

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

EDEP 822-001, Advanced Learning, Motivation, and Self-Regulation
3 Credits, Fall 2021
Mondays 7:20-10 pm, Thompson Hall 1020 – Fairfax Campus

Faculty

Name: Dr. Erin Peters-Burton
Office Hours: By Appointment
Office Location: Thompson Hall 1401, Fairfax Campus
Office Phone: 703-993-9695
Email Address: epeters1@gmu.edu

Prerequisites/Corequisites

EDUC 800 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 or Objectives

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

- 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 use 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 Texts

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

Optional Texts

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

Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. Academic Press.

Cleary, T. J. (2018). *The self-regulated learning guide: Teaching students to think in the language of strategies*. Routledge.

DiBenedetto, M. K., (2018). *Connecting self-regulated learning and performance with instruction across high school content areas*. Springer.

Ee, J., Chang, A., & Tan, O. S. (2004). *Thinking about Thinking: What educators need to know*. McGraw-Hill Education (Asia).

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

Ford, M.E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage Publications.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to learn with integrative learning technologies (ILT): A Practical guide for academic success*. Information Age Publishing.

Schunk, D.H., & Green, J. A. (2018). *Handbook of self-regulation of learning and performance*. Routledge.

Schunk, D.H., & Zimmerman, B.J. (2008). *Motivation and self-regulated learning: Theory, research and application*. Laurence Erlbaum Associates.

Zimmerman, B.J., & Schunk, D.H. (2009). *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed.). Routledge.

Zimmerman, B.J., & Schunk, D.H. (2003). *Educational psychology: A century of contributions*. Routledge.

Zimmerman, B. J. Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. American Psychological Association.

Reading List by Week

Week 2

Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage.(Chapter 6).

Zimmerman, B. J. (1989b). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329.

Week 3

Zimmerman, B. J. (1989a). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183.

Zimmerman, B. J. (2013). Theories of self-regulated learning and academic achievement: An overview and analysis. In *Self-regulated learning and academic achievement* (pp. 10-45). Routledge.

Week 4

Bandura, A., & Wessels, S. (1997). *Self-efficacy* (pp. 4-6). W.H. Freeman & Company.

Zimmerman, B.J., & Kitsantas, A. (2014). Comparing the predictive power of self-discipline and self-regulation measures of learning. *Contemporary Educational Psychology*, 39, 145-155. <http://dx.doi.org/10.1016/j.cedpsych.2014.03.004>

Schunk & Usher in B ,C, K

Week 5

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.

Patterson-Hazley, M., & Kiewra, K. A. (2013). Conversations with Four Highly Productive Educational Psychologists: Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman. *Educational Psychology Review, 25*(1), 19-45.

Zimmerman, B. J., & Kitsantas, A. (2005a). The Hidden Dimension of Personal Competence: Self-Regulated Learning and Practice.

Cleary & Labuhn in B, C, K

Week 6

Cleary, T., Kitsantas, A, Pape, S., & Slemp, J. (2018). Integration of socialization influences and the development of self-regulated Learning (SRL) skills: A social-cognitive perspective. In G. A. Liem & D. M. McInerney (Eds). *Big Theories Revisited2* (pp. 269-295). Charlotte, NC: Information Age publishing.

Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage.(Chapter 7).

Zimmerman, B. J., & Kitsantas, A. (2005b). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs. *Contemporary Educational Psychology, 30*(4), 397-417.

Bembenutty in B, C, K

Week 7

Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from process goals to outcome goals. *Journal of Educational Psychology, 89*(1), 29.

Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology, 92*(3), 544.

Week 8

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(2), 193.

Zimmerman, B., & Kitsantas, A. (2007). Reliability and validity of self-efficacy for learning form(SELF) scores of college students. *Zeitschrift für Psychologie/Journal of Psychology*, 215(3), 157-163.

McPherson, Nielsen, & Renwick, B, C, K

Week 9

Kitsantas, A. (2002). Test preparation and test performance: A self-regulatory analysis. *Journal of Experimental Education*, 70(2) 101-113.

Peters-Burton, E. E., Goffena, J. & Stehle, S.M. (2021). Utility of a self-regulated learning microanalysis for assessing teacher learning during professional development. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2020.1799314>

Veenman in B, C, K

Harris, Graham, & Santangelo in B, C, K

Week 10

Kitsantas, A., & Zimmerman, B. J. (2006). Enhancing self-regulation of practice: The influence of graphing and self-evaluative standards. *Metacognition and Learning*, 1(3), 201-212.

Pape, Bell, & Yetkin-Özdemir in B, C, K

Week 11

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(4), 280-287.

Labuhn, A. S., Zimmerman, B. J., & Hasselhorn, M. (2010). Enhancing students' self-regulation and mathematics performance: The influence of feedback and self-evaluative standards. *Metacognition and Learning*, 5(2), 173-194.

Week 12

Schunk, D. H. (1994). Self-regulation of self-efficacy and attributions in academic settings. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 75-99). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.

Zimmerman, B. J., & Kitsantas, A. (1999). Acquiring writing revision skill: Shifting from process to outcome self-regulatory goals. *Journal of Educational Psychology*, 91(2), 241.

Moylan in B, C, K

Week 13

Ryan, A. M., Gheen, M. H., & Midgley, 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(3), 528.

Karabenick & Berger in B, C, K

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 for proposal, 10 points for presentation): 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, results, 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 SRL	
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

See <https://cehd.gmu.edu/students/polices-procedures/>

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

Class Schedule

Week	Date	Topic	Readings (B, C, K-Bembenutty, Cleary, & Kitsantas, 2013). Other readings are located on Blackboard	Assignments Due
1	Aug 23	Review Syllabus Introduction and Overview Research Methods: An Overview		
2	Aug 30	Historic Origins of Research on Self-Regulated Learning and Motivation I	Ford (1992), Chapter 6 Zimmerman (1989b)	Research Questions-In class assignment
September 6 – Labor Day – No class				
3	Sept. 13	Locating Empirical Research Historic Origins of Research on Self-Regulated Learning and Motivation II	Zimmerman (1989a) Zimmerman (2008) Zimmerman (2013)	Compare and contrast any two theoretical perspectives of self-regulation and motivation
4	Sept. 20	Self-Regulation and Motivation: A Social Cognitive Perspective	Bandura & Wessels (1997) Zimmerman & Kitsantas (2014) Schunk & Usher in B, C, K	Topic of Interest Summary Statement/10 empirical studies (APA style)
5	Sept 27	Dimensions and Processes of Self-Regulation and Motivation	DiBenedetto & Zimmerman (2013) Patterson-Hazley & Kiewra (2013) Zimmerman & Kitsantas (2005a) chapter Cleary & Labuhn in B, C, K	Article Critique
6	Oct 4	Development of Self-Regulation and Motivation	Cleary, Kitsantas, Pape, & Slemp (2018) Ford (1992), Chapter 7 Zimmerman & Kitsantas (2005b) Bembenutty in B, C, K	Begin Data Collection for Self-Change Project Article Critique
7	Oct. 12 Monday Classes meet on Tuesday	Self-Regulation/Motivation: Goals	Zimmerman & Kitsantas (1997) Pintrich (2000)	Draft of Literature Review of Proposal Article Critique

8	Oct 18	Self-Regulation/Motivation: Beliefs	Pajares & Miller (1994) Zimmerman & Kitsantas (2007) McPherson, Nielsen, & Renwick, B, C, K	Draft of Method Section of Research Proposal Article Critique
9	Oct. 25	Self-Regulation/Motivation: Strategies and Metacognition	Kitsantas (2002) Peters-Burton et al. (2021) Veenman in B, C, K (2013) Harris, Graham, & Santangelo in B, C, K	Article Critique
10	Nov. 1 Online class (Erin in Northern Ireland)	Self-Regulation/Motivation: Self-Monitoring	Kitsantas & Zimmerman (2006) Pape, Bell, & Yetkin-Özdemir in B, C, K	Self-Change Project Article Critique
11	Nov. 8 Online class (Erin in Oxford)	Self-Regulation/Motivation: Self-Evaluation and Calibration	Bol, Hacker, Walck, & Nunnery (2012) Labuhn, Zimmerman, & Hasselhorn (2010)	Self-Change Presentations
12	Nov. 15	Self-Regulation/Motivation: Attributions	Schunk (1994) Zimmerman & Kitsantas (1999) Moylan in B, C, K	Self-Change Presentations (cont.) Optional: Draft of Full Research Proposal
13	Nov. 22	Self-Regulation/Motivation: Help Seeking	Ryan, Gheen, & Midgely (1998) Karabenick & Berger in B, C, K	Article Critique
14	Nov. 29	Future Directions in Self-Regulation and Motivation Research/Poster Session		Research Poster
15	Dec 6 No class			Final Research Proposal

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

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 follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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	

<p>o Components appropriate for selected methodological approach(quantitative/qualitative)</p>	<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 style="text-align: center;">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>

