

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

EDEP654 – Learning, Motivation and Self-Regulation  
3 Credits, Fall 2021

Aug 23, 2021 – Nov 29, 2022 | Thompson Hall 1020 – Mon 4:30 – 7:10 pm

**Faculty**

Name: Dr. Alexandra Patzak (she/her)  
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**Prerequisites/Co-requisites**

Recommended Prerequisites: EDEP 550, EDEP 551

**University Catalog Course Description**

EDEP 654 focuses on theories and research on self-regulation of academic learning. Presents multi-dimensional conceptual framework for studying and applying self-regulation in educational contexts.

**Course Overview**

This course will focus on theories and research regarding the self-regulation of academic, sport, and health related learning. The theories will range across the spectrum from behaviorist to phenomenological with an emphasis on social cognitive theory. A multidimensional conceptual framework will be presented for studying and applying self-regulation in educational contexts. Recent research on self-regulatory processes will be reviewed, analyzed, and discussed.

**Course Delivery Methods**

This course will be delivered face-to-face. It will consist 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 fields of learning, motivation, and self-regulation as they are applied to education and other learning 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 theories and research on factors that influence the impact of goals on students' self-regulation and self-efficacy
- Develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
- Develop and reinforce critical thinking, oral, and writing skills

### **Professional Standards**

Upon completion of this course, students will have met the following program standards:

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

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

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

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

### **Required Texts**

Instead of a textbook, this course will consist of the following readings:

Week 1:

Greene, J. A., & Azevedo, R. (2007). A theoretical review of Winne and Hadwin's model of self-regulated learning: New perspectives and directions. *Review of Educational Research*, 77(3), 334–372.

Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422.

Zimmerman, B. J. (1989a). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.

Week 2:

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

Lee, W., Lee, M.-J., & Bong, M. (2014). Testing interest and self-efficacy as predictors of academic self-regulation and achievement. *Contemporary Educational Psychology*, 39, 86-99.

Winne, P. H., & Marzouk, Z. (2019). Learning strategies and self-regulated learning. In J. Dunlosky & K. A. Rawson (Eds.), *The Cambridge handbook of cognition and education*, 696–715. Cambridge University Press. <https://doi.org/10.1017/9781108235631.028>

Week 5:

- Hadwin, A., & Oshige, M. (2011). Self-regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113, 240-264.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45, 166-183.

#### Week 6:

- Meyer, D. K., & Turner, J. C. (2002). Using instructional discourse analysis to study the scaffolding of student self-regulation. *Educational Psychologist*, 37, 17-25.
- 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.

#### Week 7

- 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 Revisited 2* (pp. 269-295). Charlotte, NC: Information Age publishing.
- Lau, C., Kitsantas, A., Miller, A. & Rodgers, D. E. (2018). Perceived responsibility for learning, Self-Efficacy, and sources of self-efficacy in mathematics: A study of the International Baccalaureate Primary Years Programme students. *Social Psychology of Education: An International Journal*, 21(3), 603-620.
- Wigfield, A., Klauda, S. L., & Cambria, J. (2011). Influences on the development of academic self-regulatory processes. In B. J. Zimmerman & D. J. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33-48). New York, NY: Taylor and Francis.

#### Week 8

- Plant, E. A., Ericsson, K. A., Hill, L., & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational Psychology*, 30, 96-116.

#### Week 9

- Herndon, J. S., & Bembenny, H. (2017). Self-regulation of learning and performance among students enrolled in a disciplinary alternative school. *Personality and Individual Differences*, 104, 266-271.
- Boekaerts, M., & Minnaert, A. (1999). Self-regulation with respect to informal learning. *International Journal of Educational Research*, 31, 533-544.

#### Week 10

- Cleary, T. J., & Kitsantas, A. (2017). Motivation and self-regulated learning influences on middle school mathematics achievement. *School Psychology Review*, 46, 88-107.
- 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.

## Week 11

Bandura, A. (2005). The primacy of self-regulation in health promotion. *Applied Psychology: An International Review*, 54, 245-254.

Clark, N. M., & Zimmerman, B. J. (1990). A social cognitive view of self-regulated learning about health. *Health Education Research*, 5, 371-379.

Kitsantas, A. (2000). The role of self-regulation strategies and self-efficacy perceptions in successful weight loss maintenance. *Psychology & Health: An International Journal*, 15, 811-820.

**Additional required multi-media resources are available on Blackboard.**

### Recommended Texts

1. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
2. Boekaerts, M., Pintrich, P. R., & Zeidner, M. (2000). *The handbook of self-regulation*. San Diego, CA: Academic Press.
3. Schunk, D. H., & Zimmerman, B. (Eds.). (2011). *Handbook of self-regulation of learning and performance*. Taylor & Francis.

### Course Schedule

Class/Week	Date	Topic	Activities	Activities Due
1	Aug 23, 2021	Introduction	Readings: Greene & Azevedo (2007), Panadero (2017), Zimmerman (1998)	Aug 29, 2021, 11:59pm,
2	Aug 30, 2021	Comparing SRL models	Readings: Ford (1992), Lee et al., (2014), Winne & Marzouk (2019); Preparing an inspirational presentation	Sep 5, 2021, 11:59pm
3	Sep 6, 2021	No class		Sep 12, 2021, 11:59pm
4	Sep 13, 2021	Inspirational presentation, Motivation and SRL locating empirical research	Multi-media resources on Blackboard; Autobiographical sketch Discussion	Sep 19, 2021, 11:59pm
5	Sep 20, 2021	Self-regulatory processes and metacognition	Readings: Hadwin & Oshige (2011), Zimmerman (2008), multi-media resources on Blackboard	Sep 26, 2021, 11:59pm

			Research proposal: submit topic of interest summary statement  Begin data collection for self-change project	
6	Sep 27, 2021	Methods and measures for studying self-regulation	Readings: Meyer & Turner (2002), Zimmerman & Kitsantas (2007)	Oct 3, 2021, 11:59pm
7	Oct 4, 2021	Productive vs. counterproductive SRL and motivation	Readings: Cleary et al., (2018), Lau, et al., (2018), Wigfield et al., (2011); Research proposal: draft of introduction/research questions	Oct 11, 2021, 11:59pm
8	<b>Tuesday,</b> Oct 12, 2021	Development of self-regulation	Readings: Plant et al., (2005), multimedia resources on Blackboard; Article Critique Discussion	Oct 17, 2021, 11:59pm
9	Oct 18, 2021	Promoting and supporting self-regulation and motivation	Readings: Boekaerts & Minnaert (1999), Hembdon & Bembenutty (2017),; Research proposal: draft of methods	Oct 24, 2021, 11:59pm
10	Oct 25, 2021	Self-regulation and academic development	Readings: Cleary & Kitsantas (2001), Pajares & Miller (1994)	Oct 31, 2021, 11:59pm
11	Nov 1, 2021	Self-regulation and academic development	Readings: Bandura (2005), Clark & Zimmerman (1990), Kitsantas (2000); Self-change project Discussion	Nov 7, 2021, 11:59pm
12	Nov 8, 2021	Self-regulation and academic achievement		Nov 14, 2021, 11:59pm
13	Nov 15, 2021	SRL topic of your choice		Nov 21, 2021, 11:59pm
14	Nov 22, 2021	Research proposal workshop	Draft of research proposal Discussion	Nov 28, 2021, 11:59pm
15	Nov 29, 2021	Proposal poster presentations, reflection	Research proposal: poster presentation	Dec 5, 2021, 11:59pm

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

## **Course Performance Evaluation**

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments.

Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

## **Assignments**

### **1. Participation (10%)**

Because of the importance of lecture and discussion to your total learning experience, you are encouraged to 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 of the course and will account for 10% of your course 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. A portion of this includes:

- Bringing and submitting 3-5 discussion questions for each class based on the course readings.
- Participating in virtual class discussions regarding the course readings.
- Participating in Discussion Board activities as provided throughout the course.

### **2. Self-Reflective Practice (10%)**

#### ***2.1 Autobiographical Sketch (5%)***

In a 3 – 5-page paper, I want you to tell YOUR story.

##### *Part 1:*

This can be based on anything and everything that inspires you, but I want you to think more about and reflect on any important life experiences from school (as a student or teacher), sport, and/or in anything else that has involved performing a specific role (e.g., dance, music, videography, etc.). You will respond and share how those experiences impacted your life journey thus far. What moments or individuals have been most impactful? In other words, this is an opportunity to express the growth of your identity. This reflection on your prior experience(s) is important for this course in that it will help you directly connect the course content to your past and current lived experience. Be honest, authentic, and write a story which reflects your journey so far and the things that have impacted you as a student, teacher, and/or what has led you to expand your future as a professional in education.

## *Part 2:*

I want you to think about and tell me why you are taking this course, what you expect to get out of the course, and what you think will be most meaningful from the course. Further, I want you to select 1 – 3 specific Self-Regulated Learning sub-processes and reflect on how the/ these processes have been incorporated into your educational practices or how you have been impacted by the SRL skill. The sub-processes should be derived from either phase of the SRL cycle: (1) task definition, (2) planning, (3) performance, (4) adaptation.

*Note.* You can share as little or as much as you would like to share when writing, but the purpose of this assignment is to take some time to reflect on your educational journey (*Part 1*) and use your prior experiences to build a frame of reference to recognize certain components of self-regulation (*Part 2*).

### **2.2 Inspirational Presentation (5%)**

This 5 – 10-minute presentation should give the class the opportunity to see life through your eyes!! Reflect on you past and inform us on what has truly inspired you. You can talk about sports, music, movies, or any other personal experience(s) that have inspired you to be who you are today. This could be a reflection on important role models from the past and how they have impacted your life, or could be a specific experiences that changed how you thought about the world.

For your presentation, you have full control over the method of delivery, so you can utilize technology to make a video, PowerPoint, Prezie or anything else that you may know of. You can play a movie excerpt or YouTube clip. You can read a letter or article that has meaning; present a book that has impacted your life; bring in a picture (or pictures); or talk about a specific experience growing up that has made a huge impact on you. Last but certainly not least... Be Creative!! Express yourself: this is your opportunity to show what is most important to you.

### **3. Article critique on self-regulated learning and motivation (10%)**

Students will be asked to identify an article on their own and write a critique of one empirical research article (i.e., original research article; can be either quantitative or qualitative). 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. More information about the critique can be found in Blackboard under the “Assignments” tab.

### **4. Self-change project (20%)**

Students must select some aspect of their behavior that 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-regulation theoretical approach to change a particular aspect of their behavior (e.g., academic learning, health, motor learning).

Students will present their project as a virtual poster as a Discussion Board activity during the Week 11. More information about the poster format can be found in Blackboard under the “Assignments” tab.

### **5. Research proposal and presentation (40% and 10%, respectively)**

Students will write a research proposal that focuses on 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 as a *poster* at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines. More information about the proposal and virtual poster session can be found in Blackboard under the “Assignments” tab.

### **Grading**

There are a total 100% for the course distributed among the components listed above.

Grading scale:

- A+ = 98 – 100%
- A = 93 – 97.9%
- A- = 90 – 92.9%
- B+ = 88 – 89.9%
- B = 83 – 87.9%
- B- = 80 – 82.9%
- C = 70 – 79.9%
- F = 69.9% or less

### **Assignment Grading Outline**

<b>Assignment</b>	<b>Percent</b>
Participation	10%
Self-Reflective Practice	10%
SRL Article Critique	10%
Self-Change Project	20%
Research Proposal (written manuscript)	40%
Poster presentation	10%
Total	100%

### **Professional Dispositions**

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

### **Core Values Commitment**

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



## **Classroom Climate**

You are encouraged to discuss and share ideas with your classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that learners appreciate diverse perspectives, that they listen respectfully and let everyone speak. If you have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as "Alexandra" or "Dr. Patzak" in email and verbally.

Individual accommodations: Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all learners by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474.

## **Communication**

The Blackboard site for this course is the primary channel of communication. Please check the Blackboard course regularly for updates (at least 5 times a week). Please use the Blackboard discussion board, email function, and office hours.

- Discussion board: Please check the discussion board regularly. You are strongly encouraged to post questions about assignments in the discussion board. You are likely not the only one who has this question. Consider the discussion board as an extra resource for getting extra help with assignments.
- Email communication should be restricted to questions related to sensitive, confidential information, such as questions about grades, personal circumstances requiring accommodations, etc.
  - Emails will be returned within 2 business days and may not be returned on weekends/holidays.
  - When you send an email to me, please put EDEP654 at the beginning of the subject line.
- Office hours provide the opportunity to ask and discuss questions about the course materials or activities you may have.

Should you have concerns that you may not be able to fully participate or engage in any of the activities listed below, please do not hesitate to contact me by e-mail. We can discuss alternative arrangements that suit your needs.

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

## **Notice of mandatory reporting of sexual assault, 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](mailto:titleix@gmu.edu).

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

### Participation and Attendance Rubric

<b>Distinguished</b> 9-10 points	The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student actively participates in all Discussion Board activities and assignments and are turned in on time. The student actively participates and supports the members of the learning group and the members of the class and submits 3-5 well thought out discussion questions related to the readings for the session.
<b>Proficient</b> 8 points	The student attends all classes, is on time, is prepared, and follows outlined procedures in case of absence. The student actively participates in all Discussion Board activities and assignments and are turned in on time. The student makes some contributions to the learning group and class, and submits 3-5 discussion questions
<b>Basic</b> 7 points	The student is on time, prepared for class, and participates in group and class discussions. The student actively participates in most Discussion Board activities and assignments and are turned in on time. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. Less than 3 discussion questions are submitted and/or are submitted infrequently.
<b>Unsatisfactory</b> 6 points or less	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions. Discussion questions and Discussion Board activities and assignments are not submitted.

*Note.* These points add up to the total point value of the assignment.

### Autobiographical Sketch Rubric

Criteria	Outstanding (5)	Competent (3-4)	Unsatisfactory (0-2)
Reflection on Personal Experience	Clearly sketches and reflects on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)	Generally, or vaguely reflects on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)	Does not reflect on own experiences in applied educational settings (as a student or teacher, sport, other performance environments)
Reflection on SRL Processes	References, describes, and/or defines how the SRL process(es) is/are connected to personal experience.  Minimum of 1-3 citations from credible/primary sources regarding ALL the 1-4 SRL processes.	References, describes, and/or defines how the SRL process(es) is/are connected to personal experience.  Minimum of 1-3 citations from credible/primary sources regarding SOME of the 1-4 SRL processes.	Does not reference SRL processes and does not cite sources.
Written Composition and Organization	Strongly uses proper writing composition (e.g., length of paragraphs, grammar)  APA format (i.e., size 12 font, page numbering, double spaced, title page, reference page, etc.)	Generally uses adequate writing composition (e.g., length of paragraphs, grammar)  APA format (i.e., size 12 font, page numbering, double spaced, title page, reference page, etc.)	Poor writing composition and does not adequately use APA format

*Note.* These points add up to the total point value of the assignment.

### Inspirational Presentation Rubric

Criteria	Outstanding (5)	Competent (3-4)	Unsatisfactory (0-2)
Presentation	<p>Clearly reflects on personal experience and provides specific examples</p> <p>Strong articulation and well executed with effective use of time</p>	<p>Generally reflects on personal experience and provides vague examples</p> <p>Generally articulate and well executed with effective use of time</p>	<p>Does not adequately reflect and provide examples</p> <p>Relayed incomplete or inappropriate information and poorly executed (i.e., under or over time)</p>

*Note.* These points add up to the total point value of the assignment.

### Article Critique

Criteria	Outstanding (3)	Competent (2)	Unsatisfactory (0-1)
<b>Purpose &amp; Supporting Literature</b> (about ½ page)	Clearly explains article purpose and relates it to literature or policy issues. Outlined the specific theories/ topics being researched.	Explains article purpose clearly but does not relate it to anything.	Unclear explanation of article purpose and does not relate it to anything.
<b>Methods</b> (about 1/2 - 1 page)	Clearly explains (or points out absence of) basic elements: variables/constructs, measures, participants, procedures, and analytic techniques.	Clearly explains (or points out absence of) at least two basic elements: variables/constructs, measures, participants, procedures, and analytic techniques.	Only explains (or points out absence of) one basic element: variables/constructs, measures, participants, procedure, and analytic techniques; or explanation is unclear
<b>Results &amp; Discussion</b> (about 1/2 - 1 page)	Outlines major results, including evidence (statistics for quantitative article, quotes or other support for qualitative article). Explains importance of the findings.	Partial outline of results, including evidence (statistics for quantitative article, quotes or other support for qualitative article). Does not include importance of findings.	Outlines major results, but does not discuss evidence. Does not include importance of findings.
<b>Reflection &amp; Critique</b> (about 1/2 - 1 page)	Reflections are thoughtfully and fully developed with clear and meaningful connections to analysis. Critiques of at least two aspects of the article.	Reflections are developed and have clear connections to analysis. Critiques of at least one aspects of the article.	Reflective component is present but is under- developed or lacks connections to analysis. Critique of article is simplistic or does not show thoughtful engagement.
Proper Organization and APA Formatting	Writing is clear and APA style has minor or no errors.	Writing has stylistic, grammatical, or organizational issues OR there are significant errors in APA usage.	Writing has significant stylistic, grammatical, or organizational issues AND there are significant errors in APA usage.

**Note.** These points add up to the total point value of the assignment.

### Self-Change Project Rubric

Criteria	Outstanding (3)	Competent (2)	Unsatisfactory (0-1)
<b>Description of behavior</b>	<b>Clearly describes behavior, its history, attempts to change it, and controlling factors.</b>	<b>Describes only two of the four: behavior, history, attempts to change, controlling factors; or is unclear.</b>	<b>Describes less than two of the four: behavior, history, attempts to change, controlling factors.</b>
Examples of similar studies	Briefly (2-4 sentences each) discusses at least two studies and explains how they are related.	Briefly discusses at least one study and how it is related.	Does not discuss any related studies.
Methods of measuring behavior	Clearly describes at least one specific the behavior change was measured over time.	Describes at least one specific way the behavior change was measured, but unclearly.	Does not describe at least one specific way the behavior change was measured.
Methods of intervention	Clearly describes the original plan for changing the behavior and relates that plan to class constructs.	Describes the original plan for changing the behavior but does not relate it to class constructs; or the description is unclear.	Does not describe the original plan for changing the behavior.
Description of findings	Describes what happened, using the methods of measurement and referring to the original intervention plan.	Describes what happened, but does not use the methods of measurement or refer to the original intervention plan.	Does not describe what happened.
Recommendations	Offers at least 1 specific recommendation for others attempting this same behavior change.	Offers only vague advice rather than specific recommendations.	Does not offer recommendations for others.
Proper Organization and APA Formatting		Writing is clear and APA style has minor or no errors.	Writing has stylistic, grammatical, or organizational issues OR there are significant errors in APA usage.

**Note.** These points add up to the total point value of the assignment.

## Research Proposal Rubric

Criteria	Outstanding (4)	Competent (3)	Approaching (2)	Unsatisfactory (0-1)
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Describe the purpose, theoretical basis, and significance of the study</li> <li>• Review relevant studies</li> <li>• Identify gaps in the literature</li> <li>• Establish how the proposed study addresses gaps</li> </ul>	<p>Excellent introduction that addressed all 4 criteria. The theoretical basis and significance of the study has been established and grounded in previous research.</p>	<p>Adequate introduction that addressed all 4 criteria with some weaknesses. The theoretical basis and significance of the study has been established and grounded in previous research.</p>	<p>Significant weaknesses in all criteria or 1 or 2 criteria were not addressed.</p>	<p>3 to 4 criteria were not addressed. The introduction is unacceptable.</p>
<p><b>Research Questions and/or Hypotheses</b></p> <ul style="list-style-type: none"> <li>• State clearly</li> <li>• Establish significance</li> <li>• Be able to test/research</li> </ul>	<p>Excellent research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research.</p>	<p>Adequate research question(s)/hypothesis(es) that were clearly stated, significant, testable/researchable, and grounded in existing theory and research with some weaknesses.</p>	<p>Significant weaknesses in research question(s)/ hypothesis(es) (i.e., they were not clearly stated, significant, testable/researchable, and/or grounded in existing theory and research).</p>	<p>The research question(s)/ hypothesis(es) were not provided.</p>



Ground in existing theory and research				
<b>Methods</b> Describe <ul style="list-style-type: none"> <li>• Participants</li> <li>• Measures &amp; operational definitions of variables</li> <li>• Procedures</li> <li>• Components appropriate for selected methodological approach (quantitative/ qualitative)</li> </ul>	Excellent description of the methodology including participants, measures/ operational definitions of variables, and procedures. Additional components relevant to selected methodological approach (quantitative/qualitative) were fully addressed. These components may include design, intervention, reliability and validity of data collection methods.	Adequate description of the methodology including participants, measures/ operational definitions of variables, procedures, and additional components relevant to selected methodological approach (quantitative/ qualitative) but with some weaknesses.	Significant weaknesses in description of the methodology including participants, measures/ operational definitions of variables, procedures, and additional components relevant to selected methodological approach (quantitative/qualitative).	A coherent and appropriate method section was not provided.
<b>Data Analysis and Expected Results</b> • Describe data analysis plan Discuss potential results	Excellent description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Adequate description of appropriate statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Significant weaknesses in the description of statistical techniques (descriptive, inferential statistics for quantitative research) and/or coding procedures (qualitative research) and potential results.	Appropriate data analysis techniques and or description of potential results were not provided.
<b>Limitations and Educational Implications</b> •	Excellent discussion of appropriate limitations and	Adequate discussion of appropriate limitations and educational	Significant weaknesses in the discussion of limitations and educational implications.	Discussion of limitations and educational

Identify limitations Discuss implications of proposed work	educational implications of proposed research.	implications. Some critical limitations or implications were not addressed.	Few were identified and/or were inappropriate.	implications was not provided.
<b>Additional Elements:</b>				
<b>Use of Peer- Reviewed Research</b>	Contains references to 10 or more relevant empirical studies	Contains references to at least 10, the majority of which are relevant	Contains references to 10 studies but most are irrelevant	Does not include at least 10 peer reviewed studies.
<b>Discussion of the Literature (in Introduction)</b>	Clearly spoken, topic specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes	Overuse of jargon AND quotes that are lengthy or inappropriate	Fragments and unclear discussion; over-reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis

**Note.** These points DO NOT add up to the total point value of the assignment, instead they act as a guiding framework for the quality of the final product.