Course Overview

This course provides an overview of motivational research in psychology and education, focusing on different theories of motivation, and the broad question of how individual and social-contextual factors shape and influence motivation.

Course Requirements

Class Participation. This is a graduate seminar emphasizing critical discussion of course concepts and readings. Accordingly, students should participate in all course activities, except in cases of illness and/or extenuating circumstances. This expectation includes both synchronous and asynchronous activities.

Required Readings

- Additional readings will be made available via the course website.

Course Expectations

Academic Dishonesty. Academic dishonesty includes obvious offenses such as copying another student’s work and less obvious offenses such as unauthorized collaboration on a paper or copying sections of an article for an essay. It is assumed that all students understand MSU’s definition of academic dishonesty and associated consequences.

Incompletes. A grade of incomplete will be given only if (a) all completed work is satisfactory (i.e., averages 3.0 or better) and (b) there is a valid reason you cannot complete the course. Students should contact me as soon as possible regarding an incomplete.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me so that we can make any necessary accommodations.

Course Assignments and Grading

Participation (5%) – This is a discussion-oriented seminar and therefore everyone is expected to engage in thoughtful and scholarly discussion.

Discussion Questions (15%) – Each asynchronous online week you will be asked to respond to questions about the readings. For each asynchronous online week, your initial posts and response posts will each be worth 10 points (20 points/week).
Research Report (n = 5, 20%) – The purpose of the research report is to practice and improve your written and oral summaries of empirical research (i.e., an article reporting the gathering of data and drawing of inferences from those data). Thus, for each Research Report, your task is to (a) find a new study that interests you, (b) write a brief, 1-page (~300 words) summary of the study, and (c) present a 5-minute oral summary to your classmates. Your written summaries are due by e-mail to the course TA before the start of the course (e.g., by 5pm on the day of class) by the date indicated on the syllabus. Please label your Word file as follows: “LastName_RR#” (e.g., “Linnenbrink-Garcia_RR1”).

Essay Sets (n = 3, 60%) – Essay sets require mastery and some integration of material from readings, lecture notes, and classroom discussions. Each essay set requires 2-3 essays of 2-3 pages each. Each set allows choice among questions (e.g., choose 3 of the 5). Questions will be distributed at least two weeks before the essay set is due. The second essay set emphasizes material covered since the first essay set and, in addition, some integration of material covered across the course. You need only draw from the course readings, lecture notes, and classroom discussions. Thus, additional sources are not necessary, nor are formal bibliographies required. Citations from the course should be explicit however – e.g., author(s), year, and page numbers.

Optional Course Paper (20%) – An optional 15-page paper (not including references) may be substituted for one of the essay sets and should address some aspect of the broad question of how individual and social-contextual factors shape and influence motivation. In contrast to the essay sets, papers should include additional sources in addition to assigned readings, and a formal bibliography should be appended. Your paper should draw on both theory and empirical findings and should identify important gaps and/or promising new directions in knowledge. If you are interested in doing this optional course paper, please contact me. There are a variety of options available including a research or theory paper, research proposal, empirical article, etc.

Final Course Grades – Final grades will be based on the total number of points you earn and assigned as follows:

- 4.0 = 94-100
- 3.5 = 89-93
- 3.0 = 83-88
- 2.5 = 78-82
- 2.0 = 73-77
- 1.5 = 68-72
- 1.0 = 63-67
- 0.5 = 58-62
- 0.0 = >58

Schedule Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Date/ Mode</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
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<tr>
<td>1</td>
<td>Jan. 11</td>
<td>Course Overview &amp; History of On-campus / Motivation Sync</td>
<td><strong>READINGS</strong></td>
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Jan. 18

Expectancy-Value Models

On-campus / Sync

READINGS

- Schunk, Meece, & Pintrich (2014), Ch. 2.

Optional


ASSIGNMENT

- Research Report #1 – Due in class

Jan. 23 – 28

Social Cognitive Theory – Can I do this?

ONLINE

READINGS

- Schunk, Meece, & Pintrich (2014), Ch. 4.

ASSIGNMENT

- Initial Posts – Due Jan. 23
- Secondary Posts – Due Jan. 28

Feb. 1

Self-Concept and Self-Worth

On-campus / Sync

READINGS


**ASSIGNMENT**

- Research Report #2 – Due in class

**5 Feb. 6-11 Attribution Theory READINGS**

**ONLINE**

- Schunk, Meece, & Pintrich (2014), Ch. 3.

**ASSIGNMENT**

- Initial Posts – Due Feb. 6
- Secondary Posts – Due Feb. 11

**6 Feb. 13-18 Theories of Intelligence & Ability Beliefs READINGS**

**ONLINE**

reported instructional practices, but not teacher theory of intelligence. *Journal of Educational Psychology, 108*, 300-313. doi: 10.1037/edu0000064

**ASSIGNMENT**

- Initial Posts – Due Feb. 13
- Secondary Posts – Due Feb. 18
- Essay Set #1 due February 18 (Sunday) at 11:59 PM

**7 Feb. 20-25 Achievement Goal Theory I READINGS**

**ONLINE**


**ASSIGNMENT**

- Initial Posts – Due Feb. 20
- Secondary Posts – Due Feb. 25

**8 March 1 Achievement Goal Theory II READINGS**

**On-campus / Sync**


**ASSIGNMENT**

- Article Report #3 – Due in class

- March 5 – 9 MSU Spring Break Enjoy the break!
March 13-18 Intrinsic vs. Extrinsic Motivation

**ONLINE READINGS**


**ASSIGNMENT**

- Initial Posts – Due March 13
- Secondary Posts – Due March 18

March 20-25 Interest and Flow

**ONLINE READINGS**


**ASSIGNMENT**

- Initial Posts – Due March 20
- Secondary Posts – Due March 25

March 29 Supporting Motivation in the On-campus / Classroom Sync

**READINGS**


Optional

• Schunk, Meece, & Pintrich (2014), Chpts. 8 & 9.

ASSIGNMENT

  o  Research Report #4 – Due in class

12  April 3-8  The Role of Family and Peers

ONLINE

  • Schunk, Meece, & Pintrich (2014), Ch. 10.

Optional


ASSIGNMENT

  o  Initial Posts – Due April 3
  o  Secondary Posts – Due April 8
  o  Essay Set #2 due April 6 (Friday) at 11:59 PM

April 11-18  NO CLASS  AERA Conference
13 April 19 Sociocultural Influences

On-campus / Sync

READINGS – UPDATED


ASSIGNMENT

- Research Report #5 – Due in class

14 April 26 Technology, Motivation, & Engagement

On-campus / Sync

READINGS


ASSIGNMENT

- Essay Set #3 / Final Paper due May 3 (Thursday) at 11:59 PM