



CEP 910

CEP 910 Current Issues in Motivation
and Learning

Please note: Provided as a sample only

The following is provided to you as a sample syllabus for the course. Please note that instructors and dates are subject to change. Course contents, readings and assignments are likely to be updated and may vary. Please check with the current course catalogue <http://reg.msu.edu/> for details and contact the instructor of record should you have any questions.

Syllabus CEP 910: CURRENT ISSUES IN MOTIVATION AND LEARNING

Fall Semester, 2011
Wednesdays, 6:00 – 8:50 PM
452 Erickson Hall

People

Instructor: Cary J. Roseth, Ph.D. croseth@msu.edu

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Course Overview

This course provides an overview of motivational research in psychology and education. In particular, the course focuses on different theories of motivation, and the broad question of how individual and social-contextual factors shape and influence motivation.

Course Requirements

Class Attendance.

Students should attend every class, except in cases of illness and/or extenuating circumstances.

Participation.

This is a graduate seminar emphasizing critical discussion of course concepts and readings. Students will work in groups and take turns leading class discussion.

Readings.

Readings will be made available in class and distributed via the internet prior to the start of classes by the instructor. The following textbook by Jere Brophy is also recommended: *Motivating Students to Learn*, 2nd or 3rd edition (Mahwah, NJ: Erlbaum). This text is referred to as "Brophy" in the readings listed below.

Course Expectations

Academic Dishonesty.

Academic dishonesty includes obvious offenses, such as copying another student's work, and less obvious offenses, such as unauthorized collaboration on a paper or copying sections of an article for an essay. Note: it is still plagiarism to change a few words in a sentence that you have otherwise copied from another source. It is assumed that all students understand the consequences of academic dishonesty at MSU.

Incompletes.

A grade of incomplete will be given only if (1) all completed work is satisfactory (i.e., averages 3.0 or better) and (2) there is a valid reason that you cannot complete the course. Students should contact me as soon as possible if interested in an incomplete.

Students with Disabilities.

If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for necessary accommodations.

Course Assignments and Grading

- ***Participation*** (10%) – Active, relevant, and regular participation in class activities is the most important requirement of this class.

- **Article Report** ($n = 7$, 10%) – The purpose of the article reports is to practice and improve your *written and oral summaries* of empirical research (i.e., an article reporting the gathering of data and drawing of inferences from those data). Your task is to (a) find a new study that interests you, (b) write a brief, 1-page summary of the study, and (c) present a 3-minute oral summary to some of your classmates. In turn, your classmates will give you feedback on the quality of your presentation. Before the next class session, your classmates will also read, edit, and criticize your written summary.
- **Reading Summaries** ($n = 12$, 40%) – The purpose of reading summaries is to practice and improve your ability to recognize, and make use of an article’s conceptual structure. Your weekly task is to write a brief, 1-page summary of a course reading, and present a brief, 5- to 10-minute oral summary to your classmates that (a) highlights the article’s conceptual structure, (b) details the proposed mechanism of effect, (c) summarizes positive and negative aspects, and (d) poses at least 3 questions for future research.
- **Article Critique** ($n = 2$, 20%) – The purpose of the article critiques is to practice and improve your *written critical review* of empirical research. In 5- to 7-pages you should consider the study’s scientific merit, design, interpretation, and significance.
- **Course Paper** (20%) – An 8- to 10-page paper is required on some aspect of the broad question of how individual and social-contextual factors shape and influence motivation. You should (1) focus your paper narrowly and (2) consult with me prior to writing. Your paper should draw on both theory and empirical findings and should identify important gaps and/or promising new directions in knowledge. A formal bibliography is required.
- **Final Course Grades** - Final grades will be based on the total number of points you earn and assigned as follows:

4.0 = 94-100	2.5 = 78-82	1.0 = 63-67
3.5 = 89-93	2.0 = 73-77	0.5 = 58-62
3.0 = 83-88	1.5 = 68-72	0.0 < 58

Course Schedule and Topics

1. September 7 – Welcome and Overview

Meta-Models of Motivation

2. September 14 – Intrinsic and Extrinsic Motivation
3. September 21 – Need-Based Models of Motivation

→ September 25 (Sunday): Research critique #1 due at midnight

4. September 28 – Expectancy-Value Theory [ONLINE](#)

Achievement-related Cognition Models of Motivation (i.e., Expectancy Aspects)

5. October 5 – Attribution Theory: Why did that happen to me?

6. October 12 – Self-esteem vs. Self-efficacy: Can I do this?

7. October 19 – Self-Regulation: Can I Organize Myself to Reach My Goals? [ONLINE](#)

→ [October 23 \(Sunday\): Research critique #2 due at midnight](#)

8. October 26 – Goal Theory I: Goal Orientation Theories

9. November 2 – Goal Theory II: Classroom and School Influences on Motivation [ONLINE](#)

10. November 9 – Goal Theory III: Goal Content Perspectives (e.g., Social Goals)

Value Aspects of Motivation

11. November 16 – Interest Models, Flow Theory: Do I Want to Do This? [ONLINE](#)

→ [November 23 – Thanksgiving Holiday – No class.](#)

12. November 30 – The Role of Teachers and Schools

→ [December 4 \(Sunday\): Course paper due at midnight](#)

13. December 7 – Technology, Engagement, and Motivation

Course Outline and Readings

(1) Welcome and Overview

Brophy, J. (2004). Student motivation: The teacher's perspective. In *Motivating student to learn* (2nd ed., pp. 1-21). Mahwah, NH: Lawrence Erlbaum Associates, Inc.

Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95*, 667-686.

(2) Intrinsic and Extrinsic Motivation

Eisenberger, R. & Cameron, J. (1996). Detrimental effects of rewards: Reality or myth? *American Psychologist, 51*, 1153-1166.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, 125*, 627-668.

Dweck, C. (1999). Caution: Praise can be dangerous. *American Educator, 23*, 4-9.

(3) Need-based Models of Motivation

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.

Juvonen, J. J. (2006). Sense of belonging, social bonds, and school functioning. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 655-674). Mahwah, NJ: Erlbaum.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on adolescents' experiences in schools and families. *American Psychologist, 48*, 90-101.

(4) Expectancy-Value Theory

Wigfield, A., & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81.

Graham, S., Taylor, A.Z., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. *Journal of Educational Psychology, 90*, 606-620.

Brophy, J. (2008). Developing students' appreciation for what is taught in school. *Educational Psychologist*, 43, 132-141.

(5) Attribution Theory: Why Did That Happen to Me?

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

Aronson, J., Fried, C.B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38, 113-125.

(6) Self-efficacy vs. Self-esteem: Can I Do This?

Pajares, F. (1996). Self-efficacy in academic settings. *Review of Educational Research*, 66, 543-578.

Klassen, R. M., Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741-756.

Baumeister, R.F., Campbell, J.D., Krueger, J.I., & Vohs, K.D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.

McCabe, P. (2006). Convincing students they can learn to read: Crafting self-efficacy prompts. *The Clearinghouse*, 79, 252-257.

(7) Self-Regulation: Can I Organize Myself to Reach My Goals?

Zimmerman, B.J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41, 64-70.

Zimmerman, B.J., & Kitsantas, A. (1999). Acquiring writing revision skill: Shifting from process to outcome self-regulatory goals. *Journal of Educational Psychology*, 91, 241-250.

Wrosch, C. et al. (2003). Adaptive self-regulation of unattainable goals: Goal disengagement, goal reengagement, and subjective well-being. *Personality and Social Psychology Bulletin*, 29, 1494-1508.

(8) Goal Theory I: Achievement Goal Orientations

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of Educational Psychology, 80*, 260-267.

Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology, 92*, 544-555.

Harackiewicz, J. M., Barron, K. E., Pintrich, P. R., Elliot, A. J., & Thrash, T. M. (2002). Revision of achievement goal theory: Necessary and illuminating. *Journal of Educational Psychology, 94*, 638-645.

Martin, A., Marsh, H., Williamson, A., & Debus, R. (2003). Self-handicapping, defensive pessimism, and goal orientation: A qualitative study of university students. *Journal of Educational Psychology, 95*, 617-628.

(9) Goal Theory II: Classroom and School Influences on Motivation

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271.

Linnenbrink, E. A. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology, 97*, 197-213.

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person-context interactions. *Journal of Educational Psychology, 100*, 15-29.

(10) Goal Theory III: Goal Content Perspectives

Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: implications for understanding motivation at school. *Journal of Educational Psychology, 91*, 76-97.

Dowson, M., & McInerney, D. M. (2003). What do students say about their motivational goals? Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology, 28*, 91-113.

Roseth, C. J., Johnson, D. W., and Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin, 134*, 223-246.

(11) Interest Models, Flow Theory

Covington, M. V. (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9*, 22-25.

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist, 54*, 821-827.

Schwartz, B. (1999). Self-determination: The tyranny of freedom. *American Psychologist, 55*, 79-88.

(12) Role of Teachers and Schools

Maehr, M.L., & Midgley, C. (1991). Enhancing student motivation: A school-wide approach. *Educational Psychologist, 26*, 399-427.

Stipek, D. et al. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in Mathematics Education, 29*, 465-488.

Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K. C., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth-grade classrooms. *The Elementary School Journal, 102*, 35-58.

Bohn, C., Roehrig, A., & Pressley, M. (2004). The first days of school in the classrooms of two more effective and four less effective primary-grades teachers. *The Elementary School Journal, 104*, 269-287.

(13) Technology, Engagement, and Motivation

Schunk, D., & Ertmer, P. (1999). Self-regulatory processes during computer skill acquisition: Goal and self-evaluative influences. *Journal of Educational Psychology, 91*, 251-260.

Maruping, L. M., & Agarwal, R. (2004). Managing team interpersonal processes through technology: A task–technology fit perspective. *Journal of Applied Psychology, 89*, 975-990.

Roseth, C. J., Saltarelli, A. J., & Glass, C. R. (2011, in press). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. *Journal of Educational Psychology*.