

George Mason University
Graduate School of Education
Ph.D. in Education
EDRD 797, Advanced Topics in Education, Section 001
Motivation and Engagement in Literacy
Spring 2011, Mondays, 4:30 – 7:10 p.m. in Innovation Hall, Rm. 211

Instructor: Dr. Ana Taboada
MSN 4B3
Graduate School of Education
George Mason University
Fairfax, VA 22030

E-Mail: ataboada1@gmu.edu
Phone Number: 703-993-9182

Office: Aquia 357 (Suite A 378)

Office hours by appointment before or after class

Course Description

In this course, participants will become familiar with the research literature in motivation with a specific focus on reading motivation and engagement. In a seminar format the course will explore students' reasons for avoiding reading –and learning- that pervade many classrooms. We will do so by (a) becoming familiar with theoretical perspectives and approaches to academic motivation and engagement; (b) connecting principles and constructs to learning in general, and reading and literacy practices in particular, and (c) discussing students' feelings, reasons and emotions for disengaging from reading and learning under the theoretical perspectives learned. Discussions and classroom assignments will include analysis of current motivation theories and development of research-informed steps for practice.

Prerequisites: EDUC 800, EDRS 810, and permission of instructor

Nature of Course Delivery

This course utilizes a seminar format. Seminars will include instructor- and student-led discussions, reflective activities, and student presentations that will take place during class meetings. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent library research and study and generation of new ideas through scholarly writing.

Learner Outcomes

Students will

1. Develop an understanding of different theories of motivation and their applications to classroom contexts.
2. Become acquainted with instructional practices that can affect and shape motivation in students, for learning in general and for literacy development in particular.
3. Apply theories and principles of motivation as they pertain to instructional design in a literacy context or to research design through a research proposal. The focus will be on an aspect/dimension of motivation that is of particular interest to the student.
4. Lead others in study and discussion of a motivation theory with specific implications for practice.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Required Texts

Motivation in Education: Theory, Research, and Applications (3rd Edition), ISBN 978-0-13-228155-3 by Dale H. Schunk, Paul R. Pintrich & Judith Meece.

Additional Readings

Required readings of research articles are posted on Blackboard at *courses.gmu.edu*

Course Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is expected. If, due to an emergency, students will not be in class, they must e-mail or call the instructor.
3. The university requires that all pagers and cell phones be turned off before class begins (*Note: This includes all types of text messaging!*).
4. It is expected that assignments will be turned in on. However, it is recognized that graduate students occasionally have major inconveniences that prevent work completion. If such a situation arises, students should speak to the instructor in a timely fashion.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work.

Format Expectations

Papers must follow this format

- 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 6th edition and proofread for spelling, grammar, and clarity errors.

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

Minimum Content Expectations

Students will

- Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
- Use correct capitalization, punctuation, spelling, and grammar.

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.

Grading Scale

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79 F = < 70

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Assignment	Due Date	Points
Participation & Questions on Readings	Ongoing	15
Seminar Facilitator	Day selected	30
Term Paper	May 9	40
Term Paper Presentation	May 2	15
Total		100

ASSIGNMENTS

Participation & Questions on Readings (15 points)

Active participation and engagement is imperative for optimal learning. Preparation for and participation in in-class and peer-feedback activities will be evaluated based on the following criteria:

The student

- Completes readings and activities prior to class as is evidenced by the ability to discuss and about the concepts examined in the texts.
- Is actively involved in in-class experiences as is evidenced by (1) participation in all activities, (2) engagement in discussions which are informed by required readings and demonstrate reflection on those readings, and (3) contribution of two to three questions that inquire about content of reading or applications to practice and research. (Please come to every class ready to share your questions!)
- Comes to class with comments, and thoughts on the current readings.
- Supports the participation and learning of classmates by providing specific and contingent feedback during peer-feedback activities (see Course Schedule)

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

- = Student *consistently* demonstrated the criterion throughout the semester.
- = Student *frequently* demonstrated the criterion throughout the semester.
- = Student *intermittently* demonstrated the criterion throughout the semester.
- = Student *rarely* demonstrated the criterion throughout the semester.
- = Student *did not* demonstrate the criterion throughout the semester.

Seminar Facilitator (30 points)

Students will facilitate a 90-minute seminar on one of theories of motivation as listed in the course schedule. Each student facilitator will use the readings in the text and the articles(s) assigned for the motivation theory (*Note: All chapters and articles are listed on the schedule under the date the readings are due*).

Student facilitators are expected to:

- Introduce the motivational theory or approach by presenting relevant background information using audio and/or visual aids (Power Point is preferred, but not the only visual aid possible).

- (b) Facilitate a discussion on the textbook chapter and accompanying articles.
- (b.1) Discussion Format: The discussion should be interactive, such that there are questions for your classmates, as well as activities to apply the core ideas you discuss and present. You are encouraged to alternate between lecture/presentation mode and question/discussion mode. *Please note:* Presenting a summary of the articles/chapter with no audience participation is not conducive to active and deeper learning. Thus, if your ‘leadership’ is limited to lecture mode, you would not be satisfying the requirements of discussion and seminar leadership.
- (b.2). Seminar Content: The seminar should include the main points on the motivation theory presented (textbook), links to the empirical articles assigned, and ideas on potential instructional applications of this theory within the literacy domain. These three main components should alternate between presentation and question/discussion mode. You are strongly encouraged to lead the class to discuss and think about implications for practice.
- (c) Prepare an outline to distribute to the class. *Note:* This is an ‘outline’ not a detailed summary of the chapter and articles. You should assume that your classmates would have read the chapter and articles, thus a detailed summary should not be needed, nor is required.
- (d) Close the seminar with a summary and some future questions and thoughts to explore.

Grading criteria will be provided and posted on Blackboard to guide your preparation of the seminar.

Term Paper and Presentation (55 points) (40 points Term Paper; 15 points Presentation)

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 discussed with the instructor by 03/21 at the very latest (Note: on- going discussion of your topic with the instructor is encouraged). Contact the instructor before this date to discuss plans for the final paper.

Final paper content will be shared with the class in ***a presentation format on 05/02***. Additional guidelines and rubrics will be provided. Draft of terms papers are due to your classmates on three occasions during the semester (see Schedule) with the goal of receiving and providing ongoing feedback.

The final term paper is due by 4:30pm 09/05. Late papers will not be accepted unless prior arrangements have been made.

Course Schedule (Tentative)

Date	Class Topics	Assignments & Readings Due
Class 1 January 24	Course Overview Motivation : Introduction & Historical Foundations	Schunk , Pintrich & Meece (2008) Chapter 1
Class 2 January 31	Expectancy-Value Theories: <i>Can I do this task?</i>	Schunk , Pintrich & Meece (2008) Chapter 2 Durik, Vida, & Eccles (2006)
Class 3 February 7	Attribution Theory: <i>Why did that happen to me?</i>	Schunk , Pintrich & Meece (2008) Chapter 3 Dweck, C. S. (2002)
Class 4 February 14	Social Cognitive Theory: Modeling; Self-Efficacy: <i>Can I do this task?</i>	Schunk , Pintrich & Meece (2008) Chapter 4: pp.121-154 (Modeling; Self-Efficacy). Chapman, J.W., & Tunmer, W.E. (2003).
Class 5 February 21	Self-Regulation: <i>What do I have to do to succeed in this task?</i>	Schunk , Pintrich & Meece (2008) Chapter 4: pp.154-167 (Self-Regulation; Social Motivation). Zimmerman, B.J. & Kitsantas, A. (2002). Graham, S., Harris K.R. & Mason, L. (2005)
Class 6 February 28	Goals & Goal Orientations: <i>What is my purpose for learning?</i>	Schunk , Pintrich & Meece (2008) Chapter 5: pp.183-206 (Goal Orientations Theories). Meece, J.L. & Miller, S.D. (2001). Douglass, J.E. & Guthrie, J.T. (2008). Meaning is Motivating: Classroom Goal Structures
Class 7 March 7	Interest & Affect: <i>Do I really care about this task?</i>	Schunk , Pintrich & Meece (2008) Chapter 6 Alexander, P.A., Kulikowich, J.M., Jetton, T.L. (1994)
March 14	<i>Spring Recess—No class</i>	
Class 8 March 21	Intrinsic & Extrinsic Motivation: <i>Why do I want to do this task?</i>	Schunk , Pintrich & Meece (2008) Chapter 7

		Boyd, F. (2002) <i>Idea of Term Paper shared with instructor</i>
Class 9 March 28	Sociocultural Influences: <i>What do others think about learning?</i>	Schunk , Pintrich & Meece (2008) Chapter 8 Baker, L. & Scher, D. (2002). <i>First Draft of Term Paper</i>
Class 10 April 4	Teacher Influences: <i>What does my teacher expect of me?</i>	Schunk , Pintrich & Meece (2008) Chapter 9 Tschananen-Moran, M., Woolfolk Hoy, A.E., & Hoy, W. (1998). <i>Draft of Revised Term Paper</i>
Class 11 April 11	<i>AERA—No class</i>	
Class 12 April 18	Classroom and School Influences: <i>How is my school organized to support my learning?</i>	Schunk , Pintrich & Meece (2008) Chapter 10 Wigfield, A., Guthrie, J.T., Tonks, S., Perencevich, K.C. (2004). <i>Draft of Revised Term Paper</i>
Class 13 April 25	Self-Study, Writing day	
Class 14 May 2		<i>Term Paper Presentations</i>
Class 15 May 9		<i>Term Paper Due</i>

Journal articles are available on Blackboard at courses.gmu.edu

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Required Course Reading List

- Alexander, P.A., Kulikowich, J.M., Jetton, T.L. (1994). The role of subject-matter knoweldge and interest in the processing of linear and nonlinear texts. *Review of Educational Research*, 64 (2), 201-252
- Baker, L. & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23 (4), 239-269.
- Boyd, F. (2002). Motivation to Continue: Enhancing literacy learning for struggling readers. *Reading and Writing Quarterly*, 18, 257-277
- Durik, A., Vida, M., & Eccles, J. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology*, 98(2), 382-393.
- Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Ed.), *Improving academic achievement* (pp. 38-60). San Diego: Academic Press.
- Graham, S., Harris K.R. , & Mason, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers : The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30, 207-241.
- Douglass, J.E. & Guthrie, J.T. (2008). Meaning is Motivating: Classroom Goal Structures. In J.T. Guthrie (Ed). *Engaging Adolescents in Reading* (pp.17-30), Corwin Press.
- Chapman, J.W., & Tunmer, W.E. (2003). Reading difficulties, reading-related self-perceptions, and strategies for overcoming negative self-beliefs. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 19, 5-24.
- Meece, J.L. & Miller, S.D. (2001). A longitudinal analysis of elementary school students' achievement goals in literacy activities. *Contemporary Educational Psychology*, 26, 454-480.
- Tschannen-Moran, M., Woolfolk Hoy, A.E., & Hoy, W. (1998). Teacher self-efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Wigfield, A., Guthrie, J.T., Tonks, S., Perencevich, K.C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Educational Research*, 97 (6), 299-309.
- Zimmerman, B.J. & Kitsantas, A. (2002). Acquiring writing revision and self-regulatory skill through observation and emulation. *Journal of Educational Psychology*, 94 (4), 660-668.