

George Mason University

College of Education and Human Development

Literacy Program

Course

EDRD 834 A02 – Research in Reading Motivation

3 Credits, Summer 2021

Synchronous Online: Mondays and Wednesdays, 4:30-7:10

Faculty

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Prerequisites/Corequisites

EDUC 800 and EDRS 810 should be completed or can be completed concurrently with this course.

University Catalog Course Description

This course is for doctoral students who have an interest in literacy and motivation. It develops knowledge and skills related to research on reading motivation informed by the fields of literacy and educational psychology.

Course Overview

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.

Course Delivery Method

This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the first day of class.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Monday and our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.*

Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the importance of reading motivation constructs.
2. Differentiate among constructs studied in research on reading motivation.
3. Evaluate the use of constructs in the extant research literature on reading motivation.
4. Apply reading motivation constructs to research, practice, and policy.
5. Describe theories and models of reading motivation.
6. Differentiate among theories and models in the field of reading motivation research.
7. Describe the strengths and weaknesses of different theories and models of motivation to read.
8. Apply theories and models of reading motivation to read, interpret, and design research.
9. Evaluate the use of theories and models in reading motivation research.
10. Identify gaps in the reading motivation literature.
11. Apply theories and models of reading motivation to practice and policy.
12. Describe the strengths and weaknesses of common measures of reading motivation.
13. Evaluate the applicability of constructs, theories, and models of reading motivation to create a piece of scholarship (a publishable practitioner article, a research proposal, or a literature review) related to reading motivation.
14. Apply constructs, theories, and models of reading motivation to create a piece of scholarship related to reading motivation.

Professional Standards

Not Applicable

Required Texts

Assigned readings will be available on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

- Participation (30%)

Students are expected to actively participate in all aspects of class: attending all courses, respectfully contributing to class discussions and activities, carefully completing all course readings and all course tasks.

- Reading Motivation Map (30%)

Throughout the course, we are going to learn about and explore a variety of constructs, theories, and measures of reading motivation. For this assignment, you will create a graphic, displaying relationships among these different constructs, theories, and measures. Prior to each class meeting, you will add to your Reading Motivation Map to display your understanding of the topics covered in the reading (i.e., what are the main ideas; who are the primary thinkers in the field; how do they relate to research, practice, and

policy; and how do they relate to the other topics studied in the class). At the end of each class meeting, you will have the opportunity to add to your map based upon the discussion and activity in the class.

- **Article Charts with Call for Research or Practice (40%)**

Throughout class, we will chart/annotate each article that is read. You will review and synthesize this literature to create either a call for research or a call for practice. You will create a 2-page call. The call for research will be for the research community outlining an important next step in reading motivation research. What should the research agenda for the next 5-10 years be? The call for practice will be for teachers, outlining the instructional changes that are needed to better promote reading motivation in the classroom. What does research tell us that classroom instruction should look like to optimize all students' motivation to read?

Grading

A	100-90	C	79-70
B	89-80	F	below 70

Class Schedule

Focus	Readings & Assignments Due
5/17 Background	Wigfield & Guthrie, 1997 Guthrie & Wigfield, 2000 Scheifele et al., 2012 Conradi et al., 2013 Unrau & Quirk, 2014
5/19 Guthrie & Wigfield	Guthrie et al., 1996 Guthrie & Humenick, 2004 Guthrie et al., 2007 Guthrie et al., 2013 Guthrie & Klada, 2014
5/24 Self-Efficacy & Self-Regulation	Unrau et al., 2018 Schunk & Rice, 1991 Peura et al., 2021 Massey & Miller, 2017 (Ebook available thru library) Hanno et al., 2020 (Ebook available thru library)

<p>5/26 Expectancy-Value / MRP</p>	<p>Wigfield & Eccles, 2000</p> <p>Putnam & Walker, 2010</p> <p>Marinak, 2013</p> <p>McGeown et al., 2015</p> <p>Parsons, Parsons et al., 2018</p> <p>Bring Current Reading Motivation Map</p>
<p>5/31 Self-Determination Theory</p>	<p>Ryan & Deci, 2000</p> <p>De Naeghel et al., 2012</p> <p>De Naeghel & Van Keer, 2013</p> <p>De Naeghel et al., 2014</p> <p>Schaffner et al., 2013</p>
<p>6/7 Engagement</p>	<p>Taboada et al., 2013</p> <p>Ivey & Johnston, 2013</p> <p>Ivey & Johnston, 2015</p> <p>Parsons, Malloy et al., 2018</p> <p>Lee et al., 2021 review</p>
<p>6/14 Current Research</p>	<p>Toste et al., 2020</p> <p>Neugebauer & Yukimoto, 2020</p> <p>Parsons et al., 2021</p> <p>Call for Research or Practice due</p>
<p>6/16</p>	<p>Reading Motivation Map due</p>

Note: Professor reserves the right to alter the class, with appropriate notification to students.

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/>.

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Course Readings

- Conradi, K., Jang, B. G., Bryant, C., Craft, A., & McKenna, M. C. (2013). Measuring adolescents' attitudes toward reading: A classroom survey. *Journal of Adolescent & Adult Literacy*, 56(7), 565-576. <https://doi.org/10.1002/JAAL.183h>
- De Naeghel, J., Valcke, M., De Meyer, I., Warlop, N., van Braak, J., & Van Keer, H. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and Writing*, 27(9), 1547–1565. <https://doi.org/10.1007/s11145-014-9506-3>
- De Naeghel, J., & Van Keer, H. (2013). The relation of student and class-level characteristics to primary school students' autonomous reading motivation: A multi-level approach: Correlates of autonomous reading motivation. *Journal of Research in Reading*. <https://doi.org/10.1111/jrir.12000>
- DeNaeghel, J., Van Keer, H., Vansteenkiste, M., & Rosseel, Y. (2012). The relation between elementary students recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology*, 104, 1006-1021. <https://doi.org/10.1037/a0027800>
- Guthrie, J. T., Hoa, A. L. W., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*, 32(3), 282–313. <https://doi.org/10.1016/j.cedpsych.2006.05.004>
- Guthrie, J. T. & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle, & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329–354). Paul H. Brookes Publishing.
- Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49(4), 387–416. <https://doi.org/10.1002/rrq.81>
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, 48(1), 9–26. <https://doi.org/10.1002/rrq.035>
- Guthrie, J. T., Van Meter, P., McCann, A. D., Wigfield, A., Bennett, L., Poundstone, C. C., ... Mitchell, A. M. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, 31, 306-332. <https://doi.org/10.1037/a002780010.1598/rrq.31.3.5>
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of research in reading* (Vol. III, pp. 403-424). Mahwah, NJ: Erlbaum.
- Hanno, E. C., Jones, S. M., & McCoy, D.C. (2020). The joint development of literacy and self-regulation in early childhood: Implications for research and practice. In E. B. Moje, P. P. Afflerbach, P. Enciso, & N. K. Lesaux (Eds.), *Handbook of reading research* (Vol V, pp. 279-306). Routledge.
- Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48(3), 255–275. <https://doi.org/10.1002/rrq.46>
- Ivey, G., & Johnston, P. H. (2015). Engaged reading as a collaborative transformative practice. *Journal of Literacy Research*, 47(3), 297–327. <https://doi.org/10.1177/1086296X15619731>
- Lee, Y., Jang, B. G., Smith, K. C. (2021). A systematic review of reading engagement research: What do we mean, what do we know, and where do we need to go? *Reading Psychology*, www.doi.org/10.1080/02702711.2020.1888359
- Marinak, B. A. (2013). Courageous reading instruction: The effects of an elementary motivation intervention. *The Journal of Educational Research*, 106(1), 39–48. <https://doi.org/10.1080/00220671.2012.658455>
- Massey, D. D., & Miller, S. D. (2017). Self-regulation and reading comprehension: Moving beyond the individual's cognition in regulated learning. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 293-315.). Guilford.

- McGeown, S. P., Duncan, L. G., Griffiths, Y. M., & Stothard, S. E. (2015). Exploring the relationship between adolescent's reading skills, reading motivation and reading habits. *Reading and Writing, 28*(4), 545–569.
- Parsons, S. A., Ives, S. T., Cutter, D., Field, S. A., Lague, M., & Wells, M. S. (2021). *Reading motivation and engagement*. Manuscript submitted for blind review.
- Parsons, S. A., Malloy, J. A., Parsons, A. W., Peters-Burton, E., & Burrowbridge, S. C. (2018). Sixth-grade students' engagement in academic tasks. *The Journal of Educational Research, 111*(2), 232-245. <https://doi.org/10.1080.00220671.2016.1246408>
- Parsons, A. W., Parsons, S. A., Malloy, J. A., Marinak, B. A., Reutzell, D. R., Applegate, M. D., Applegate, A. J., Fawson, P. C., & Gambrell, L. B. (2018). Upper elementary students' motivation to read fiction and nonfiction. *Elementary School Journal, 118*, 505–523. <https://doi.org/10.1086/696022>
- Peura, P., Aro, T., Raikkonen, E., Viholainen, Koponen, T., Usher, E., & Aro, M. (2021). Trajectories of change in reading self-efficacy: A longitudinal analysis of self-efficacy and its sources. *Contemporary Educational Psychology, 64*, 1-15. www.doi.org/10.1016/j.cedpsych.2021.101947
- Putman, M., & Walker, C. (2010). Motivating children to read and write: Using informal learning environments as contexts for literacy instruction. *Journal of Research in Childhood Education, 24*(2), 140–151. <https://doi.org/10.1080/02568541003635243>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Schaffner, E., Schiefele, U., & Ulferts, H. (2013). Reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading comprehension. *Reading Research Quarterly, 48*(4), 369–385. <https://doi.org/10.1002/rrq.52>
- Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly, 47*, 427-463. <https://doi.org/10.1002/RRQ.030>
- Schunk, D. H., & Rice, J. M. (1991). Learning goals and progress feedback during reading comprehension instruction. *Journal of Reading Behavior, 23*(3), 351-364.
- Taboada, A., Townsend, D., & Boynton, M. J. (2013). Mediating effects of reading engagement on the reading comprehension of early adolescent English language learners. *Reading & Writing Quarterly, 29*(4), 309–332. <https://doi.org/10.1080/10573569.2013.741959>
- Unrau, N. J., Reuda, R., Son, E., Polanin, J. R., Lundeen, R. J., & Muraszewski, A. K. (2018). Can reading self-efficacy be modified? A meta-analysis of the impact of interventions on reading self-efficacy. *Review of Educational Research, 88*(2), 167-204. <https://doi.org/10.3102/0034654317743199>
- Unrau, N. J., & Quirk, M. (2014). Reading motivation and reading engagement: Clarifying commingled conceptions. *Reading Psychology, 35*, 260–284.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81. <https://doi.org/10.1006/ceps.1999.1015>
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*(3), 420–432. <https://doi.org/10.1037/0022-0663.89.3.420>