PROFESSOR

Name: Jo-Anne Manswell Butty, Ph.D.
Office Phone: (301) 452-5144
Email: jbutty@gmu.edu
Website: blackboard.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

The course is structured around readings, reflections on those readings, class projects, group projects, and exams. This course will be taught using lectures, discussions, and relevant group activities. Instructor may use web-based technologies (e.g. Blackboard) to support teaching.

STUDENT OUTCOMES

This course is designed to enable students to:

- Describe the important characteristics of historical and contemporary theories of motivation
- Discuss motivational theories as they pertain to instructional design
- Design and demonstrate appropriate strategies for enhancing learner motivation in light of motivational problems
- Describe ways of measuring the motivational effectiveness of instruction
- Develop a personal approach for enhancing student motivation
- Develop an understanding of the types of accommodations that are appropriate for the motivation of culturally diverse and exceptional learners
- Read and critically evaluate current research of motivational theories
- Understand the role of goals, emotions, and beliefs on learner motivation
• Develop and reinforce their critical thinking, problem solving, oral and writing skills

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

The program goals are consistent with the following learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

• 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 and Emotional Influences on Learning
• Principle 8: Intrinsic Motivation to Learn
• Principle 9: Effects of Motivation on Effort
• Principle 11: Social Influences on Learning
• Principle 13: Learning and Diversity
• Principle 14: Standards and Assessment

Please see:

REQUIRED TEXTS


CLASS READINGS


OTHER SUGGESTED READINGS


Pintrich, P.R., & Schrauben, B. (1992). Students’ motivational beliefs and their
cognitive engagement in academic tasks. In D. Schunk & J. Meede (Eds.),
Students' perceptions the classroom: Causes and consequences,

Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents’
motivation, engagement, and achievement in schools. Educational
Psychologist, 35, 101-111.

self-efficacy and writing achievements. Contemporary Educational
Psychology, 18, 337-354.

Chapters)

Shuell, T. J. (1993). Toward an integrated theory of teaching and learning,
Educational Psychologist, 28, 291-312.

COURSE REQUIREMENTS

1. Motivational Design Project: Students will be asked to develop a
motivational enhancement intervention program to an instructional situation
for a particular age group of students.

2. Article Reviews: Students will be asked to review and critique three current
theoretical or empirically based articles examining motivational approaches to
instruction.

3. Cooperative Group Activities: Students will be placed in cooperative groups
(mini learning communities) that last for the duration of the course in which all
group members will participate in group activities that extend their
understanding of topics through group discussions, joint resolution of
problems, or feedback about how effectively procedures are performed.

4. Individual Article Presentation: All students are required present on a
reading from the Handbook of Competence and Motivation and relate it to
a chapter(s) in the class text.

5. Midterm and Final Examinations: There are two examinations—a midterm
and final. The final exam will involve reflective thinking about motivation
theories that relate to authentic cases through essay question(s).

6. Class Participation and Attendance Policy: Because of the importance of
lecture and discussion in the total learning experience, students are
encouraged to both attend and participate in class regularly. Attendance,
punctuality, preparation, and active contribution to small and large group
efforts are essential. These elements of behavior will reflect the professional
attitude implied in the course goals and will account for 10% of the course grade. With reference to the grading scale described later in this syllabus, this percentage is equivalent to a full letter grade. If students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

RUBRICS FOR PARTICIPATION AND ATTENDANCE

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<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
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<tr>
<td></td>
<td>Distinguished (9-10 pts.)</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>The student attends all classes, is on time, is prepared and follows outlined procedures in case of an absence. The student actively participates and supports members of the learning group and other members of the class.</td>
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EVALUATION SCHEMA

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<thead>
<tr>
<th></th>
<th>Motivational Design Project</th>
<th>20</th>
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<tbody>
<tr>
<td>2</td>
<td>Article Reviews</td>
<td>15</td>
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<tr>
<td>3</td>
<td>Cooperative Group Activities</td>
<td>10</td>
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<td>4</td>
<td>Individual Article Presentation</td>
<td>10</td>
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<tr>
<td>5a</td>
<td>Midterm Exam</td>
<td>15</td>
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<td>5b</td>
<td>Final Exam</td>
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<td>6</td>
<td>Class Participation and Attendance</td>
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<td>TOTAL</td>
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Letter grades will be assigned as follows:

- **A+** 100-98%
- **A** 97-93%
- **A-** 92-90%
- **B+** 89-88%
- **B** 87-83%
- **B-** 82-80%
- **C** 79-70%
- **F** below 79

**Note about Student Performance:**

It is expected that students will:
1. Read all assigned materials for the course.
2. Attend every class session and be on time to class.
3. Participate fully in all class activities.

**Written Assignments:**

Grading on written work will take into account the following factors:
- quality of written work
- knowledge of content area
- adherence to requirements of assignment

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

**Course Syllabus Subject to Change:**

The course syllabus may be subject to change pending class progress in meeting objectives. If changes are made, students will be given advanced notice and ample time to adjust their schedules.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
• Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

• Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

• Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
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<th>DATE</th>
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<tbody>
<tr>
<td>Jan 25</td>
<td>Course Overview and Introductory Activity</td>
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<td>Feb 1</td>
<td>Motivation: Issues &amp; Historical Foundations</td>
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<td>Expectancy-Value Models of Motivation</td>
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<td>Goals and Goal Orientation</td>
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<td><strong>SPRING BREAK – UNIVERSITY CLOSED</strong></td>
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<td>Intrinsic Motivation</td>
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<td>The Role of Interest and Affect</td>
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<td>Teacher and Classroom Influences</td>
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<td>The Role of Schools in Motivation</td>
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<td>Sociocultural Influences &amp; Motivation</td>
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<td>Apr 26</td>
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<td>May 3</td>
<td><strong>Group Presentations</strong>--Motivational Design Project</td>
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<td>May 10</td>
<td><strong>Group Presentations</strong>--Motivational Design Project</td>
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<tr>
<td>May 17</td>
<td><strong>FINAL EXAMINATION</strong></td>
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