**Supplementary Materials**

**Appendix A**

**Prompts for the Essays**

1. All students should go abroad to study.
2. Students should be allowed to use their mobile phones in class.
3. All schools should provide and enforce uniform.
4. Surveillance Cameras: An unnecessary measure?
5. Without Zoos, most people would never have the chance to enjoy or learn about such a diverse array of animals.
6. There has been a recent trend in the consumption of organic products and nutritionists suggest that eating organic is the best option for a healthy diet. Should consumers buy organic fruits and vegetables?
7. Professional athletes deserve the high salaries they are given.
8. A college campus should have an ID card policy.

**Appendix B**

**Persuasive Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Development** | **4** | **3** | **2** | **1** |
| Claim and Counter-claims | Author’s claim(s) and counterclaim(s) are relevant, and clearly and explicitly stated. | Author’s claim(s) and counterclaim(s) are stated and relevant, but not always clear &/or explicit. | Author’s claim(s) are stated and relevant, but the counterclaim(s) are missing or unclear. | Author’s claim(s) and counterclaim(s) are unclear, missing or irrelevant.  |
| Support for Claim | Uses relevant evidence to thoroughly and convincingly support claim(s). | Uses relevant evidence to support claim(s).  | Lists mostly relevant but insufficient evidence that partially supports claim(s). There may be inaccuracies. | Provides no, little, or irrelevant/inaccurate evidence; does not support the claim(s) well.  |
| Explanation of Counterclaim | Uses relevant evidence to thoroughly and convincingly explain and refute or address counterclaim(s). | Uses relevant evidence to explain and refute or address the counterclaim(s).  | Raises counterclaim(s) but does not sufficiently explain, refute, &/or address it/them. There may be inaccuracies. | Provides no or irrelevant/inaccurate evidence related to counterclaim(s). |
| **Focus/Organization** |  |  |  |  |
| Introduction | Introduction is effective and relevant. It establishes the problem and claim, and is appropriate for the audience and purpose. [“Some say… others say…” and why it matters.] | Introduction is relevant but there are weaknesses in terms of the problem, claim, audience, and/or purpose. | Introduction is relevant but limited. | Introduction is missing or irrelevant. |
| Conclusion | Conclusion is effective and relevant. It summarizes the claim, counterclaim, and rebuttal, and strengthens the argument (“so what”). | Conclusion is relevant. It summarizes at least the claim and/or counterclaim, or strengthens the argument, but not both. | Conclusion is relevant but limited; summary is minimal or missing. | Conclusion is missing or irrelevant. |
| Sequence | Ideas are logically sequenced and coherent within and across paragraphs. Cohesion is created by linking ideas between sections.  | Ideas are mostly logically sequenced but fall short of creating a coherent whole. | Some ideas are out of order but there is at least the suggestion of a logical sequence. | The ideas in the essay are generally disorganized. |
| Paragraphs  | Paragraphs have breaks & one topic each.  | Paragraphs have breaks; some have more than one topic.  | Inconsistent use of paragraph breaks.  | Missing or incorrect paragraph formatting.  |
| **Language** | **4** | **3** | **2** | **1** |
| Style and tone | Consistently uses style and tone that are appropriate for the audience and purpose. | Mainly uses style and tone that are appropriate for the audience and purpose. | Style and tone are inconsistent and/or occasionally inappropriate for audience and purpose. | Style and tone are generally inappropriate for audience and purpose. |
| Word choices | Word choices are generally sophisticated, precise, and appropriate. | Word choices are generally appropriate. | Word choices are limited and may be repetitive. Some words might be imprecise. | Word choices are limited and/or incorrect. |
| Sentence structure | Sentences are clear, sophisticated in structure, and vary in terms of beginnings and length. | Sentences are generally clear and correct, and vary in terms of beginnings and length. | Multiple sentences are incorrect, awkward or unclear, and tend to be simplistic and/or repetitive. | Frequent run-ons &/or fragments. Sentences tend to start with the same words &/or have little or no variety in length. |
| **Conventions** |  |  |  |  |
| Punctuation | No or very few, very minor problems with punctuation, including problems with apostrophes. | There are a few problems with punctuation but they are not serious enough to affect the force of the writing.  | Multiple punctuation errors; moderate need for editing. | Frequent, significant problems with punctuation; substantial need for editing. |
| Grammar | No or very few, very minor problems with grammar: Correct use of adjectives, nouns, verbs; appropriate verb tense; subject-verb agreement; articles, prepositions. | There are a few problems with grammar but they are not serious enough to affect the force of the writing.  | Multiple grammatical errors, some of which distract the reader and affect the force of the writing. | Frequent, significant problems with grammar make the essay difficult to read and understand. |
| Spelling | No or very few, very minor problems with spelling: misspelled homonyms. | A few problems with spelling. Errors might be repetitive. | Multiple spelling errors do not interfere with meaning. | Frequent spelling errors make the paper hard to read and understand. |

**Appendix C**

**SRL Journal #1(-13): Strategies for Academic Success**

In space provided, respond to the questions below truthfully.

***Goal Setting***

1. What are my long-term goals as a writer?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What specific goals do I have for this writing assignment?

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***Task Management***

1. How can I manage my work on this writing assignment to make it done?

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1. What strategies can I use for this writing assignment?

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1. How can I motivate myself to do my best?

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***Progress Monitoring***

1. Am I making progress with my writing assignment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Am I using the strategies I identified earlier?

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1. Are the strategies helping me to get the writing assignment done? If so, what strategies help me do so?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Shall I consider other strategies? If so, which ones?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Reflection***

1. Did I meet my goals for this assignment? If so, why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which strategies were useful?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What worked well and what did not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What strategies will I try next time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What will I work on in my next writing assignment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

**SRL Journal Codes**

**Writing task: Persuasive essay**

***Goal setting:***

1. ***What are my long-term goals as a writer?***

Do not code this question – it is a good instructional practice to have a long-term goal in mind while thinking and generating short-term goals for particular writing assignments.

1. ***What specific goals do I have for this writing assignment?***
	1. Vague – Specific
	2. Irrelevant – relevant

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The goal is very specific and detailed. *For example*: Effective word choices used for persuasion. Make strong arguments, and more persuasive  | The goal is specific but lacks detail. *For example:*Avoid making grammar mistakes. learn some strategies about writing | The goal is generic. *For example:* Write a beautiful article. try to write good essay | The goal is vague and generic.*For example:* Make some improvement.to achieve what I want |
| **Relevance to the task**  | The goal is relevant. *For example*: Deliver my position/stance to the readers  | The goal is mostly relevant for the task at hand; it requires minor revisions. *For example:*Avoid making grammar mistakes.Effective word choices.Make a good essay.  | The goal is loosely relevant to the task at hand. *For example:* I want to see my improvement.  | The goal is irrelevant for the writing task at hand.*For example:* To achieve what I want.  |

***Task Management:***

1. ***How can I manage my work on this writing assignment to make it done? - interpret as time management question***
	1. Categories of strategies:
	2. Rubric: specificity and relevance to writing a persuasive essay

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The strategy is very specific and detailed. *For example:* “using outside sources, looking up dictionaries and synonyms”*“*Proofread for a few times; even ask somebody to do it.” | The strategy is specific but lacks detail. *For example:* “Setting a clear structure”“like outlining, or something” | The strategy is generic. *For example:* “Time management”“From easy to hard” | The strategy is vague and generic. *For example:* “Just do it” “work hard” |
| **Relevance to the task**  | The strategy is relevant: it is task-specific, and tightly connected to the demands of the writing task. *For example:* *“*Proofread for a few times; even ask somebody to do it.” | The strategy is broadly relevant for the task at hand. *For example:* “… like outlining, or something” | The strategy is loosely relevant to the task at hand. *For example:* “From easy to hard” | The strategy is irrelevant for the task at hand*For example:* “Like a TOEFL test” |
| **Relevance to SRL** | The strategy is relevant to one of the SRL domains of planning, task management, progress monitoring, or reflection.  | The strategy is broadly relevant to one of the SRL domains.  | The strategy is loosely relevant to one of the SRL domains.  | The strategy is irrelevant to any of the SRL domains.   |

1. ***What strategies can I use for this writing assignment?***
	1. Categories + count
	2. Vague – Specific
	3. Irrelevant – relevant
	4. Alignment with goals: aligned vs. not aligned

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The strategy is very specific and detailed. *For example:* “using outside sources, looking up dictionaries and synonyms”*“P*roofread for a few times; even ask somebody to do it.”  | The strategy is specific but lacks detail. *For example:* “focus on main ideas”“brainstorming” | The strategy is generic. *For example:* “Time management”“planning” “drafting” “make some researches”  | The strategy is vague and generic. *For example:* “use strategies” |
| **Relevance to the task**  | The strategy is relevant: it is task-specific, and tightly connected to the demands of the writing task. *:* | The strategy is broadly relevant for the task at hand. *For example:* “focus on main ideas” | The strategy is loosely relevant for the task at hand.*For example:* “set a time” | The strategy is irrelevant for the task at hand.*For example:* “Like TOEFL test” |
| **Relevance to SRL** | The strategy is relevant to one of the SRL domains of planning, task management, progress monitoring, or reflection.  | The strategy is broadly relevant to one of the SRL domains.  | The strategy is loosely relevant to one of the SRL domains.  | The strategy is irrelevant to any of the SRL domains.  |
| **Alignment to goal(s)** | The strategy is aligned with goals identified in the goal setting section.  | The strategy is generally aligned with goals identified in the goal setting section.  | The strategy is loosely aligned with goals identified in the goal setting section. | The strategy is not aligned with goals identified in the goal setting section. |

1. ***How can I motivate myself to do my best?***
	1. Categories: the desire to be better, high GPA
	2. Rubric – specificity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The response is very specific and detailed. *For example:* “High GPA”“I am motivated by other students who work hard.” | The response is specific but lacks detail.*For example:*“ check my grades” | The response is generic. *For example:* “if I think I have to do, I just do” “Do quick, finish early”“the desire to be better”  | The response is vague and generic. *For example:* “my passion” |

***Progress Monitoring:***

1. ***How am I doing with my writing assignment?***

Do not code the responses to this question

1. ***Am I using the strategies I identified earlier?***  ***Which ones?*** – categories: brainstorming, summarizing, etc.
2. ***Are the strategies helping me to get the writing assignment done? If so, what strategies help me do so?*** – categories: outline, setting a goal
3. ***Shall I consider other strategies? If so, which ones?***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Strategies** | Type: *working daily, proofreading, etc.* Count:  |
| **Relevance to task** | The strategy is relevant: it is task-specific, and tightly connected to the demands of the writing task. *For example:*“proofread”“reading other essays” | The strategy is broadly relevant for the task at hand. *For example:*“I want to use more effective strategies.”“reading essays”  | The strategy is loosely relevant to the task at hand. *For example:* *“*I tried to do works everyday but first time to do is not easy““search for good format in internet”  | The strategy is not relevant to the task at hand. *For example:* *“*Calendar” |
| **Relevance to SRL** | The strategy is relevant to one of the SRL domains of planning, task management, progress monitoring, or reflection.  | The strategy is broadly relevant to one of the SRL domains.  | The strategy is loosely relevant to one of the SRL domains. | The strategy is irrelevant to any of the SRL domains.  |
| **Alignment to goal(s)** | The strategy is aligned with goals identified in the goal setting section. | The strategy is generally aligned with goals identified in the goal setting section. | The strategy is loosely aligned with goals identified in the goal setting section.  | The strategy is not aligned with goals identified in the goal setting section.  |

***Reflection:***

1. ***Did I meet my goals for this assignment? If so, why or why not?*** – attributions AKA reasons: finished on time, did not make a lot of grammar mistakes, etc.
2. ***Which strategies were useful?***
	1. Category + count: outline, structure, sources, etc.
3. ***What worked well?***
	1. Category + count: structure, drafts, etc.
4. ***What did not work well?***
	1. Category + count: using proper words, daily work, grammar, etc.
5. ***What strategies will I try next time?***
	1. Category + Count: proofread, make an outline first, use other sources, etc.
	2. Specificity
	3. Relevance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The strategy is very specific and detailed. *For example:*  “Looking up different ideas from others”  | The strategy is specific but lacks detail. *For example:* “Make it more concentrated and simple” | The strategy is generic. *For example:* “do work every day”“Do some research” | The strategy is vague and generic. *For example:* “analysis” “other good strategies” |
| **Relevance to task** | The strategy is relevant: it is task-specific, and tightly connected to the demands of the writing task. *For example:* “Thinking more details and examples.” | The strategy is broadly relevant for the task at hand.*For example:*  “rhetorical questions” | The strategy is loosely relevant to the task at hand. It needs to be substantially revised. *For example:*  “other good strategies”  | The strategy is irrelevant for the task at hand.*For example:* “speak more” |
| **Relevance to SRL** | The strategy is relevant to one of the SRL domains of planning, task management, progress monitoring, or reflection.  | The strategy is broadly relevant to one of the SRL domains.  | The strategy is loosely relevant to one of the SRL domains. | The strategy is irrelevant to any of the SRL domains.   |

1. ***What will I work on in my next writing assignment?***
	1. Categories + count
	2. Specificity
	3. Relevance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Specificity** | The future/next steps to improve writing are very specific and detailed. *For example:* “Make the main idea of my essay more clear and strong.” | The future/next steps to improve writing are specific but lack detail. *For example:* *“*details and examples”“grammar” |  The future/next steps to improve writing are generic. *For example:* “Being careful about using words” | The future/next steps to improve writing are vague and generic. *For example:* “think much” |
| **Relevance to task** | The writing task is relevant: it is task-specific, and tightly connected to the demands of the writing task. *For example:* “Make the main idea of my essay more clear and strong.” | The writing task is broadly relevant for the task at hand. *For example:* *“*details and examples”“grammar”“being careful about using words”  | The writing task is loosely relevant to the task at hand. *For example:* “Being careful about using words” “to see my improvement”  | The writing task is irrelevant for the task at hand.*For example:* “what i've done before and also time limited”“think much”“do my best” |
| **Relevance to SRL** | The strategy is relevant to one of the SRL domains of planning, task management, progress monitoring, or reflection.  | The strategy is broadly relevant to one of the SRL domains.  | The strategy is loosely relevant to one of the SRL domains.  | The strategy is irrelevant to any of the SRL domains.  |

**Appendix E**

**Focus Group Interview Script**

The moderator of the focus group, [Firs Last name], will explain the rules for the focus group interview using the following script:

"Good morning/afternoon/evening everyone. Thank you for making time to participate in this focus group interview. I am, [Firs Last name], a doctoral student in the program of Educational Psychology and Methodology at UAlbany. I am a colleague of your instructor, Diana Akhmedjanova, and will conduct a focus group today. Let me remind you about the purpose of this focus group and some rules that we will be following during our conversations.

“The main purpose of this focus group interview is to learn about your thoughts regarding the use of the self-regulated learning activities of your writing class, including the goal-setting, task management, progress monitoring, and reflection assignments. I will ask you questions about how useful these assignments were for your writing tasks and if you are going to use the skills you developed by doing the assignments later on. I will start a conversation by asking you questions. You are asked to respond truthfully and to the best of your knowledge. Your responses will be audio-recorded. The audio-recordings will not be made public and if your thoughts are to be shared, all identifying information about you will be kept confidential. Does everyone feel comfortable being audio-recorded?

“While responding to questions, please be respectful to other participants in the interview. Try not to interrupt your peers or dominate the conversation. If, at any point, you feel uncomfortable answering a question, you can choose not to respond. Also, keep in mind that the information you are sharing with us today is private, and do not to share it with other people outside of the focus group. If you think that some of your thoughts regarding some questions should be kept private, you can always choose not to respond. You can choose to end your participation in the focus group at any time, just let me know.

“Do you have any questions for me? Please think of at least one question to ask…. [Moderator will answer any questions and address all concerns].

 “If everyone feels comfortable, let's start our conversation. After I ask you a question, you can take some time to think about your responses.”

Moderator will start the focus group by asking the first question in Appedix G. She may or may not ask all of the questions provided in Appendix E, depending on how the conversation goes. She may or may not ask additional clarifying questions during the interview.

After going through the list of questions, Angela will thank participants for their contributions and ask them to fill out the Exit Slips (last part of Appendix G) in case students would like to share additional information they haven't shared during the interview.

**Focus Group Interview Questions**

1. I am interested in your perceptions of this course. What stood out for you in this course?
	1. Persuasive essays
	2. SRL journals
	3. Peer-feedback
	4. DAACS SRL survey
	5. Conversations
	6. What was helpful about these activities?
2. Describe your experiences with the SRL journal that asked you to reflect on your goal-setting, task management, progress monitoring, and reflection in writing.
	1. What was helpful about the SRL journal? Explain.
	2. What was not helpful about the SRL journal? Explain.
3. Let’s talk about each part of the SRL journal.
	1. Tell me more about goal setting. What was on your mind when you were answering questions about goal setting? For example, did you think about what you wanted to improve in your writing in general or for a specific essay?
	2. Tell me more about task management. What was on your mind when you were answering questions about task management? For example, did you think about a planning strategy?
	3. Tell me more about progress monitoring. What was on your mind when you were answering questions about progress monitoring? For example, did you check your grammar or elements of the persuasive essay?
	4. Tell me more about reflection. What was on your mind when you were answering questions about reflection? For example, did you think about the grade or how to write a better thesis statement?
4. What would you change/improve about the SRL journals? (only if students do not address this question in their responses to previous questions)
5. Describe your experience with the DAACS SRL survey.
	1. What feedback and resources, if any, have you used?
6. Describe some of the skills and habits you have learned during this course. Which ones are you going to use or have you used in other courses? Provide examples.
	1. For example, giving feedback to each other or setting writing goals.
7. What suggestions do you have for me about the course?

**Appendix F**

**Timeline of the SRL Writing Intervention**



Appendix G

**ETAP 200: Improving Academic Discourse**

**Spring 2018 Syllabus**

**Mentor:** [First author]

**Email:**

**Office Place:** ED B010, Mailbox in ED 233

**Office Hours:** by appointment

**Class Number:** 10296

**Class Day:** Wednesdays

**Class Time:** 4:15 – 5:35 pm

**Class Location:** BB133

**Course Description**

 This course will help you develop your writing, speaking, listening, and reading skills in the English language. You will develop these skills by planning, drafting and revising persuasive essays. These tasks will give you multiple opportunities to practice your language skills. Many activities in the course are designed to address your needs in certain language skills with a specific focus on academic discourse, i.e. all those skills you need for completing your undergraduate readings, writing assignments, and presentations. Grammar instruction will also be integrated in the course. Although this course primarily focuses on writing, I will make sure to meet other needs that you may have as the course progresses.

**Course Purpose: Learning Objectives and Understanding Goals**

By the end of this course you can expect to:

* Learn various forms of written and oral academic discourse such as essays, debates, and peer feedback.
* Get comfortable in navigating the online format of academic discourse.
* Improve your English communicative skills which include writing, speaking, listening, and
* reading.
* Write persuasive essays by planning, drafting, and revising the essays.
* Set goals, use learning strategies, monitor your progress, and reflect on your learning while developing your discourse skills.
* Discuss and provide each other feedback on your essays during peer-review sessions.

**Course Readings and Materials**

* Readings and assignments will be provided in class.
* Bring a laptop or tablet for each class because we will do a lot of assignments online.

**Grading Policy/Distribution**

Your final course grade will be determined as follows:

S: **All** or at least 70% of all assignments and tasks are completed and have met the evaluation criteria; regular class participation – that is, to pass the course you should receive at least 70 points out of 100 points possible.

U: **Some** or less than 70% of all assignments/tasks are completed OR less than 70% of all assignments/tasks have met the evaluation criteria. **PAY ATTENTION TO DUE DATES.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments at a Glance** | **Number of Assignments** | **Points per Assignment** | **Total Points Per Assignment(s)** |
| Essays  | 7 | 5 | 35 |
| Final Essay  | 1 | 15 | 15 |
| SRL Journals | 13 | 3 | 39 |
| SRL DAACS Survey | 2 | 3 | 6 |
| Debate | 1 | 5 | 5 |
| Peer Reviews  | 5 | 5 | 25 |
| TOTAL  | 125 |

**Course Requirements and Evaluation**

You will demonstrate your achievement of the learning objectives and understanding goals via the following assignments:

1. **Essays (35 points):** There will be a total of 7 essays (500 – 800 words per essay) that you will submit by the dates listed in the course schedule below. Each essay will contribute to the development of your writing skills: planning your writing, using the structure of an essay, self- and peer assessing essays, and learning various writing strategies. Therefore, it is essential to do your best while working on each of the essays. Essays are worth 5 points each for a total of 35 points toward your final grade.
2. **Final Essay (15 points):** You will write the final essay (500 – 800 words) during the final exams week. This essay will show you and I how much you have learned in this course. It will be the culmination of your hard work both on writing and self-regulated learning (which we will discuss in our first class). The final essay is worth 15 points and will be evidence of your learning progress in this course.
3. **SRL Journals (39 points):** This activity will give you an opportunity to work in an online environment – Google forms. The SRL Journals will ask you to set your writing goals, select writing strategies, monitor your progress, and reflect on your work. You will fill out the SRL Journal every class (13 journals in total). Each journal entry is worth 3 points. As with other tasks, you are expected to do your best. More details will be provided during our first class.
4. **SRL DAACS Survey (6 points):** You will take the SRL DAACS Survey twice (2 times) during the semester. Each attempt is worth 3 points. The survey will assess your self-regulated learning skills and your use of various learning strategies to do well in school. You will take the survey at the beginning, and then the end of the semester. It is important to know how to use learning strategies to improve your writing and English skills.
5. **Debate (5 points):** During one of the classes, we will have an in-class debate. You are expected to actively participate to understand the concept of opposing positions and how to incorporate them into your persuasive essays. You will be assessed using the rubric that will be provided later. More details will be provided later in the course.
6. **Peer Review (5 points):** Finally, you will also work on peer review in oral and written forms. There will be 2 oral peer reviews, which will be done in class, and 3 written peer reviews, which will be done at home. Each written peer review should include at least 300 words to receive a full credit. This task will help you provide to and receive feedback from your peers on essays. We will talk more about benefits and ways in which peer reviews are done in class. Peer reviews are worth 5 points each for a total of 25 points toward your final grade.

**COURSE SCHEDULE\***

**Please have all ASSIGNMENTS completed for the class by the dates listed.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Dates** | **Topic** | **Objectives** | **Language skills** | **Grammar** | **Activities** | **Assessment** |
| **1** |  Mon, February 5th  7:30 – 9pm (ED 125) | Introduction | * Oral self-presentation, communicative skills
* Assess students’ self-regulated learning skills (as homework)
 | SpeakingListeningReading Writing  |  | QuestionnairesElevator speeches | 1. Essay#1 (due on Feb 7th on BB)
2. SRL DAACS Survey
 |
| **2** | Wed, Feb 7th  | Introduction to Persuasive Writing | * Analyze good and weak examples;
* Learn about the structure of a persuasive essay
 | SpeakingListeningWritingReading | Transition words | 1. SRL Journal#1
2. Good and Weak Model Papers
3. Essay #2
 | 1. SRL Journal #2
2. Essay #3 (due Week 3)
 |
| **3** | Wed, Feb 14th  | Modeling of Persuasive Essay | * Oral academic discourse skills improvement
* Modeling of planning and drafting
 | SpeakingListeningWritingReading | The nature and structure of thesis statements, topic sentences, and concluding sentences  | 1. SRL Journal #3
2. Planning and drafting an essay as a whole class
 | 1. Choose 2 topics to write about.
2. Memorize IRC
 |
| **4** | Wed, Feb 21st  | Collaborative and Guided Practice | * Enhancement of the written and oral form of academic discourse
* Learn how to plan and draft the 1st essay
 | SpeakingListeningReadingWriting | Sentence structure in English | 1. SRL Journal #4
2. Prompted discussion
3. Plan and draft 1st essay – individually
 | 1. Write the 1st draft of Essay #4
2. Self-evaluate it using the rubric
3. Bring 3 copies of the essay to class
 |
| **5** | Wed, Feb 28th  | Peer review | * Enhancement of the written form of academic discourse by providing peer feedback and description
* Provide feedback on each other’s essays after peer reviewing them
 | WritingSpeakingListeningReading  | Word choiceImprove your vocabulary – idioms | 1. SRL Journal#5
2. Pre-instructional written and oral peer review
3. Modeling of peer review
4. Peer review
 | 1. Revise your Essay #4
2. Write a post-instructional peer review (min 300 words) (due on Week 6)
 |
| **6** | Wed, Mar 7th  | Editing and Instructor Conferences | * Oral academic discourse improvement
* Edit each other’s essays before submitting the final draft
 | SpeakingListeningWritingReading  | Use of prepositions  | 1. SRL Journal#6
2. Editing
3. Instructor Conferences
 | Essay #4 Final Draft (due Week 7) |
| SPRING BREAK – Write a Personal Narrative and Submit it on BB (due 3/19th) |
|  | Mon, Mar 19th 7:30 – 9 pm (ED 125) | Supervised group session  | * Develop communicative skills
 | SpeakingListening  |  | 1. Prompted discussion
 |  |
| **7** |  Wed, Mar 28th  | Introduction to Opposing Positions | * Develop an understanding of opposing position through debate
* Develop debating skills through discussing opposing positions
* Model writing an opposing position essay
 | SpeakingListeningWritingReading  | Paragraph writing – complex sentences | 1. SRL Journal#7
2. Debate
3. Modeling Writing an Opposing Position Essay
 | 1. Essay #5 (due Week 8)
2. Bring 3 copies of the essay to class
 |
| **8** | Wed, Apr 4th  | Practice Writing Opposing Position Paragraphs  | * Enhancement of the oral form of academic discourse by providing peer feedback
* Write paragraphs with opposing positions
 | SpeakingListeningWritingReading  | Fragments, run-ons and other problem sentences  | 1. SRL Journal#8
2. Post-instructional oral peer review
3. Analysis of persuasive essays
4. Collaborative and independent practice
 | Draft opposing position paragraphs for your essay |
| **9** | Wed, Apr 11th  | Writing a Persuasive Essay with Opposing Position | * Analyze good and weak examples of essays with opposing positions
* Start planning and drafting an essay with opposing positions
 | SpeakingListening Writing Reading | Review of tenses in English | 1. SRL Journal#8
2. Analyze examples
3. Let’s plan together
4. Begin planning and drafting your essay
 | 1. Write the 1st draft of Essay #6
2. Self-evaluate it using the rubric
3. Bring 3 copies of the essay to class
 |
| **10** | Wed, Apr 18th  | Peer Review (Online Session)  | * Enhancement of the written form of academic discourse by providing peer feedback
* Review each other’s essays and provide feedback
 | ReadingWritingSpeakingListening  | Nouns and Pronouns | 1. SRL Journal#9
2. Visual elicitation peer feedback
3. Post-instructional written peer review of the essay with an opposing position
 | Revise your papers and bring a draft to edit next class.  |
| **11** |  Wed, Apr 25th  | Editing and Instructor Conferences  | * Oral academic discourse skills improvement by participation in the discussion
* Edit each other’s papers before submitting the final draft
* Write post-instructional peer review for editing each other’s papers
 | SpeakingListeningReading Writing  | Punctuation – comma, colon, semicolon, dashes, hyphens, etc.  | 1. SRL Journal #10
2. Prompted discussion on moral dilemma
3. Edit each other’s papers
 | 1. Edit your Essay #6 and submit a final draft (due May 2nd)
 |
| **12** | Wed, May 2nd  | Reflection on Learning | * Re-assess students’ self-regulated learning skills
* Reflect on what skills students learned during the semester
 | SpeakingListeningReading Writing  | Revisit grammar covered during the course | 1. SRL Journal #11
2. SRL DAACS Survey
3. Focus Group Interview
 | Essay #7 (Due May 9th)  |
| **13** | Mon, May 7th 7:30 – 9pm (ED 125) | Wrap-up session |
| **14** | Wed, May 9th  | 1. SRL Journal #12
2. Essay 7 is due via Blackboard
 |
| **15** | Mon, May 14th  | 1. SRL Journal #13
2. Final Essay is due via Blackboard
 |

\*We may discover that we want to spend more time on certain topics and less time on others. I will consider changing the schedule if such a change would benefit most students' learning in this course.

**Appendix H**

*Focus Group Interview Data Themes and Codes (Number of Instances Codes were Mentioned)*

|  |  |  |  |
| --- | --- | --- | --- |
| Themes | Codes |  | Example Quotes  |
| SRL journal  | reflecting on the completion of the journal; (*n*=12)dis/satisfaction – confusion; (*n*=7)understanding the task and its purpose; (*n*=3)  |  | “She asked about it several times so I'd just like to say that, that it’s just, how can I say that? it’s helpful to view yourself back. What you're wrong, and what you're right.” (Student 4) “I mean, honestly, I don't like it very much. I mean like, it is, I'd like to if you only had to do it once or twice in the semester, just like not every week. … I just feel myself like I always type the same stuff.” (Student 4)“Um, it's like the questions in this journal, like … Like including goal-setting and why achieve the goal, and … And strategies to make your assignment done … but this task is easy to skip when I do assignment but this journal helped me to not forget like setting goals, and use some strategies …... and like give feedback to myself.” (Student 6) |
| SRL knowledge and skills  | strategy use; (*n*=8)goals; (*n*=10)help seeking; (*n*=2) use of peer and teacher feedback (*n*=7) |  | “That it remind me that I need use some strategies, I can't just write.” (Student 5)“Um, personally, I thought that do I necessarily have two goals, long-term goals and short-term goals. I think, I think the two questions is similar. I, the ques-, the two questions are similar type of questions. Um, but the long-term means, long-term, uh, the criteria of the long-term goals, i-, uh, in the criteria of long-term goals, the specific goals should be below so …” (Student 7)“Like what this question needs an answer and I asked my sister who is attending American university also … so Yeah. So she said it's really common activity in university, so we should get used to this, so ...” (Student 6)“there was a question about like what specific goals for this writing assignment. And what, what do uh, do, what do you want to work on for the next assignment? So I can write, based on the feedback from the previous assignment- ... I just, I can decide what do I want to work on for the next assignments. (Student 6)  |
| Suggestions | frequency of the journal; (*n*=5)repetitive; (*n*=3)time to work on it; (*n*=1) reduce # of qs; (*n*=1)ability to see previous responses; (*n*=1)guidelines; (*n*=1)on writing genres; (*n*=1)strategies (*n*=2) |  | “I mean, every week we have to do that- … Before the class starts. … But I think it’s not ... urm, I wanna reduce that. ... Kind of, urm ... Yeah I mean that- ... I mean not every week.” (Student 1)“Like all the questions, what strategy did you use in this assignment? I mean we already answered about that, but it keeps just asking that and- Which strategies were useful? Like this question” (Student 1) “I need more time, like, today I was late and then they were almost finished, but I'm not like, you know, I have no time for what I did and I have to think about this but it feels really rushed.” (Student 2) “We could cut out some questions I guess.” (Student 4) “I want to look at what I'd say.” (Student 2) “Maybe it’s better to have some guidelines for answering it I guess. … You know, I mean we never know like what's the ... uh ... I don't wanna say right, but I uh ... the right answers for those?” (Student 4)“that every writing assignment for some reason was very similar the second topic was also like 500-800 argumentative essay … ... I think it should be more various, so.. So it can be boring. I want to practice some various writing …” (Student 6)“... And for the strategy, be like, we discussed about one strategy what, what strategies. So, and I well, we can, we can build on multiple strategies and then just-... like discuss about that, 'cause we have many criteria to improve regar-, regarding our studies.” (Student 6)  |

**Appendix I**

*Results of the Single-Level Analyses of Essay Data by Criteria and Essay Total*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Development | Focus and Organization | Language | Conventions | Essay Total |
| Case |  | β (SE) | t | p | β (SE) | T | p | β (SE) | t | p | β (SE) | t | p | β (SE) | t | p |
| 1 | $$\hat{β}\_{01}$$ | 7.67 (1.23) | 6.21 | .001 | 9.67 (1.77) | 5.45 | .002 | 8.00 (.52) | 15.49 | <.0001 | 10.00 (.42) | 2.37 | <.0001 | 35.33 (3.1) | 11.38 | <.0001 |
|  | $$\hat{β}\_{11}$$ | **3.53 (1.56)** | **2.26** | **.064** | 4.33 (2.24) | 1.93 | .102 | **3.2 (.65)** | **4.89** | **.003** | **1.4 (.53)** | **2.62** | **.039** | **12.47 (3.93)** | **3.17** | **.02** |
| 2 | $$\hat{β}\_{02}$$ | 7.33 (1.05) | 6.96 | .002 | 13.33 (.97) | 13.72 | <.0001 | 8.33 (.4) | 17.68 | <.0001 | 8.33 (.53) | 1.58 | <.0001 | 37.33 (2.47) | 15.1 | <.0001 |
|  | $$\hat{β}\_{12}$$ | 0 (1.49) | 0 | 1.00 | -1.67 (1.37) | -1.21 | .292 | -0.33 (.67) | -0.5 | .643 | 1.00 (.74) | 1.34 | .251 | -1.00 (3.49) | -0.29 | .789 |
| 3 | $$\hat{β}\_{03}$$ | 8 (1.72) | 4.66 | .019 | 11.33 (2.03) | 5.57 | .011 | 9.00 (.53) | 17.08 | <.0001 | 9.00 (.47) | 1.90 | <.0001 | 37.33 (3.29) | 11.36 | <.001 |
|  | $$\hat{β}\_{13}$$ | 1.5 (2.71) | 0.55 | .619 | 2.16 (3.21) | 0.67 | .548 | -0.5 (.83) | -0.6 | .591 | 0.00 (.74) | 0.00 | 1.00 | 3.17 (5.19) | 0.61 | .585 |
| 4 | $$\hat{β}\_{04}$$ | 9 (1.15) | 7.79 | <.0001 | 14.33 (1.23) | 11.60 | <.0001 | 11.33 (.79) | 14.2 | <.0001 | 10.00 (.82) | 1.22 | <.0001 | 44.67 (2.27) | 19.69 | <.0001 |
|  | $$\hat{β}\_{14}$$ | 1 (1.46) | 0.68 | .519 | -0.53 (1.56) | -0.34 | .744 | -1.13 (1.01) | -1.12 | .305 | 0.00 (1.03) | 0.00 | 1.00 | -0.67 (2.87) | -0.23 | .824 |
| 5 | $$\hat{β}\_{05}$$ | 7 (1.03) | 6.78 | <.0001 | 13.67 (.69) | 19.69 | <.0001 | 9.67 (.46) | 20.86 | <.0001 | 10.33(.44) | 2.35 | <.0001 | 40.67 (2.02) | 20.13 | <.0001 |
|  | $$\hat{β}\_{15}$$ | **3.4 (1.31)** | **2.6** | **.041** | 1.33 (.88) | 1.52 | .18 | .93 (.59) | 1.59 | .162 | -0.53 ((.55) | -9.61 | .374 | **5.13 (2.55)** | **2.01** | **.091** |
| 6 | $$\hat{β}\_{06}$$ | 11.33 (0.28) | 39.7 | <.0001 | 15.67 (.28) | 54.88 | <.0001 | 11.00 (.69) | 15.73 | <.0001 | 11.00 (.00) | 1.14 | <.0001 | 49.00 (.84) | 58.11 | <.0001 |
|  | $$\hat{β}\_{16}$$ | 0.47 (.36) | 1.29 | .244 | 0.13 (.36) | 0.37 | .725 | 0.2 (.88) | 0.23 | .829 | 0.00 (.00) | 1.37 | .22 | 0.80 (1.07) | 0.75 | .482 |
| 7 | $$\hat{β}\_{07}$$ | 10.33 (1.2) | 8.59 | <.0001 | 13.33 (1.49) | 8.93 | <.0001 | 9.00 (.73) | 12.32 | <.0001 | 9.33 (.21) | 4.43 | <.0001 | 42.00 (2.99) | 14.01 | <.0001 |
|  | $$\hat{β}\_{17}$$ | 0.17 (1.59) | 0.10 | .921 | 1.42 (1.97) | 0.72 | .505 | 1.00 (.96) | 1.03 | .348 | **0.67 (.28)** | **2.39** | **.062** | 3.25 (3.96) | 0.82 | .45 |
| 8 | $$\hat{β}\_{08}$$ | 7.67 (1.23) | 6.21 | .001 | 13.67 (.79) | 17.12 | <.0001 | 8.67 (.44) | 19.75 | <.0001 | 9.67 (.28) | 3.38 | <.0001 | 39.67 (1.68) | 23.64 | <.0001 |
|  | $$\hat{β}\_{18}$$ | 2.53 (1.56) | 1.62 | .156 | 1.13 (1.01) | 1.12 | .305 | 0.53 (.55) | 0.96 | .374 | 0.13 (.36) | 3.69 | .725 | **4.33 (2.12)** | **2.04** | **.087** |

*Note: \**values in bold indicate marginally and statistically significant effect

**Appendix J**

*Results of the Single-Level Analyses of SRL Data by Domains and SRL Total*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Goal-Setting | Task Management | Progress Monitoring | Reflection  | SRL Total |
| Case |  | β (SE) | t | p | β (SE) | t | p | β (SE) | t | p | β (SE) | t | p | β (SE) | t | p |
| 1 | $$\hat{β}\_{01}$$ | 5.25 (.45) | 11.63 | <.0001 | 14.00 (1.07) | 13.13 | <.0001 | 6.75 (.98) | 7.84 | <.0001 | 8.25 (1.29) | 6.42 | <.0001 | 34.25 (2.26) | 15.15 | <.0001 |
|  | $$\hat{β}\_{11}$$ | -0.69 (.54) | -1.28 | .227 | -0.33 (1.28) | -0.26 | .800 | **-2.87 (1.05)** | **-2.73** | **.021** | 1.08 (1.54) | 0.7 | .498 | -3.25 (2.72) | -1.2 | .257 |
| 2 | $$\hat{β}\_{02}$$ | 5.5 (.92) | 5.97 | .002 | 12.00 (2.52) | 4.76 | .002 | 7.00 (.58) | 12.12 | .01 | 9.33 (1.8) | 5.18 | .001 | 27.33 (3.89) | 7.02 | <.001 |
|  | $$\hat{β}\_{12}$$ | -1.5 (1.09) | -1.37 | .227 | -0.67 (3.08) | -0.216 | .835 | **-3.33 (1.95)** | **-5.00** | **.04** | -1.83 (2.21) | -0.83 | .433 | -3.33 (4.77) | -0.7 | .507 |
| 3 | $$\hat{β}\_{03}$$ | 7.33 (.54) | 13.47 | .001 | 19.00 (.97) | 19.55 | <.0001 | 4.00 (1.05) | 3.79 | .032 | 11.00 (1.56) | 7.04 | .006 | 41.33 (2.34) | 17.68 | <.001 |
|  | $$\hat{β}\_{13}$$ | -1.33 (.86) | -1.55 | .219 | 0.5 (1.54) | 0.32 | .766 | 2.00 (1.67) | 1.2 | .316 | 2.00 (2.47) | 0.81 | .478 | 3.17 (3.7) | 0.86 | .454 |
| 4 | $$\hat{β}\_{04}$$ | 6.33 (.54) | 11.69 | <.0001 | 17.00 (1.22) | 13.92 | <.0001 | 3.5 (.98) | 3.55 | .02 | 11.33 (1.19) | 9.48 | <.0001 | 37.00 (2.05) | 18.07 | <.0001 |
|  | $$\hat{β}\_{14}$$ | 0.17 (.66) | 0.25 | .809 | 1.67 (1.49) | 1.11 | .302 | 1.9 (1.2) | 1.63 | .164 | 1.00 (1.46) | 0.68 | .516 | **5.00 (2.5)** | **1.99** | **.086** |
| 5 | $$\hat{β}\_{05}$$ | 4.25 (.53) | 7.99  | <.0001 | 15.75 (1.18) | 13.3 | <.0001 | 0.00 (.00) | / | / | 12.25 (1.17) | 10.44 | <.0001 | 32.25 (2.08) | 15.47 | <.0001 |
|  | $$\hat{β}\_{15}$$ | **1.46 (.67)** | **2.19** | **.056** | -0.18 (1.48) | -0.12 | .907 | 0.00 (.00) | / | / | -1.107 (1.47) | -0.75 | .471 | 0.18 (2.61) | 0.07 | .947 |
| 6 | $$\hat{β}\_{06}$$ | 7.25 (.34) | 21.04 | <.0001 | 22.5 (1.75) | 12.83 | <.0001 | 4.00 (1.5) | 2.66 | .04 | 10.5 (2.18) | 4.82 | .001 | 41.25 (3.33) | 12.4 | <.0001 |
|  | $$\hat{β}\_{16}$$ | -0.25 (.42) | -0.59 | .567 | -2.5 (2.15) | -1.16 | .271 | 0.67 (1.63) | 0.41 | .699 | 2.37 (2.67) | 0.89 | .394 | 2.12 (4.07) | 0.52 | .613 |
| 7 | $$\hat{β}\_{07}$$ | 4.5 (.39) | 11.62 | <.0001 | 14.00 (1.18) | 11.83 | <.0001 | 6 (/) | / | / | 6.00 (1.00) | 6.00 | .105 | 23.00 (2.67) | 8.61 | .0003 |
|  | $$\hat{β}\_{17}$$ | 0.5 (.59) | 0.84 | .437 | 0.00 (1.8) | 0.00 | 1.000 | / | / | / | 2.00(1.12) | 1.16 | .454 | -1.33 (4.08) | -0.33 | .757 |
| 8 | $$\hat{β}\_{08}$$ | 7.00 (.33) | 21.45 | <.0001 | 21.00 (2.18) | 9.61 | <.0001 | 4.50 (1.36) | 3.31  | .013 | 15.67 (1.64) | 9.56 | <.0001 | 46.67 (4.29) | 10.89 | <.0001 |
|  | $$\hat{β}\_{18}$$ | -0.12 (.38) | -0.33 | .751 | 2.12 (2.56) | 0.83 | .428 | 0.78 (1.54) | 0.51 | .626 | 0.96 (1.92) | 0.49 | .630 | 4.58 (5.03) | 0.91 | .386 |

*Note: \**values in bold indicate marginally or statistically significant effects