

EPSY 6060: Foundations of Motivation for Education
University of Georgia, Gwinnett Campus
Fall 2007

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Class Meetings: Wednesdays, 5:00-7:45 P.M.
Building A, Room 1640

Required Text: Pintrich, P.R., & Schunk, D.H., & Meese, J. (2008). Motivation in Education (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Course Description:

According to the UGA bulletin, this course covers “current theory and research in motivation and motivational processes.” By the end of the semester you should be familiar with several major theories that seek to explain student motivation, including expectancy-value theory, attribution theory, social cognitive theory, and others. You should also gain a better understanding of the role of outside forces on an individual’s motivation to succeed.

Some general knowledge of psychology, education, and the scientific method will be very helpful for your performance in the course, although it is not necessary for success. Proficiency with computer technology is also a plus. Whatever your background, if you have any problems learning the material please do not hesitate to contact me.

Course Format:

There is a considerable amount of reading associated with this course, on which you will be tested. In addition to the reading, I will ask you to reflect on the readings through discussions, presentations, activities, and writing assignments. Hopefully, this will allow you to connect what you have experienced with what we are reading and discussing in class. During each class meeting, one or more students will give a presentation on a topic, I will go more in-depth into the topic, and we will have small and whole class discussions and activities.

Since we only meet fifteen times, you are expected to attend each class meeting. If for some reason you must be absent during one of our class meetings, please contact me by e-mail to explain your situation.

Your semester grade will be based on a total of 300 points, according to the following distribution:

	A = 278-300	A- = 270-278
B+ = 264-269	B = 249-263	B- = 240-248
C+ = 234-239	C = 219-233	C- = 210-218
D = 180-209		
F = below 180		

Presentation of Course Material (50 points): A good gauge of understanding something is whether you can effectively teach it to someone else. On the first day of class, you will sign up to give an informal presentations on one of the topics we will cover. Your 10-15 minute presentation should include a verbal summary of the assigned textbook pages and at least one example of how this information can be applied to your specialization (e.g., teaching, counseling, research, etc.). You may use PowerPoint,

overhead transparencies, or any other media to deliver your presentation. In addition, you must prepare a written summary of your presentation to be given to the class (this can be a bulleted list of talking points, or if PowerPoint is used, this can be the slides in outline form). This summary must be e-mailed to me at least 24 hours before class begins so I can post it on our webpage. See the presentation handout for more details.

Take-Home Midterm and Final Exams (50 points each, total 100 points)

These exams will consist of several short essay questions to assess your learning in the course. You may use your notes, textbook, and any online course material to complete the exams but you may not work together. **These exams will be due October 17 and December 12;** they will be posted on WebCT approximately two weeks before their due dates. Your midterm exam will be submitted as a paper copy; your final exam will be submitted via WebCT mail.

Term Paper (100 points)

For this paper, you will select a topic in motivation for further study. The format of the paper will depend on your interests. Possible formats include:

1. Literature Review. For this option, you will read and discuss at least 6 original peer-reviewed journal articles on a particular topic in motivation. This is an ideal choice for a student with a specific interest in some aspect of motivation.
2. Research Proposal. For this option, you will propose an idea for further research in the field of motivation. This is an ideal option for a student interested in an academic career. It may also be the beginning of a thesis or dissertation proposal.
3. Case Study of a Classroom or Individual. For this option, you will analyze an individual or classroom in light of what we have discussed in class. This is an ideal option for a student who is a practicing teacher or other professional who would like to apply the topics we've studied to a real-life situation.

Please see the document titled "Term Paper Guidelines" on our WebCT page for more information about each option. Other formats may be proposed, but you must discuss this with me early in the semester if you plan to propose an idea different from the three above choices. All papers involve reading a minimum of 3 journal articles. Please review the document titled "Finding Articles" on our WebCT page for guidelines on how to find the right type of article to read. All papers should conform to APA Style. Length will vary, but papers should not be less than 10 pages double-spaced. **This term paper is due on the last day of our class meeting, December 5.**

Term Paper Discussion (25 points)

Too much work goes into these papers for them not to be shared! On one of the last two days of class you will share the outcome of your term paper with the class in a very informal discussion. No handouts or slides necessary—you don't even have to go to the front of the classroom! Just tell us, in 5-10 minutes, what you learned from completing this paper. More details will follow later in the semester.

Overall Course Participation (25 points)

Every student will start out with a perfect score in course participation. However, if at any time I feel you are not participating as you should, I will deduct points from your score.

WebCT:

This course has a companion WebCT site. The site includes on-line versions of the syllabus and other handouts. If you are having trouble logging onto the site, please see me *immediately*. It is your responsibility to check your WebCT e-mail frequently. This is my primary means of communicating with the class outside of our class meetings. Your WebCT e-mail can be forwarded to your regular e-mail account if you wish; see me for instructions on how to do this. The URL for WebCT courses at UGA is <http://webct.uga.edu>. If you have never used WebCT before, you can get started by going to:

<http://www.student.uga.edu/webct/started.html>.

General Classroom Policies:

All members of the class are expected to treat each other in a respectful, civil manner. Students who exhibit behaviors that I consider disruptive to the class or its learning activities will be treated according to the Board of Regents Policy on Disruptive Behavior.

Students with Disabilities:

The University of Georgia seeks to provide students with disabilities the opportunity to participate fully in its educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation by way of access to classroom information and assessment of their knowledge. Please see <http://www.dissvcs.uga.edu/> for more information.

Academic Honesty:

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. For more information, please see http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm.

This course syllabus is a general plan for the course; deviations announced to the class by the instructor

COURSE SCHEDULE

August 22	Introduction to the course
August 29	Introduction to Motivational Theory <i>Chapter 1, p. 1-17</i>
September 5	Expectancy-Value Theory <i>Chapter 2</i>
September 12	Attribution Theory <i>Chapter 3, p. 79-94</i>
September 19	Attribution Theory, cont. <i>Chapter 3, p. 94-120</i>
September 26	Social Cognitive Theory <i>Chapter 4, p. 121-146</i>
October 3	Social Cognitive Theory, cont. <i>Chapter 4, p. 146-166</i>
October 10	Goals <i>Chapter 5, p. 169-182</i>

October 17	MIDTERM EXAM DUE (Covers Chs. 1-4) Goals, cont. <i>Chapter 5, p. 182-207</i>
October 24	Intrinsic Motivation and Flow <i>Chapter 7, p. 235-238, 254-270</i>
October 31	Catch-Up Day
November 7	Sociocultural Influences <i>Chapter 8</i>
November 14	Teacher Influences <i>Chapter 9, p. 299-317</i>
November 21	No Class—Happy Thanksgiving!
November 28	Term Paper Discussions in Class Teacher Influences, cont. <i>Chapter 9, p. 317-333</i>
December 5	TERM PAPER DUE Term Paper Discussions in Class School Influences <i>Chapter 10</i>
December 12	FINAL EXAM DUE