

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
PhD in Education, Literacy Program

COURSE	CLASS MEETING	INSTRUCTOR
EDUC 896 D01	May 21-July 6	Seth Parsons, PhD
Research in Reading Motivation	4:30-7:10	Thompson 1405
3 credits	Thursdays, Face-to-Face	(703) 993-6559 (o)
Summer 2019	1507 Thompson Hall	sparson5@gmu.edu
	Tuesdays & Saturdays	Office hours: by appointment
	asynchronous online	

PREREQUISITES

EDUC 800, EDRS 810, or permission of instructor

UNIVERSITY CATALOG DESCRIPTION

Develops knowledge and skills related to research on reading motivation informed by the fields of literacy and educational psychology.

COURSE DESCRIPTION

This course is for doctoral students in the PhD in Education program who have an interest in literacy and motivation. This course explores historical and current research on motivation including leading theories, constructs, and scholars. The course is informed by the empirical and theoretical work in the fields of literacy and educational psychology.

NATURE OF COURSE DELIVERY

This course will meet face-to-face each week and asynchronously online twice a week. This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

LEARNER OUTCOMES

This course is designed to enable students to

1. Develop an understanding of theories and models related to reading motivation that guide current research.
2. Develop an awareness of common measures of reading motivation.
3. Develop an understanding of constructs studied in research on reading motivation.
4. Create a piece of scholarship (a publishable practitioner article, a research proposal, or a literature review) related to reading motivation.

PROFESSIONAL STANDARDS

Not applicable

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/>

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

CAMPUS RESOURCES

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles <http://cehd.gmu.edu/values/>.

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 TEXT

None

COURSE ASSIGNMENT

1. A Scholarly Product

Students choose from among a literature review, a research proposal, or a publishable practitioner article.

Grading Scale

A	100-95	B+	89-86	C	79-71
A-	94-90	B	84-80	F	below 71

COURSE SCHEDULE

Focus	Class #	Readings
Week 1 Historical context and constructs	Class 1 May 21 Online	Guthrie & Wigfield, 2000 Miller & Faircloth, 2009 Scheifele et al., 2012
	Class 2 May 23, F2F	Conradi et al., 2013
	Class 3 May 25 Online	Davis et al., 2018
Week 2 Guthrie & Wigfield	Class 1 May 28 Online	Guthrie, Wigfield, & Van Meter, 1996 Guthrie & Humenick, 2004
	Class 2 May 30 F2F	Guthrie et al., 2007 Guthrie, Klauda, & Ho, 2013
	Class 3 June 1, Online	Guthrie & Klauda, 2014
Week 3 Engagement	Class 1 June 4 Online	Parsons et al., 2018 Parsons et al., 2015
	Class 2 June 6 F2F	Ivey & Johnston, 2013 Ivey & Johnston, 2015
	Class 3 June 8, Online	
Week 4 Attitudes	Class 1 June 11 Online	McKenna, Kear, & Ellsworth, 1995 Petcher, 2010
	Class 2 June 13 F2F	McKenna et al., 2012 Conradi et al., 2013
	Class 3 June 15, Online	1-page idea for assignment due

Week 5 Self-Determination Theory & Intrinsic/Extrinsic Motivation	Class 1 June 18 Online	Deci & Ryan, 2000 Kusurkar et al., 2011
	Class 2 June 20 F2F	De Naeghel et al., 2012 De Naeghel & Van Keer, 2013 De Naeghel et al., 2014
	Class 3 June 22 Online	Lau, 2009 Marinak, 2007
Week 6 Tasks, Goals, Self-Regulation, Self- Efficacy	Class 1 June 25 Online	Choose 2: Meece & Miller, 1997 Meece & Miller, 2001 Meece, Anderman, & Anderman, 2006
	Class 2 June 27 F2F	Lau, 2012 Perry, 1998
	Class 3 June 29 Online	Perry, Norby, & VandeKamp, 2000 Schunk & Zimmerman, 2007
Week 7 Expectancy-Value	Class 1 July 2 Online	Wigfield & Eccles, 2000 Parsons et al., 2018 Choice: Marinak & Gambrell, 2010 Marinak, 2013
	Class 2 July 4 F2F	Guthrie & Wigfield, 2018
	Class 3 July 6 Online	Assignment due