GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 551, section 001
Principles of Learner Motivation

Spring 2010
Wednesday 7:20pm – 10:00pm
Robinson A Room 350

PROFESSOR
Name: Michelle M. Buehl, PhD
Office phone: (703) 993-9175
Office location: Robinson A Room 353 E
Office hours: Tues. 3:00pm- 4:00pm, Wed. 4:00pm – 6:00pm or by appointment
Email address: mbuehl@gmu.edu

COURSE DESCRIPTION
This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn, and examine strategies, techniques and interventions that promote and sustain learner motivation.

NATURE OF COURSE DELIVERY
This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (http://courses.gmu.edu). Students are responsible for any information posted on the course site.

REQUIRED TEXT

A list of additional required readings is provided at the end of this document.

STUDENT OUTCOMES
- Students will be able to describe the important characteristics of historical and contemporary theories of motivation
- Students will be able discuss the motivational theories as they pertain to instructional design
- Students will be able to produce appropriate strategies for enhancing learner motivation in light of motivational problems
- Students will be able to describe ways of measuring the motivational effectiveness of instruction
- Students will be able to develop a personal approach for enhancing student motivation
- Students will be able to develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners
- Students will be able to read and critically evaluate current research of motivational theories
- Students will be able to understand the role of goals, emotions, and beliefs on learner motivation
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills
RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational & Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Affect
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity


COURSE REQUIREMENTS (% OF FINAL GRADE)

Attendance and Participation (10%)
Because of the importance of lecture and classroom discussions to students’ total learning experience, 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. In the event students miss 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. (See rubric for attendance and participation in Appendix A).

Critical Questions and Online Discussion (10%)
To facilitate class discussion, students are expected to post 5 critical questions/comments about the content over the semester. The 5 critical questions/comments should be reflective of 5 different class meetings. Questions are to be posted in Blackboard by 4pm the Tuesday prior to the class in the appropriate discussion board. Additional postings on Blackboard may also be assigned throughout the semester, in which case specific guidelines will be provided and posted on Blackboard.

Article Abstracts (20%--10% each)
Each student will prepare two abstracts based on the topics and articles assigned in the syllabus for two different class meetings. Abstracts are due on the day the reading is scheduled. The first abstract is to be submitted by 3/3. Abstracts should be posted on Blackboard by noon the day the reading is scheduled and a hard copy should be brought to class. Abstract guidelines and rubric are provided in Appendix B.

Midterm Writing Assignment (30%)
There will be a midterm assignment in which students will analyze and apply the constructs discussed in class. The assignment will be given out on 3/3 and is due on 3/24.

Final Paper and Poster Presentation (30%--Paper: 25%; Poster: 5%)
There are three final paper options: 1) literature review, 2) research proposal, or, 3) instructional intervention/motivation design paper (i.e., apply principles of motivation and learning to a chosen context). Paper format and topics should be submitted to the instructor in writing by 3/3. Contact the instructor before this date to discuss plans for the final paper. The final paper is due by 4:30pm 5/5. Late papers will not be accepted unless prior arrangements have been made.

Final paper content will be shared with the class in a poster fair on 4/28. A copy of the poster materials should be sent to the instructor by 9am 4/26. Additional guidelines and rubrics will be provided.

Students’ 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%
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://academicintegrity.gmu.edu/honorcode/ for the full 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.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html.
- Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

ADDITIONAL CLASS POLICIES

Paper Format

- Papers not following this format may be automatically reduced by up to a letter grade.
- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- Formatted in APA style and proofread for spelling, grammar, and clarity errors.

Students are encouraged to print on both sides of paper or to use recycled paper.

Late Assignments

Assignments are due at the start of class on the assigned due date. If an assignment must be turned in late or outside of class, students may give the assignment to me in person or leave the assignment in my faculty mailbox (Robinson A Room 309). If an assignment is left in my mailbox, send an email to indicate that it is there. DO NOT slide assignments under my office door and DO NOT send them to me via email without prior agreement. Assignments submitted this way will not be accepted or graded and will be considered missing. Late assignments will be marked down by half a letter grade for each day the assignment is late.

Computer Use in Class

All course sessions are currently schedule to be held in Robinson A350. Each student in the course will have access to a computer. During class time, please refrain from checking email or conducting activities on the computer that are not directly related to the class session.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| Wed. 1/20 | Course Overview  
History & Introduction to Motivation | Alderman (2008) Chapter 1  
Pintrich & Schunk (2002) Chapter 1 (overview of history and research methodology) |
Dweck (2002)  
Graham & Barker (1990)                                                                                      |
| Wed. 2/3  | Self-Efficacy  
Usher & Pajares (2006)                                                                                      |
| Wed. 2/10 | Expectancy-Value Theory  
Self-Determination                             | Wigfield & Eccles (2000)  
Read one of the following:**  
Durik, Vida, & Eccles (2007)  
Cole, Bergin, & Whittaker (2008)  
Deci & Ryan (2008)                                                                                         |
Read in this order:  
Deci, Koestner, & Ryan (2001)  
Cameron (2001)  
Deci, Ryan, & Koestner (2001)  
Covington (2000)                                                                                           |
| Wed. 2/24 | Autonomy Support                            | Alderman (2008) Chapter 8 pp. 244-250  
Read two of the following:**  
Jang (2008)  
Ratelle, Guay, Vallerand, Larose, & Senecal (2007)                                                        |
Read one of the following: **  
Turner et al. (2002)  
Patrick & Ryan (2009)  
Daniels et al. (2008)  
*Article Abstract I & Paper Topics due  
Midterm Assignment assigned*                                                                                   |
<p>| Wed. 3/10 | <strong>SPRING BREAK—NO CLASS</strong>                   |                                                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 3/31</td>
<td>Motivation, Instruction, &amp; the Social Context</td>
<td>Alderman (2008) Chapter 7 Chapter 8 237-244 TBA</td>
</tr>
<tr>
<td>Wed. 4/7</td>
<td>Motivation, Instruction, &amp; the Social Context</td>
<td>Juvonen (2007) TBA</td>
</tr>
<tr>
<td>Wed. 4/28</td>
<td>Conclusions</td>
<td>Article Abstract II due</td>
</tr>
<tr>
<td></td>
<td>Poster Fair</td>
<td>Copy of poster materials to Dr. Buehl 9am 4/26</td>
</tr>
<tr>
<td>Wed. 5/5</td>
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<td>Final Paper due by 7:20pm</td>
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</tbody>
</table>

**Post your choice of articles on Blackboard**
Required Course Reading List (1/20/09)


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:**

- Be punctual, present (in mind and body), and well prepared for class.
- 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.
- 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.
- 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.

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

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Score</th>
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<tbody>
<tr>
<td>a)</td>
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<td>b)</td>
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<td>c)</td>
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<td>d)</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Allocation</th>
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</thead>
<tbody>
<tr>
<td><strong>Point Range</strong></td>
</tr>
<tr>
<td>Plus</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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<tr>
<td>F</td>
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</tbody>
</table>
Appendix B
Article Abstract Guidelines and Rubric (20%)

Each student is required to prepare two abstracts based on the assigned readings for two different class meetings. Abstracts are due the day the reading is scheduled in the syllabus. Abstracts should be emailed to the professor by noon the day the reading is scheduled and a hard copy should be brought to class.

CONTENT

**Theoretical/Review Article**

1. The topic
2. The purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the article
3. The sources used (e.g., personal observation, published literature)
4. The conclusion(s) (include implications or applications)
5. Your critique (impressions) and discussion of implications

**Empirical Article**

1. The problem
2. The experimental method (methodology)
3. The findings/results
4. The conclusion(s) (include implications or applications)
5. Your critique (impression) and discussion of implications

**FORMAT**

The abstract should
- Include a cover page
- Be 2-4 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding (4)</th>
<th>Competent (3)</th>
<th>Minimal (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Provides a clear and complete summary of the article including all necessary components.</td>
<td>Summary of the article is mostly complete but lacks some components, clarity, or understanding.</td>
<td>Summary of the article is somewhat incomplete and/or unclear with multiple misunderstandings.</td>
<td>Summary of the article is brief, incomplete, unclear, and/or incorrect.</td>
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<tr>
<td><em>Summarize important aspects of article</em></td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Gives a complete analysis of the article, relating specific examples to justify critique.</td>
<td>Analysis may be somewhat limited or includes few examples to justify critique.</td>
<td>Analysis is limited and/or lacks examples to justify critique.</td>
<td>Gives little or no analysis of study and lacks examples to justify critique.</td>
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<tr>
<td><em>Analyze and critique specific aspects of article (e.g., theory, methods, analysis, discussion)</em></td>
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<tr>
<td><strong>Implications</strong></td>
<td>Relates article to personal situation with clear implications for practice and research.</td>
<td>Implications for practice and research are somewhat general, lacking personal connection, or in need of elaboration.</td>
<td>Implications are general, lack specific connection to practice and/or research, and/or are inappropriate.</td>
<td>Draws few or no implications for practice or research.</td>
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<tr>
<td><em>Discuss implications for the article for research or practice</em></td>
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<td><strong>Integration of Course Work</strong></td>
<td>Shows thorough understanding of content and use of course materials and guidelines to support critique.</td>
<td>Shows some understanding of content and use of course readings and guidelines to support critique.</td>
<td>Shows limited understanding of course content and use of course readings and guidelines to support critique.</td>
<td>Shows no understanding of course content or use of course readings and guidelines to support critique.</td>
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<tr>
<td><em>Demonstrate knowledge and use of course content</em></td>
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<tr>
<td><strong>APA Style</strong></td>
<td>Uses concise, coherent, well-organized writing with correct APA style.</td>
<td>Writes with some lack of clarity and/or inconsistent APA style with some errors.</td>
<td>Writes with a lack of clarity and coherence, many errors, or incorrect APA style.</td>
<td>Writes with little clarity or coherence, many errors, and/or no use of APA style.</td>
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<tr>
<td><em>Use APA style and formatting</em></td>
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**TOTAL = _________**

### Grade Allocation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Plus</th>
<th>Standard</th>
<th>Minus</th>
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<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>18-19</td>
<td>17</td>
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<td>B</td>
<td>16</td>
<td>15</td>
<td>14</td>
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<td>C</td>
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<td>F</td>
<td>&lt; 11</td>
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