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
Grading TA: Ammon Wilcken wilckena@msu.edu
Website TA: Mete Akcaoglu akcaoglu@msu.edu

Contact
Office: 513C Erickson Hall
Phone: 517-432-0454
Office Hours: https://tungle.me/caryroseth
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
- 3.5 = 89-93
- 3.0 = 83-88
- 2.5 = 78-82
- 2.0 = 73-77
- 1.5 = 68-72
- 1.0 = 63-67
- 0.5 = 58-62
- 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


(2) Intrinsic and Extrinsic Motivation


(3) Need-based Models of Motivation


(4) Expectancy-Value Theory


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


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


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


(8) Goal Theory I: Achievement Goal Orientations


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


(10) Goal Theory III: Goal Content Perspectives


(11) Interest Models, Flow Theory


(12) Role of Teachers and Schools


(13) Technology, Engagement, and Motivation

