

George Mason University
College of Education and Human Development
PhD in Education
Educational Psychology Specialization

EDEP 820 (002) – Teaching, Learning, and Cognition
3 credits, Fall 2023
Tuesday 4:30pm-7:10pm, Horizon Hall 5001

Faculty

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Prerequisites/Corequisites

Recommended: EDUC 800, EDRS 810

University Catalog Course Description

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

Course Delivery Method

This course will be delivered using a face to face seminar format with occasional online classes (i.e., see schedule for synchronous or asynchronous dates). The course will be supported via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @.gmu.edu) and email password. The course site will be available on Tuesday, August 22, 2023.

Learner Outcomes or Objectives

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

1. compare and contrast theories of learning and cognition
2. formulate practical bridges between research theories and classroom practice
3. integrate and synthesize research findings on teaching and learning
4. develop an awareness of belief systems that impede or enhance the teaching-learning process
5. display knowledge of the relationship between psychological inquiry and educational practices
6. develop an understanding of knowledge construction, learning pedagogy, and responsible professional practice in the contexts of education
7. develop and reinforce their critical thinking, oral, and writing skills
8. understand how students' cognitive, social, and emotional development affects instruction

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

Harris, K. R., Graham, S., Urdan, T., McCormick, C. B., Sinatra, G., & Sweller, J. (Eds.) (2012). *APA educational psychology handbook, volume 1: Theories, constructs, and critical issues*. Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Graham, S., Royer, J. M., & Zeidner, Moshe (Eds.) (2012). *APA educational psychology handbook, volume 2: Individual differences and cultural and contextual factors*. Washington, DC, US: American Psychological Association.

Harris, K. R., Graham, S., Urdan, T., Bus, A., G., Major, S. & Swanson, H. L. (Eds.) (2012). *APA educational psychology handbook, volume 3: Application to teaching and learning*. Washington, DC, US: American Psychological Association.

Schutz, P. A., & Muis, K. R. (2023). *Handbook of educational psychology* (4th edition). Routledge.

Additional journal articles and book chapters will be made available electronically.

Strongly Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Optional Text

Buehl, M. M. & Vogler, J. (Eds.) (2023). *Teaching learning for effective instruction. Theory to practice: Educational psychology for teachers and teaching series*. Information Age Publishing.

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2003). *Educational psychology: A century of contributions*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Course Organization and Assignments

This course is designed to promote an understanding of topics central to educational psychology. Each week students will construct an evolving concept map, write a weekly journal reflection, and engage in a discussion of chapters from the *APA Educational Psychology Handbook*. In addition to reading the material indicated in the course schedule, each student will be responsible for preparation related to one chapter, assigned by the professor. For the assigned chapter students are expected to post *two* thought questions for others to think about while reading the chapter. Additionally, each student is expected to complete a set of activities commensurate with his or her academic level and career goals.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Class Participation (10%)

Each student is expected to come to class on time and participate in class discussions and activities. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals. In the event a student misses a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. The student is also responsible for posting a substantive reaction to the assigned readings on the relevant Blackboard discussion form (See rubric for participation in Appendix A).

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

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

Concept Maps and Reflective Journal (30%)

Throughout the semester, students will construct an evolving concept map of the central concepts, constructs, and theorists from the readings. The map will provide a representation of each student's developing understanding of educational psychology. Students will be provided with a list of terms that are required to be included in their maps for the first 9 class sessions. Terms will be posted on Blackboard at least one week before the assigned reading. Students may add additional terms as necessary. For subsequent sessions (class sessions 10-14), students are to add to their maps as they see appropriate based on their reading for class and their final paper topics (i.e., at least one term from each session). Students are encouraged to have their maps accessible during class. The concept maps will be evaluated at three points in the semester. At the final submission (December 3, 2023), students will also submit a brief reflection on their concept map and their current understanding of teaching, learning, and cognition in relation to their research interests and/or teaching practice.

Accompanying the concept maps, students will keep a reflective journal intended to help student reflect on the previous classes and integrate concepts across readings, as well as their own research, applied, and/or teaching interests and their identity as a scholar. To this end, journal entries should address reflections from the previous class and to address one or two questions or points in relation to upcoming content; they may be theoretical, conceptual, empirical, or measurement-design related, or a suggestion for future research (i.e., drawing from past readings and discussion *and* from reading for the upcoming discussion). Students are also encouraged to reflect on their own professional development and scholarly identity. In addition to any instructor assigned journal reflections, students should include at least one journal reflection with each concept map submission. Additional weekly or bi-weekly journal entries submitted before class are encouraged.

Journal reflections should be clearly written, succinct (i.e., approximately 2 pages, not including citations), in APA format, and make appropriate use of citations. I will score each entry on a scale of 0-2. Late submissions will be read but will receive a score of 0. Students will receive a 0 if nothing is submitted.

Article Critique (10%)

Each student will prepare a critique of an empirical article assigned in the syllabus (indicated in the schedule with +). The critique should focus primarily on the identified peer-reviewed article but also address how it relates to the assigned readings or other class content. Critiques are due on the **day the reading is scheduled** and should be posted to Blackboard **by noon Tuesday**. The last scheduled empirical article is November 14th. Article Critique guidelines and rubric are provided in Appendix B.

Final Paper and Poster (25% Paper; 5% Poster Presentation; 30% Total)

Each student will write a literature review that focuses on an educational psychology topic, containing the following sections:

1. Introduction and overview of the topic
2. Discussion of the literature (with appropriate subheadings)
3. Limitations, conclusions, and implications

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

As a means to provide support for each student's final paper, students are expected to turn in final paper components based on the tentative timeline indicated in the course schedule.

Student-Selected Course Activity (20%)

Each student is to select an additional activity commensurate with their academic level and career goals. Suggested student selected-activities are listed below. Alternative activities can be suggested and negotiated with the professor. For Research and Foundational Knowledge Competencies, students are *encouraged* to collaborate with *one* other student in the class. In this event, both students should submit a brief reflection of the collaborative process as part of the assignment. Students should indicate their student-selected course activity to the instructor by October 3rd.

Research Competencies (10% each)

- Write a second article critique
- Watch a video from the APA Division 15 video archive (<http://apadiv15.org/video-archive/>) or 2020 or 2021 Virtual Division 15 APA conference (<https://apadiv15.org/apa2020/>) or listen to a podcast (<https://apadiv15.org/podcast-series/>); briefly present to the class on the relevance of the video/podcast to your research interests and professional development)*

Foundational Knowledge Competencies (see rubric in Appendix D) (10% each)

- Read and present on an original work by a theorist not read before (e.g., James, Piaget)*
- Read and present on an unassigned chapter from the *APA Educational Psychology Handbook* (2012) or the *Handbook of Educational Psychology* (2015; 2023)*
- Read and present on a chapter from *Educational Psychology: A Century of Contributions* *
- Read and present on a chapter from *Teaching learning for effective instruction. Theory to practice: Educational psychology for teachers and teaching series* *
- Read and present on a book related to academic writing or success in graduate school.*

Professional Competencies (5% each)

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

*Students should communicate with the instructor about how to share selected competencies with the class.

Course Activities

| REQUIRED (80%) | % of Final Grade | Required |
|--|-------------------------|--------------------------|
| Class Participation | 10 | 10 |
| Research Competencies | | |
| Final Paper: Literature Review | 25 | 25 |
| Poster | 5 | 5 |
| Article Critique for assigned empirical article | 10 | 10 |
| Foundation Knowledge Competencies | | |
| Concept Map and Reflective Journal | 30 | 30 |
| STUDENT-SELECTED** (20%) Indicate selection by 10/3 | % of Final Grade | Student Selection |
| Research Competencies | | |
| APA Division 15 video archive/podcast* | 10 | |
| Second Article Critique | 10 | |
| Book on academic writing/success in graduate school | 10 | |
| Foundational Knowledge Competencies | | |
| Original work by a foundational theorist* | 10 | |
| Additional <i>Handbook</i> chapter* | 10 | |
| <i>Historic Contributions</i> or <i>Teaching Learning for Effective Instruction</i> Chapter* | 10 | |
| Professional Competencies** | | |
| Vita | 5 | |
| Professional organization | 5 | |
| Communicate with researcher* | 5 | |

*Students should communicate with the instructor about how to share selected competencies with the class.

**Additional suggestions and substitutions may be discussed.

- **Grading**

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

| | | |
|------------------|-----------------|------------------|
| A+ = 98 – 100% | A = 93 – 97.99% | A- = 90 – 92.99% |
| B+ = 88 – 89.99% | B = 83 – 87.99% | B- = 80 – 82.99% |
| C = 70 – 79.99% | F < 70% | |

Professional Dispositions

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

Core Values Commitment

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

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.

Name 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 “Michelle” or “Dr. Buehl” in email and verbally.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
 - Students must not give or receive unauthorized assistance.
 - Plagiarism is also a violation of the honor code. Please note that:
 - “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”

(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
 - When explicitly stated by the instructor or suggested and discussed in advance with the class, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy.
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 - Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
 - Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
 - Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

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

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Additional Class Policies***Paper Format***

All papers submitted should adhere to the following guidelines:

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font (or other font accepted in APA style manual).
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

Late Assignments

Assignments are due as indicated in the syllabus/schedule and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day the assignment is late, unless otherwise indicated in the syllabus.

Electronic Device Use in Class

During class time, please refrain from checking email or conducting related activities on the computer, cell phone or other electronic device that are not directly related to the class session.

Class Environment

Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not affect the learning of those around you.

EDEP 820: Tentative Course Schedule

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

| CLASS #: DATE | TOPIC | READINGS & ASSIGNMENTS |
|---------------------|---|---|
| Class 1: Aug 22 | Review syllabus Introduction and Overview | Pintrich (2000) Wentzel (2016) Matthews & López (2020) |
| Class 2: Aug 29 | Educational Psychology: Past, Present, and Future—Who are we and where are we going? <i>Professional Competencies: Academic Curriculum Vitae and Professional Organizations (watch video recording)</i> | Berliner (2006) Strunk & Andrzejewski (2023) Kumar & DeCuir-Gunby (2022) Alexander et al. (Vol 1, Ch 1)—optional Schutz (2020)—optional <u>One</u> of the following: ‡ Meyer & Anderman (2023) Anderman (2016) webinar (https://www.youtube.com/watch?v=qRA5OWx-qnE) <i>Have concept maps available to share</i> |
| Class 3: Sept 5 | Child, Adolescent, and Adult Development: Part I Current and Emerging Design and Data Analysis | Bronfenbrenner (1994) Tudge et al. (2021) Graham (2015) <u>One</u> of the following: ‡ Kulikowich & Sedransk (Vol 1, Ch 2) Penuel & Frank (2015) <u>One</u> of the following: ‡ Decuir-Gunby (2020) Hong & Cross Francis (2020) Ryu (2020) Turner & Christenson (2020) |
| Class 4: Sept 12 | Child, Adolescent, and Adult Development: Part II Cognition, Learning, and Knowledge Theories I: Behaviorism <i>Research Competency: Reading Empirical Research</i> <i>Research Competency: Literature Reviews</i> | <u>One</u> of the following: ‡ TBD Schunk (2020), Chapter 3 Read Final Paper Guidelines Alexander (2020) |

‡Indicate selection in Blackboard.

| | | |
|------------------------------------|--|---|
| Class 5: Sept 19 | Cognition, Learning, and Knowledge Theories II: Social Cognitive Theory | Schunk (Vol 1, Ch 5) Read <i>two</i> of the following: ‡ Usher & Pajares (2006)+ Usher & Pajares (2009)+ Butz & Usher (2015)+ <i>Concept Map & Journal Submission #1, noon Friday, 9/22</i> |
| Class 6: Sept 26 | Cognition, Learning, and Knowledge Theories II: Information Processing | Mayer (Vol 1, Ch 4) Anmarkrud et al (2020) McCrudden et al. (2014)+ <i>Submit paper topic by noon, Friday, 9/29</i> |
| Class 7: Oct 3 | Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches | O'Donnell (Vol 1, Ch 3) Kirschner et al. (2006) Göncü & Gauvain (Vol 1, Ch 6) Prawat (1996) <i>Identify student-selected course activities</i> |
| Oct 10 | Fall Break—No Tuesday Classes | |
| Class 8: Oct 17 | Cognition, Learning, and Knowledge Theories III: Constructivism and Sociocultural Approaches (continued) | Horn (2010)+ Hickey (2017) webinar (https://www.youtube.com/watch?v=gimSV7c-ETI&feature=youtu.be) Alexander et al. (2009) <i>Submit summaries of 5 empirical articles to be included in final paper with references in APA style by noon Monday, 10/16</i> |
| Class 9: Oct 24 | Expertise and Intelligence | Nandagopal & Ericsson (Vol 1, Ch 10) TBD? Roberts & Lipnevich (Vol 2, Ch 2) Bereiter & Scardemalia (1993) Alexander et al. (2004)+ <i>Concept Map Submission #2 noon, Friday 10/24</i> |
| ‡Indicate selection in Blackboard. | | |

| | | |
|---|--|---|
| <p>Class 10: Oct 31</p> <p><i>Asynchronous Online Class</i></p> | <p>Teaching and Learning in the Domains Student and Teacher Knowledge and Beliefs</p> <p><i>Professional Competency: Academic Writing/APA/Word tips</i></p> <p><i>Professional Competency: Poster discussion</i></p> | <p>Shulman & Quinlan (1996) Graham (2018)</p> <p>Academic Writing Webinar: https://www.youtube.com/watch?v=VLU5nvP8CQA&feature=youtu.be</p> <p><i>Submit final paper outline by noon Monday, 10/30</i></p> |
| <p>Class 11: Nov 7</p> <p><i>Synchronous Online Class</i></p> | <p>Teaching and Learning in the Domains Student and Teacher Knowledge and Beliefs</p> <p>Instruction and Technology</p> | <p>Sinatra & Chinn (Vol 3, Ch 11) Muis et al. (2015)+</p> <p>Read <u>one</u> of the following: ‡ TBD</p> <p>Kirschner et al. (2013)</p> |
| <p>Class 12: Nov 14</p> | <p>Motivation and the Classroom Context</p> | <p>Read <u>two</u> of the following: ‡ Graham & Weiner (Vol 1, Ch 13) Hulleman & Barron (2015) Nolan et al. (2015)</p> <p>Gray et al. (2020)+</p> <p><i>Submit 5 written pages of final paper by noon, Monday 11/13</i></p> |
| <p>Class 13: Nov 21</p> <p><i>Synchronous or Asynchronous Online Class?</i></p> | <p>Assessment and Accountability</p> <p>Thanksgiving Week</p> | <p>Read <u>two</u> of the following: ‡ TBD</p> <p>Barnes et al. (2020)+</p> |
| <p>‡Indicate selection in Blackboard.</p> | | |

| | | |
|--|--|--|
| <p>Class 14: Nov 28</p> | <p>Effective Teachers and Teaching Evidence-Based Practices Reflections on the Past, Present, and Future Conclusions and Poster Session</p> | <p>Read <u>one</u> of the following: ‡ Roehrig et al. (Vol 2, Ch 20) Cook et al. (Vol 1, Ch 17) Nichols (2023)</p> <p>Watch <u>one</u> of the following: ‡ Roehrig (2018) webinar (https://www.youtube.com/watch?v=7Cux7l14hXQ&feature=youtu.be) TBD</p> <p><i>Poster materials due 9am Monday, 11/27</i></p> <p><i>Final Concept Map and Journal due noon, Sunday 12/3</i></p> |
| <p>Exam Period (Dec. 6th –13th)</p> | | <p><i>Final Paper due noon, Monday 12/11</i></p> |
| <p>‡Indicate selection in Blackboard.</p> | | |

Appendix A

Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a. Be punctual, present (in mind and body), and well prepared for class.
- b. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- c. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

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

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

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

| Criterion | Score |
|-----------|-------|
| a) | |
| b) | |
| c) | |
| d) | |
| TOTAL | _____ |

Appendix B

Article Critique Guidelines and Rubric (10%)

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

CONTENT

Empirical Article

1. The problem
2. The methodology (e.g., participants, measures, procedures, research design)
3. The findings/results
4. The authors' conclusion(s) (include implications or applications)
5. Your analysis and critique of the article (e.g., discuss the strengths and weaknesses of the methods, analyses, and conclusions)
6. Your perspective on the implications for research and or practice

FORMAT

The abstract should

- Include a cover page
- Be 3-6 pages (excluding cover and reference page), typed, double-spaced, and in APA format
- Include reference information on a separate sheet (APA format)

ARTICLE ABSTRACT RUBRIC

| Criteria | Outstanding (3) | Competent (2) | Minimal (1) | Unsatisfactory (0) |
|--|--|---|---|---|
| Summary <i>Summarize important aspects of article</i> | Provides a clear and complete summary of the article including all necessary components. | Summary of the article is mostly complete but lacks some components, clarity, or understanding. | Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings. | Summary of the article is absent. |
| Analysis <i>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</i> | Gives a complete analysis of the article, relating specific examples to justify critique. | Analysis may be somewhat limited or includes few examples to justify critique. | Analysis is limited and/or lacks examples to justify critique. | Gives no analysis of study and lacks examples to justify critique. |
| Implications <i>Discuss implications for the article for research or practice</i> | Relates article to personal situation and or course content with clear implications for practice and research. | Implications for practice and research are somewhat general, lacking connection, or in need of elaboration. | Implications are general, lack specific connection to practice and/or research, and/or are inappropriate. | Draws no implications for practice or research. |
| | Outstanding (1) | Competent (.75) | Minimal (.50) | Unsatisfactory (.25) |
| APA Style <i>Use APA style and formatting</i> | Uses concise, coherent, well-organized writing with correct APA style. | Writes with some lack of clarity and/or inconsistent APA style with some errors. | Writes with a lack of clarity and coherence, many errors, or incorrect APA style. | Writes with little clarity or coherence, many errors, and/or no use of APA style. |

TOTAL = _____

Grade Allocation

Point Range

| | Plus | Standard |
|---|------|----------|
| A | 10 | 8-9 |
| B | 7 | 5-6 |
| C | | 4 |
| F | | ≤ 3 |

Appendix C
Final Paper Rubrics (25%)
Literature Review Content

| Criteria | Outstanding (4) | Competent (3) | Minimal (2) | Unsatisfactory (1) |
|--|---|--|--|--|
| Content | | | | |
| Introduction/Overview <ul style="list-style-type: none"> Statement of topic and importance Parameters used for literature search and review Organization of paper | Introduction fully addresses all 3 criteria. The basis for the review, the search process, and organizational framework are appropriate and well articulated. | Introduction that addressed all 3 criteria with some weaknesses. The significance of review is established. | Significant weaknesses in all criteria, or 1 or 2 criteria were not addressed. | Identified criteria were not addressed. The introduction/overview is unacceptable. |
| Thoroughness of Review <ul style="list-style-type: none"> Include works relevant to the overarching topic, with an emphasis on peer-reviewed empirical articles | Review includes relevant works for the topic. | Review includes mostly relevant works with few instances in which critical works or authors were not included. | Several instances in which irrelevant works were included and instances in which critical works or authors were not included. | Relevant works and authors were not identified. |
| Identification and Discussion of Key Themes/Points <ul style="list-style-type: none"> Identify key themes/points Provide support for the key themes/points based in existing literature | Key themes/points are identified and supported through discussion of relevant works. | Key themes/points are identified and supported through discussion of relevant works. | Key themes are not clearly articulated; focus is primarily on summarizing cited works. | Key themes are not identified; cited works are not adequately discussed. |
| Discussion of Identified Works and Relevant Concepts <ul style="list-style-type: none"> Discuss the cited works Provide definitions of concepts/theories discussed | Cited works are discussed at an appropriate level of detail. Concepts/theories are clearly defined and discussed | Cited works are typically discussed at an appropriate level of detail with a few instances in which more, or less, detail is needed. Concepts/theories are typically defined or discussed with a few instances in which more or less detail is needed. | Multiple instances in which discussion of identified works lacked sufficient detail. Multiple concepts/theories are not defined or discussed in sufficient detail. | Identified works were not discussed. Concepts/theories were not described. |
| Limitations, Conclusions, and Implications <ul style="list-style-type: none"> Identify limitations Draw conclusions about the topic | Limitations of current literature, conclusions, and implications for future research and practice are thoughtfully discussed. . | Limitations, conclusion, and implications are discussed. Some critical limitations, conclusions, or implications were not addressed. | Significant weaknesses in the discussion of limitations, conclusions, and implications. Few were identified and/or were inappropriate. | Discussion of limitations, conclusions, and implications was not provided. |

| | | | | |
|--|---|---|--|--|
| • Discuss implications for future research and practice | | | | |
| <i>Additional Elements</i> | Outstanding (1) | Competent (.75) | Minimal (.5) | Unsatisfactory (.25) |
| Abstract | Clearly and sequentially conveys the content of paper; 120 words or less | Gives a general overview of paper topic, but no sequential elaboration of contents | Does not provide a clear representation of paper contents | Not provided |
| Writing Style and Technical Merit (spelling, grammar, typographical errors) | Paper is coherent, concise and well structured with a clear purpose; error free | Paper is coherent, concise and well structured with a clear purpose and few technical errors. | Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences | Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors |
| Citation of sources, APA style, and paper guidelines | Appropriate citation of sources and use of APA style and paper guidelines | A few missing citations and or instances of incorrect formatting and style | Several missing citations and or several instances of incorrect formatting and style | Lack of citations or use of APA style |

Appendix D
Foundational Knowledge Presentation and Discussion
(Possible Student-Selected Competency, 10%)

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

The handout should be well organized, easy to read, and contain the following information:

- Student's name,
- Complete bibliographical information for work presented in APA format,
- Summary of relevant ideas and information presented.

With respect to formatting for the handout:

- A cover page is NOT necessary,
- Headings and subheadings are encouraged,
- Bullets may be used,

Appropriate grammar and spelling should be used.

| Handout (7 pts) | | | | |
|--|--|---|--|------------------------------------|
| CONTENT | 3 | 2 | 1 | 0 |
| Summary | Summarized key ideas well with an appropriate amount of detail | Summarized key ideas well with few misunderstandings or instances where more (or less) information was needed | Summarized key ideas but there were several misunderstandings and/or instances where additional information was needed | Summary of was missing |
| FORMAT | 2 | | 1 | 0 |
| Organization | Well organized and easy of read | | Additional polishing needed | Disorganized and difficult to read |
| Technical (e.g., spelling) and APA errors | None present | | Few | Numerous |
| Class Presentation/Discussion (3 pts) | | | | |
| | 1 | .5 | 0 | |
| Presentation: Accuracy/ Clarity of Ideas | Articulate; relayed appropriate information | Overall, articulate; relayed appropriate information with clack of clarity in some instances | Relayed incomplete or inappropriate information, ideas could have been more clearly stated | |
| Presentation: Time Use | Effective use of time | Time could be better used for content presented; slightly over time limit | Significantly overtime/available time not used; did not plan for available time | |
| Discussion | Appropriately responded to question and comments | Responses were limited or few substantive comments were offered | Did not respond to questions and comments | |