. The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines.

2. Comparison of Motivation and Self-Regulated Learning Theoretical Perspectives (*10 points*): Students will be asked to develop a chart and compare and contrast theoretical models of motivation and self-regulated learning.

3. Self-Change Project (*10 points*): Students must select some aspect of their behavior which they wish to improve, and then design and implement a self-change project. Using a single subject design, students will incorporate an intervention based on a self-regulated learning theory to change a particular aspect of their behavior. Students will present their projects in class orally.

4. Article Critique on Self-Regulated Learning and Motivation (*10 points*): Students will be asked to identify and write a critique of one empirical research article related to assigned readings. The critique should include the following parts: purpose, methods (if applicable), results (if applicable) and critical comments as well as your reflections about the article. Informally, students will discuss their article in class. Students will also discuss the theoretical framework of the article based on the assigned readings.

5. Class Participation and Attendance Policy (*10 points*): Because of the importance of lecture and discussion to your total learning experience, I wish to encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. Late assignments will not be accepted unless a serious emergency arises and the instructor is notified promptly.

Rubrics for each assignment are listed following the tentative course schedule.

- **Other Requirements**

Read all assigned materials for the course.

Critique, present/discuss articles in class.

Participate in classroom activities that reflect critical reading of materials.

Write a research proposal and present in a poster session.

Complete the self-change project.

Attend each class session.

Complete assignments by due dates. If an emergency occurs please notify the instructor in advance.

- **Course Performance Evaluation Weighting**

Research Proposal	50 pts
Research Presentation	10 pts
Comparison of Motivation and Self-Regulated Learning Theoretical Perspectives	10 pts
Self-Change Project	10 pts
Article Critique	10 pts
Class Participation and Attendance	10 pts
TOTAL	100 pts

- **Grading Policies**

Letter grades will be assigned as follows:

A+ 98-100% A 93-97.49% A- 90-92.49% B+ 88-89.49% B 83-87.49% B- 80-82.49% C
70-79.49% F below 70%

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

TENTATIVE COURSE ORGANIZATION AND SCHEDULE:

Date	Topic	Assigned Readings Due (B, C, K-Bembenutty, Cleary, & Kitsantas, 2013)	Work Due
Session 1 1/24	Review Syllabus Introduction and Overview		
Session 2 1/31	Research Design: An Overview Historic Origins of Research on Self-Regulated Learning and Motivation I	Zimmerman (1989b) Ford (1992), Chapter 6	
Session 3 2/07	Research Design: Types of Research Studies Historic Origins of Research on Self-Regulated Learning and Motivation II	Zimmerman (1989a) Zimmerman (2008) Zimmerman (2013)	
Session 4 2/14	Self-Regulation and Motivation: A Social Cognitive Perspective	Zimmerman (2000) Bandura (1997) Schunk & Usher in B, C, K	Due: Compare and contrast different theoretical perspectives of self-regulation and motivation. Post on Blackboard. Article Critique
Session 5 2/21	Dimensions and Processes of Self-Regulation and Motivation	Zimmerman and Kitsantas (2005) DiBenedetto & Zimmerman (2013) Patterson-Hazley & Kiewra (2012) Cleary & Labuhn in B, C, K	Due: Topic of Interest Summary Statement/10 empirical studies (APA style). E-mail for instructor feedback. Article Critique
Session 6 2/28	Development of Self-Regulation and Motivation	Zimmerman and Kitsantas (2005) Ford (1992), Chapter 7 Zimmerman and Kitsantas (1997) Bembenutty in B, C, K	Begin Self-Change Project Article Critique

Date	Topic	Assigned Readings Due	Work Due
Session 7 3/07	Self-Regulation/Motivation: Goals	Zimmerman & Kitsantas (1999) Pintrich (2000)	Due: Draft literature review and method section outline. E-mail for instructor feedback.
<i>Spring Break</i>			
Session 8 3/21	Self-Regulation/Motivation: Beliefs	Pajares & Miller (1994) Zimmerman & Kitsantas (2007) McPherson, Nielsen, & Renwick, B, C, K	
Session 9 3/28	Self-Regulation/Motivation: Strategies and Metacognition	Kitsantas (2002) Hiller & Kitsantas (2014) Veenman in B, C, K (2013) Harris, Graham, & Santangelo in B, C, K	Due: Draft literature review and method section. E-mail for instructor feedback.
Session 10 4/04	Self-regulation/Motivation: Calibration	Bol, Hacker, Walck, & Nunnery (2012) Labuhn, Zimmerman, & Haselhorn (2010)	Due: Self-change proposal. E-mail for instructor feedback.
Session 11 4/11	No Class-Writing Day Self-Regulation/Motivation: Mentoring Students	Schraw (1998) Credé & Kuncel (2008) DiBenedetto & White in B, C, K	Continue working on Self-Change Project.
Session 11 4/18	Self-Regulation/Motivation: Attributions	Schunk (1994) Moylan in B, C, K	Due: Self-Change Project. Post on Blackboard.
Session 12 4/25	Self-Regulation/Motivation: Self-Monitoring and Self-Evaluation	Kitsantas & Zimmerman (2006) Ericsson & Ward (2007) Pape, Bell, & Yetkin-Özdemir in B, C, K	Due: Self-Change Project Informal Presentations.
Session 13 5/02	Self-Regulation/Motivation: Help Seeking	Ryan, Gheen, & Midgely (1998) Karabenick & Berger in B, C, K	Due: Self-Change Presentations(cont.) Due: First Full Draft of Research Proposal. E-mail for instructor feedback.
Session 14 5/09	LAST CLASS Future Directions in Self-Regulation and Motivation Research/Conclusions	Kitsantas, Dabbagh, Huie, & Dass, in B, C, K	Due: Poster Session. Post on Blackboard.
5/16			Due: Final Research Proposal. Post on Blackboard.

Research Proposal Rubric

Students will write a research proposal that focuses on one self-regulatory process (e.g., self-monitoring, goal-setting, etc.), in a specific content area of interest. The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester. The paper should include 1) an introduction/literature review, summarizing the theory and key constructs, and identifying research questions/hypotheses 2) method section (i. e., participants, measures, procedures, if needed a description of intervention and design), and 3) discussion of data analysis approach, expected results, limitations, and educational implications. Papers must submitted on Blackboard on time and must adhere to the APA Publication Manual Guidelines.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<i>Content</i>				
Introduction <ul style="list-style-type: none"> • Describe the purpose, theoretical basis, and significance of the study • Review relevant studies • Identify gaps in the literature • Establish how the proposed study addresses gaps 	Excellent introduction that addressed all four criteria. The theoretical basis and significance of the study has been established and grounded in previous research.	Adequate introduction that addressed all four criteria. The theoretical basis and significance of the study has been established and grounded in previous research.	Significant weaknesses in all criteria or one or two criteria were not addressed.	Three or four criteria were not addressed. The introduction is unacceptable.
Research Questions and/or Hypotheses <ul style="list-style-type: none"> • State clearly • Establish significance • Be able to test/research • Grounded in existing theory and research 	Excellent research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research.	Adequate research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research.	Significant weaknesses in question(s)/hypothesis(es) that were not clearly stated, significant, testable/researchable, and grounded in existing theory and research.	The research questions(s)/ hypothesis(es) were not provided.
Methods <ul style="list-style-type: none"> • Describe <ul style="list-style-type: none"> ○ Participants ○ Measures/Operational definitions of variables ○ Procedures 	Excellent description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant to selected methodological	Adequate description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant to selected methodological	Significant weaknesses in the description of the methodology including participants, measures/operational definitions of variables, and procedures. Additional components relevant to	

<ul style="list-style-type: none"> ○ Components appropriate for selected methodological approach(quantitative/qualitative) 	<p>approach (quantitative and qualitative) were fully addressed. These components may include design, intervention, reliability, and validity of data collection methods and subjective lens.</p>	<p>approach (quantitative and qualitative) but with some weaknesses.</p>	<p>selected methodological approach (quantitative and qualitative).</p>	
<p>Data Analysis and Expected Results</p> <ul style="list-style-type: none"> ● Describe data analysis plan ● Discuss expected results 	<p>Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.</p>	<p>Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.</p>	<p>Significant weaknesses in the description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and expected results.</p>	<p>Appropriate data analysis techniques and/or description of expected results were not provided.</p>
<p>Limitations and Educational Implications</p> <ul style="list-style-type: none"> ● Identify limitations ● Discuss implications of proposed work 	<p>Excellent discussion of appropriate limitations and educational implications of proposed research.</p>	<p>Adequate discussion of appropriate limitations and educational implications of proposed research. Some critical limitations or implications were not addressed.</p>	<p>Significant weaknesses in the discussion of limitations and educational implications. Few were identified and/or were inappropriate.</p>	<p>Discussion of limitations and educational implications was not provided.</p>

<i>Additional Elements</i>				
Use of Peer-Reviewed Research	Contains references to ten or more relevant empirical studies	Contains references to at least ten studies, the majority of which are relevant.	Contains references to at least ten studies but most are irrelevant.	Does not include at least ten peer-reviewed studies.
Discussion of the Literature	Clearly spoken, topic-specific jargon are defined; does not rely on quotes from papers; includes quotes strategically where appropriate; a synthesis graphic and description are included in the work.	Most topic-specific jargon are defined or inclusion of some lengthy or inappropriate quotes; a synthesis graphic and description are included in the work.	Overuse of jargon and quotes that are lengthy or inappropriate; a synthesis graphic and description are included in the work.	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis; a synthesis graphic and description are not included in the work.
Abstract	Clearly and sequentially conveys the content of the paper	Gives a general overview of the paper topic, but there is no sequential elaboration of contents	Does not provide a clear representation of paper contents	Key components are not included such as the research design, purpose, and possible implications.
Writing Style	Paper is coherent concise and well-structured with a clear purpose.	Paper is coherent concise and well-structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional revisions are needed.	Paper is incoherent and/or overly wordy with little structure or purpose
Technical Merit (spelling, grammar, typographical errors)	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
Citation of sources	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
Paper guidelines and APA style (references, levels of heading, margins)	APA guidelines were followed	APA guidelines were followed with a few instances of incorrect formatting and style	APA guidelines were used but there are several instances of incorrect formatting and style	APA style was not used.

RUBRIC FOR POSTER PRESENTATION

Exemplary (10)	Adequate (8-9)	Marginal (6-7)	Inadequate (1-5)	Unacceptable/No Presentation (0)
<p>Keeps within the time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; make effective use of handouts, demonstrations; describes very clearly the treatment(s) under consideration; keeps the audience engaged; provides information of interest and value to audience.</p>	<p>Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some place, or may fail to completely engage the audience.</p>	<p>Presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, handouts, or visual aids may be less than inadequate.</p>	<p>Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Handouts or visual aids may be inadequate or lacking.</p>	<p>Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.</p>

RUBRIC FOR COMPARISON OF MOTIVATION AND SELF-REGULATED LEARNING THEORETICAL PERSPECTIVES

Exemplary (10)	Adequate (8-9)	Marginal (6-7)	Inadequate (1-5)	Unacceptable/No Presentation (0)
<p>The work includes an excellent comparison of two theoretical perspectives related to self-regulation and motivation. The writing is thorough, thoughtful, correctly done, and submitted on time. Similarities and differences are described between two theoretical perspectives with at least five references.</p>	<p>The work includes an adequate comparison of two theoretical perspectives related to self-regulation and motivation. The writing is thorough, thoughtful, correctly done, and submitted on time. Similarities and differences are described between two theoretical perspectives with at least five references.</p>	<p>The work includes a comparison of two theoretical perspectives related to self-regulation and motivation. The writing is unclear or incomplete, and submitted on time. Similarities and differences are described between two theoretical perspectives with less than five references.</p>	<p>There are significant weaknesses in the comparison of two theoretical perspectives related to self-regulation and motivation. The writing is not thorough, thoughtful, correctly done, and/or submitted on time.</p>	<p>The comparison is poorly done and/or is not submitted on time</p>

RUBRIC FOR SELF-CHANGE PROJECT

Exemplary (10)	Adequate (8-9)	Marginal (6-7)	Inadequate (1-5)	Unacceptable/No Presentation (0)
<p>The work includes an excellent research design for the self-change project including a brief introduction, method, data analysis, and conclusion section. There is an alignment between the purpose, research design, data analysis, and conclusion of the project.</p>	<p>The work includes an adequate research design for the self-change project including a brief introduction, method, data analysis, and conclusion section. There is an alignment between the purpose, research design, data analysis, and conclusion of the project.</p>	<p>The work includes the research design for the self-change project including a brief introduction, method, data analysis, and conclusion section. There are some issues related to the alignment and/or interpretation between the purpose, research design, data analysis, and conclusion of the project.</p>	<p>There are significant weaknesses in the research design for the self-change project including related to a brief introduction, method, data analysis, and/or conclusion section.</p>	<p>The project is poorly done and/or is not submitted on time</p>

RUBRIC FOR ARTICLE CRITIQUE

Exemplary (10)	Adequate (8-9)	Marginal (6-7)	Inadequate (1-5)	Unacceptable/No Presentation (0)
The work includes an excellent summary and reflection of a peer-reviewed, empirical article related to self-regulation and motivation. The writing is thorough, thoughtful, correctly done, and submitted on time.	The work includes an adequate summary and reflection of a peer-reviewed, empirical article related to self-regulation and motivation. The writing is thorough, thoughtful, correctly done, and submitted on time.	The work includes a marginal summary and reflection of a peer-reviewed, empirical article related to self-regulation and motivation. The writing is not thorough, thoughtful, correctly done. The work is submitted on time.	There are significant weaknesses in the summary and reflection of a peer-reviewed, empirical article related to self-regulation and motivation. The writing is thorough, thoughtful, correctly done, and submitted on time.	Evaluation is poorly done and/or is not submitted on time.

RUBRIC FOR PARTICIPATION AND ATTENDANCE

ELEMENT	Distinguished (9-10)	Proficient (8)	Basic (7)	Inadequate (6 or less)
<p>Attendance & Participation</p>	<p>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class.</p>	<p>The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.</p>	<p>The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</p>	<p>The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. Excessive absences can result in additional penalties and potential withdrawal from class.</p>