

**George Mason University  
George Mason University  
College of Education and Human Development  
Educational Psychology PhD specialization**

**EDUC 896, section 001 (3 credits)  
Special Topics: Motivation in Learning and Teaching**

**Fall 2024  
Tuesdays 4:30pm-7:10pm  
Krug Hall 209—Fairfax Campus**

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Explores selected topics in education across all doctoral specializations.

**Course Overview**

This course focuses on theories and concepts of achievement motivation with an emphasis on foundational and contemporary theory and research. Students explore what motivates individuals in learning environments and examine strategies, techniques, and interventions that promote and sustain motivation.

**Course Delivery Method**

This course will be delivered using a seminar format, conducted primarily in-person. This course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using mini-lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard (<http://mymason.gmu.edu>). Students are responsible for any information posted on the course site.

**Learning Outcomes**

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

- Students will be able to describe the important characteristics of historical and contemporary theories of motivation
- Students will be able to compare important constructs in behavioral, social cognitive, cognitive, and affective approaches to motivation in education
- Students will be able to identify underlying assumptions of motivational theories and analyze implications for educational research and practice.

- Students will be able to evaluate current research paradigms in motivation.
- 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 motivation and the motivational effectiveness of instruction
- Students will be able to apply current motivation theory to critical issues in education
- Students will be able to develop a personal approach for enhancing student motivation
- Students will be able to read and critically evaluate current research of motivational theories
- Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

## **Professional Standards**

This course addresses the following Educational Psychology program standards:

**Standard 1.** Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 2.** Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

**Standard 4.** Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

## **Required Texts**

This course will use a variety of current and foundational works including handbook chapters, literature reviews/conceptual articles, and empirical research. Readings are indicated in the course schedule and will be made available electronically.

**It is recommended that you read in the order that the chapters and articles are listed in the course schedule.** The first reading typically provides a foundation that makes subsequent readings for that week more efficient.

## **Recommended Texts**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.

Bong, M., Reeve, J., & Kim, S. (Eds.). (2023). *Motivation science: Controversies and insights*. Oxford University Press. <https://doi.org/10.1093/oso/9780197662359.001.0001>

Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2023) *Motivation myth busters: Science-based strategies to boost motivation in yourself and others*. American Psychological Association.

The following is a list of some of the texts we will be drawing from and other excellent sources for research on motivation. Students are NOT expected to buy any of these for the course.

Corno, L., & Anderman, E. (Eds.). (2015). *Handbook of educational psychology*. (3<sup>rd</sup> edition). Routledge.

DeCuir-Gunby, J. T. & Schutz, P. A. (Eds.). *Race and ethnicity in the study of motivation in education*. Routledge.

Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *The handbook of competence and motivation: Theory and application*. The Guilford Press.

Elliot, A. J., Dweck, C. S., & Yeager, D. S. (Eds.). (2017). *The handbook of competence and motivation: Theory and application* (2nd ed.). Guilford

Harris, K. R., Graham, S., Urdan, T., Bus, A., G., Major, S. & Swanson, H. L. (Eds.) (2012). *APA educational psychology handbook, volume 3: Application to teaching and learning*. American Psychological Association. [available electronically through the GMU library]

Harris, K. R., Graham, S., Urdan, T., Graham, S., Royer, J. M., & Zeidner, Moshe (Eds.) (2012). *APA educational psychology handbook, volume 2: Individual differences and cultural and contextual factors*. American Psychological Association. [available electronically through the GMU library]

Harris, K. R., Graham, S., Urdan, T., McCormick, C. B., Sinatra, G., & Sweller, J. (Eds.) (2012). *APA educational psychology handbook, volume 1: Theories, constructs, and critical issues*. American Psychological Association. [available electronically through the GMU library]

McInerney, D. M., & Van Etten, S. (Eds.), *Big theories revisited 2*. Information Age Publishing.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). (Eds.). *Motivation in education: Theory, research and applications (4th ed.)*. Pearson Education. (This is an excellent textbook. Covers the range of motivation theories and focuses on their application to education settings.)

Wentzel, K. R., & Meile, D. B. (Eds.). (2016). *Handbook of motivation at school*. (2<sup>nd</sup> edition). Routledge.

Wentzel, K. R., & Wigfield, A. (Eds.). (2009). *Handbook of motivation at school*. (1<sup>st</sup> edition). Routledge.

### **Recommended Websites**

<http://motsig.org/>

<http://motsig.org/videos/>

<http://selfdeterminationtheory.org/>

<https://apadiv15.org/>

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

### Assignments

#### ***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).

#### ***Weekly Reactions/Thoughts (30%)***

Weekly thought papers are designed to help student integrate the reading in preparation for active class discussion, and to give students the opportunity to think about the readings in relationship to their own research and/or applied interests. To this end, I am looking for these papers to raise one or two questions or points in relation to the readings; they may be theoretical, conceptual, empirical, or measurement-design related, or a suggestion for future research.

Thought papers should be a maximum of 2 pages (not including citations) in APA format (double spaced, with 1 inch margins, Times New Roman 12 point font). They are due by ***noon the Monday before class***. (This will allow me time to read them and organize them before our class meeting).

Papers should be clearly written and succinct and should make appropriate use of citations. I will comment on each paper and score them on a scale of 0-2 (students receive a 0 if nothing is submitted). At the end of the semester students will submitted all weekly thought papers along with a two-page self-assessment of progress over the semester. The final grade will be based both scores from weekly papers as well as responsiveness to feedback over the semester (i.e., improvement). Final reflection is due on ***Monday, December 9<sup>th</sup> by 11:59pm***.

Students do not need to write a reaction paper when they are the weekly leader and students may skip one other date of their choice. Thought papers submitted after noon Monday but before class will be read and commented on for a maximum score of 1.5. *Thought papers submitted after the class session the content is discussed will not be scored. All papers should be submitted via Blackboard.*

#### ***Weekly Leader (15%)***

Beginning Week 5 with Self-Determination Theory, students will be asked to lead the class on a topic of their choosing. As much as possible, I will try to align these topics with student interests and, hopefully, final papers. In the role of facilitator, weekly leaders should plan to co-facilitate the discussion class, including preparing a list of discussion questions and reading the weekly thought papers submitted by classmates for that week. Weekly leaders should also identify "extension" readings that are relevant to the topic and prepare a brief presentation that includes a summary of the main points of the extension reading, including how it ties to the class reading, and potential questions for future research. Students do not need to do this as a formal "power point presentation," but may want to have some handouts for others to review. For the extension readings, students are encouraged to identify 3-4 relevant empirical articles, a selection of related chapters from *Motivation Science: Controversies and Insights*, and or a relevant chapter from

*Motivation Myth Busters.* Alternative volumes and readings may also be presented and discussed with me. Based on student interests, two students may collaborate and serve as co-leaders for a given week. Additional guidelines are in Appendix B.

***Peer Review of Final Paper (15% total: 5% x 2 peer reviews; 5% student response)***

Each student is expected to serve as a “reviewer” for final papers drafts from **two** peers. Peer-reviewing is an important part of the checks and balances in academia. Peer-reviewers are the “gate-keepers” in the scientific community, assuring that published or presented research has merit, validity, and significance. Additionally, this is a means for students to receive feedback on their final papers to improve the quality of their work. Peer review grades will be based on the quality of the review. The grade that your peers receive for their final will be independent of your review. Peer reviews are expected to be professional and constructive in terms of assisting peers in refining their work. Students are expected to be honest. Peer reviews are due **Monday, December 9<sup>th</sup>**. Additional guidelines will be provided.

Students are also expected to write a review response indicating how peer feedback was (or was not) incorporated. This too is a common practice in academia as part of the review process. The review response is to be submitted by **Tuesday, December 17<sup>th</sup> at noon** with the final paper.

***Final Paper (30% total)***

Students will write a literature review using research from a specific motivation theoretical perspective to address an issue in education. Paper format topics should be submitted to the instructor in writing via Blackboard by **Tuesday, September 17<sup>th</sup>**. Contact me before this date to discuss plans for the final paper. ***The final paper is due Tuesday, December 17<sup>th</sup> at noon. Late papers will not be accepted unless prior arrangements have been made.*** Additional guidelines and rubrics will be provided.

**Grading**

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%

**Use of Generative AI**

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Professional Dispositions (CEHD Student Guide)**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
  - Students must not give or receive unauthorized assistance.
  - Plagiarism is also a violation of Mason’s Academic Standards. Please note that: Plagiarism is defined as using another individual’s ideas or words without appropriate attribution or credit. It also includes using one’s own prior work that has been submitted for credit or published in another venue as a new submission without advanced permission from the current course instructor and/or without appropriate citation. Using the ideas of others without proper attribution or citation is unethical and a violation of Mason’s Academic Standards. Subcategories of plagiarism include:
    - Self-plagiarism: Intentionally or unintentionally using portions of one’s old work for new assignments without appropriate attribution and/or advanced permission from the current course instructor
    - Failure to adequately quote and/or cite sources or material
    - False citation: This includes but is not limited to referencing work that does not appear in the indicated source.Plagiarism does not include mistakes in the format of a citation if the student has indicated the materials quoted or relied upon and the source of the materials.
  - 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 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### **ADDITIONAL CLASS POLICIES**

#### ***Paper Format***

All papers submitted should adhere to the following guidelines:

- 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.

#### ***Assignments***

Unless otherwise indicated, assignments are due at the start of class on the assigned due date and are to be posted on Blackboard. Late assignments will be marked down by half a letter grade for each day late.

***Electronic Device Use in Class***

During class time, please refrain from checking email or conducting activities on the computer, cell phone or other electronic device that are not directly related to the class session.

***Class Environment***

Help to foster a positive learning environment by respecting the opinions and contributions of others. Also, cell phones should be turned off or put on silent mode so as to not affect the learning of those around you.

## Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings</b>
Week 1: Tues. 8/27	Course Overview Introduction to Motivation	<i>In-class readings:</i> Reeve (2016) Koenka (2020)
Week 2: Tues. 9/3	History of Motivation Research Attribution Theory	Usher (2018) Graham & Weiner (2012; pp. 367-371; 382-385) Weiner (2010) Graham (2020)  <i>Final papers discussed</i>
Week 3: Tues. 9/10	Self-Efficacy   Expectancy-Value Theory	Graham & Weiner (2012; pp. 374-375) Bandura (1989) Schunk & DiBendetto (2020) Choose ONE:** Usher et al. (2019) Huang et al. (2020)  Graham & Weiner (2012; pp. 372-374) Eccles & Wigfield (2020)
Week 4: Tues. 9/17  <b>Asynchronous Session</b>  4:30pm to 5:15pm zoom drop-in	Expectancy-Value Theory (continued)   Self-Determination Theory	Meece, Wigfield, & Eccles (1990) Flake et al. (2015) Choose ONE **: Robinson et al. (2018) Rutherford et al. (2021)  Graham & Weiner (2012; pp. 376-378) Ryan & Deci (2020)  <i>Final paper topics due</i>
Week 5: Tues. 9/24	Self-Determination Theory (continued)  Weekly Leader(s):	Roth et al. (2007) Patall et al. (2018) Yu et al. (2022) Optional: Identify an SDT study in an area of interest
Week 6: Tues. 10/1	Implicit Beliefs and Goal Theory: Historical Perspectives  Weekly Leader(s):	Schunk et al. Goals and Goal Orientation chapter Graham & Weiner (2012; pp. 375-376; 378-380) Dweck & Leggett (1988) Ames (1992)
Week 7: Tues. 10/8	Implicit Beliefs and Goal Theory: More Recent Developments  Weekly Leader(s):	Elliot & Hulleman (2017) Urdan & Kaplan (2020) Choose TWO: ** TBD

\*\*Post your choice of articles on Blackboard

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<p>Week 8 Tues. 10/15</p> <p><b>Asynchronous Session</b></p> <p>4:30pm to 5:15pm zoom drop-in</p>	<p>Academic Emotions &amp; Control-Value Theory</p> <p>Interest/Flow</p>	<p>Graham &amp; Weiner (2012; pp. 386-387) Pekrun (2016) Frenzel, Pekrun, &amp; Goetz (2007) Klee et al. (2020) Csikszentmihalyi (1999)</p> <p><b>Final paper update: Annotated Bib of 5 sources—Due Friday 10/18 by noon</b></p>
<p>Week 9: Tues. 10/22</p>	<p>Situated Motivation</p> <p>Weekly Leader:</p> <p>Motivation, Instruction, &amp; the Social Context: Teachers and Classroom/School Context</p> <p>Weekly Leader(s):</p>	<p>Nolen et al. (2015)</p> <p>Eccles et al. (1993)</p> <p>Read TWO**: TDB</p>
<p>Week 10: Tues. 10/29</p>	<p>Motivation, Instruction, &amp; the Social Context: Peers &amp; Family</p> <p>Weekly Leader(s):</p>	<p>Rodkin &amp; Ryan (2012) Grolnick et al. (2009)</p> <p>Read TWO**: TBD</p>
<p>Tues. Nov 5</p>	<p>Election Day—No Classes</p>	<p><b>Final paper update: Outline &amp; Intro (11/8)</b></p>
<p>Week 11: Tues. 11/12</p>	<p>Engagement</p> <p>Weekly Leader:</p> <p>Persistence (Grit)</p> <p>Weekly Leader:</p>	<p>Skinner (2016) Read ONE**: TBD</p> <p>Duckworth &amp; Gross (2014) Credé (2018) <a href="http://angeladuckworth.com/">http://angeladuckworth.com/</a></p>
<p>Week 12: Tues. 11/19</p>	<p>Motivational Interventions</p> <p>Weekly Leader(s):</p>	<p>Hulleman &amp; Barron (2016) Yeager et al. (2019) <a href="https://www.youtube.com/watch?v=dxsLmCNlwpk">https://www.youtube.com/watch?v=dxsLmCNlwpk</a> Select intervention study relevant to your interests</p>
<p>Week 13: Tues. 11/26</p> <p>Thanksgiving week</p>	<p>Individual Meetings (11/19-11/26) <b>No Class session</b></p>	<p><b>Draft of paper submitted for peer review Monday, 12/2</b></p>

\*\*Post your choice of articles on Blackboard

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week 14: Tues. 12/3	Conclusions: Future Directions for Motivation Research	TBD  <i>Submit peer review by Monday, December 9<sup>th</sup></i>  <i>Final Reflection and Portfolio of Reflections due Monday, December 9<sup>th</sup> 11:59pm</i>
Exam Week: 12/11-12/18	<b>FINAL PAPER DUE</b>	<i>Submit final paper and review response by noon Tuesday, December 17<sup>th</sup></i>

\*\*Post your choice of articles on Blackboard

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Required Readings

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*(3), 261-271.
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*, 260-267.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*, 1175-1184.
- Credé, M. (2018). What shall we do about grit? A critical review of what we know and what we don't know. *Educational Researcher, 48*, 606-611.
- Csikszentmihalyi (1999)
- Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separate determinants of success. *Current Directions in Psychological Science, 23*, 319-325.
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment, 91*(2), 166-174.  
<https://doi.org/10.1080/00223890802634290>
- Duckworth, A. L., Quinn, P. D., & Tsukayama, E. (2021). Revisiting the factor structure of grit: A commentary on Duckworth and Quinn (2009). *Journal of Personality Assessment, 103*(5), 573-575. <https://doi.org/10.1080/00223891.2021.1942022>
- Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*, 256-273.
- Elliot, A. J., & Hulleman, C. S. (2017). Achievement goals. In A. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation: Theory and application* (2nd ed., pp. 43-60). Guilford Press.
- Flake, J. K., Barron, K. E., Hulleman, C., McCoach, B. D., & Welsh, M. E. (2015). Measuring cost: The forgotten component of expectancy-value theory. *Contemporary Educational Psychology, 41*, 232-244. doi: <http://dx.doi.org/10.1016/j.cedpsych.2015.03.002>
- Graham, S. (2020). An attributional theory of motivation. *Contemporary Educational Psychology, 61*, 101861. <https://doi.org/10.1016/j.cedpsych.2020.101861>
- Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future. In K. R. Harris, S. Graham, & T. Urdan (Eds.) *APA Educational Psychology Handbook: Vol. 1: Theories, constructs, and critical issues* (pp. 367-397). APA.
- Gray, D. L., Hope, E. C., & Matthews, J. S. (2018). Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures. *Educational Psychologist, 53*(2), 97-113. <https://doi.org/10.1080/00461520.2017.1421466>
- Grolnick et al. (2009)
- Huang et al. (2020).
- Hulleman, C. S., & Baron, K. E. (2016). Motivation interventions in education. In L. Corno & E. H. Anderman (Eds.), *Handbook of educational psychology* (3rd ed., pp. 146-159). Taylor & Francis.
- Meece, J. L., Wigfield, A., & Eccles, J. S. (1990). Predictors of math anxiety and its consequences for young adolescents' course enrollment intentions and performances in mathematics. *Journal of Educational Psychology, 82*, 60-70.
- Reeve, J. (2016). A grand theory of motivation: Why not? *Motivation and Emotion, 40*, 31-35.
- Robinson, K. A., Lee, Y., Bovee, E. A., Perez, T., Walton, S. P., Briedis, D., & Linnenbrink-Garcia, L. (2019). Motivation in transition: Development and roles of expectancy, task values, and costs in early college engineering. *Journal of Educational Psychology, 111*(6), 1081-1102. doi: 10.1037/edu0000331

- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology, 60*, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Skinner, E. A. (2016). Engagement and disaffection as central to the processes of motivational resilience and development. In K. R. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd. Ed., (pp. 145-168. Routledge.
- Urdu, T., & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology, 61*, 101862. <https://doi.org/10.1016/j.cedpsych.2020.101862>
- Usher, E. L. (2018). Acknowledging the whiteness of motivation research: Seeking cultural relevance. *Educational Psychologist, 53*(2), 131–144. <https://doi.org/10.1080/00461520.2018.1442220>
- Usher, E. L., Ford, C. J., Li, C. R. & Weidner, B. L. (2019). Sources of math and science self-efficacy in rural Appalachia--a convergent mixed methods study. *Contemporary Educational Psychology, 57*, 32-53. 22p. DOI: 10.1016/j.cedpsych.2018.10.003.
- Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist, 45*, 28-36. doi: 10.1080/00461520903433596
- Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Yang, S. M., Carvalho, C. M., ... Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature, 573*(7774), 364–369. <https://doi.org/10.1038/s41586-019-1466-y>

## 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:

- a. Be punctual, present (in mind and body), and well prepared for class.
- b. 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.
- c. 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.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.
- e. Avoid using electronic devices for personal communication or other non-class-oriented purposes during class time.

### 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.

Criterion	Score	<i>Grade Allocation</i>		
		Point Range		
		Plus	Standard	Minus
a)				
b)				
c)				
d)				
TOTAL	_____	A	20	18-19
		B	16	14-15
		C		10-11
		F		≤ 9

## Appendix B

### Weekly Leader Requirements (15%)

Individually or in pairs, students will complete the following once during the semester as a weekly leader:

1. Identify “extension” readings that are relevant to the topic and prepare a handout and brief presentation that includes a summary of the main points of the extension reading, including how it ties to the class reading, and potential questions for future theory, research, and practice. The handout can be simply a bulleted outline of what you will talk about, so that class can follow along. The extension readings and topic need to be cleared with me at least 3 weeks before you present and you should plan a meeting with me about the class at least 1 week before your scheduled class. For the extension readings, students are encouraged to identify 3-4 relevant empirical articles, a selection of related chapters from *Motivation Science: Controversies and Insights*, and or a relevant chapter from *Motivation Myth Busters*. Alternative volumes and readings may also be presented and discussed with me. Final set of extension readings will be agreed upon between the students and instructor.
2. Submit a list of 5 to 10 discussion questions to me no later than the Wednesday before your weekly leader session. These questions should focus on: questions about the general constructs of the theory and their relation to the other constructs we have read about this semester; questions based on the empirical articles that the class read –these can be about application, theory, or research design.
3. Read all of the two-page papers submitted by your classmates before the class and be prepared to integrate their questions into your discussion, as appropriate.
4. Prepare a 15-20 minute maximum overview of your extension reading, followed by a discussion which draws on the questions you raised and the papers that people submitted for that week.
5. Lead the class in a discussion of the assigned readings and your area of focus related to the readings. You may also wish to engage the class in some kind of experiential activity, such as a mini-experiment.
6. Submit a brief reflection on the class session (e.g., How do you think the session went? What did you learn from the experience? What would you do differently in the future?). Students who partnered with another student should also reflect on the collaborative process (e.g., How did you work together? What worked well? What was challenging? How would you collaborate in co-facilitating a session in the future?). A collaboration rubric is available.