

**EPSY 6060: FOUNDATIONS OF MOTIVATION FOR EDUCATION
FALL 2005**

- I. In this course, we will examine current theory and research in the area of motivation in education. We will attempt to analyze, synthesize, and build upon current theory and research as we develop ways of understanding the processes involved in motivation within the educational context.
- II. Class Schedule and Readings
- Aug. 24: **Introductions**
- Aug. 31: **History and Methods in Motivational Research**
MIE Chapter 1 (pp. 1-50)
- Sept. 7: **Goals and Goal theory**
MIE Chapters 4 (pp. 165-169) and 5 (pp. 190-242)
- Sept. 14: **Goal Development: Transactions among Culture, Environment, Biology and the Self-system**
Schutz, P. A., Crowder, K. C., & White, V. E., (2001). The development of a goal to become a teacher. *Journal of Educational Psychology*, 93, 299-308.
Oyserman, D. & Fryberg, S. (in press). The possible selves of diverse adolescents: Content and function across gender, race and national origin. In C. Dunkel and J. Kerpelman (Dds), *Possible selves: Theory, research and application*. Huntington, NY: Nova.
- Sept. 21 **Expectancy-Value and Self-efficacy**
MIE Chapters 2 (pp. 51-90), Chapters 4 (pp. 161-165 and 169-174)
- Sept. 28: **Stereotype threat**
Steele, C. M., (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, (6), 613-629.
- Oct. 5: **Identity**
Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?; And other conversations about race* (pp. 31-128). New York, NY: Basic Books.
- Oct. 12: *Celebration of knowing I*
- Oct. 19: **Attributional Processes**
MIE Chapter 3 (pp. 91-140)
- Oct. 26: **Emotions and Motivation**
MIE Chapter 7 (pp. 277- 288 and 299-308)
Schutz, P. A., & Davis, H. A. (2000). Emotions and self-regulation during test taking. *Educational Psychologist*, 35, 243-256
- Nov. 2: **Self-Direction and Self-Regulated Learning**
MIE, Chapter 4 (pp. 176-183)
Yowell, C. M., & Smylie, M A. (1999). Self-regulation in democratic communities. *The Elementary School Journal*, 99, 469-490.
- Nov. 9: **Intrinsic and Extrinsic Motivation**
MIE, Chapter 6 (pp. 257-273)
Patrick, H., Turner, J. C., Meyer, D. K. & Midgley, C. (2003). How teachers establish environments during the first days of school: Associations with avoidance in mathematics. *Teacher College Record*, 105 (8) 1521-1558.

Nov. 16: **Teacher, Classrooms and School influence; *Goal History due***

MIE, 8 (pp. 309- 352), and 9 (pp. 352- 377)

Nov. 23: **NO SCHOOL**

Nov. 30 **Sociocultural Context**

O'Connor, C. (2002). Black women beating the odds from one generation to the next: How the changing dynamics of constraint and opportunity affect the process of educational resilience. *American Educational Research Journal*, 39, 855-903.

Dec 7.: **Putting it all together**

Dec. 14: *Celebration of knowing II*

II. Texts

A. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research and applications, 2nd Edition*. Englewood Cliffs, NJ: Prentice Hall. (MIE)

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?; And other conversations about race*. New York, NY: Basic Books.

B. See articles and chapters listed in section II (i.e., "Class Schedule and Readings").

III. Evaluation Criteria

A. Two tests (each are 32% of your grade, or 36 points each). The tests will involve a variety of formats. Possibilities include multiple choice, short answer, compare and contrast, and/or essay. We will discuss the specifics of the tests as we move closer to their scheduled dates.

B. Personal Goal History (32% of your grade, or 36 points). The goal history will involve you tracing your goal for this particular degree back to what you believe the goals origin to be and discussing transactions between the motivational concepts we talked about in class and the path you have taken to this point related to that goal. We, as a class, will create the specifics of the assignment during class, DUE 11/16/05. (8 to 10 Pages; NO FOLDERS.

C. Grading Scale.

1. Grade	CKI	Goal History	CKII	2. Final Grade
A+	= 36	36	36	A = 90 - 108
A	= 33	33	33	B= 63 - 89
A-	= 30	30	30	C = 36 - 62
B+	= 27	27	27	D = 9 - 35
B	= 24	24	24	F = 8 or below
B-	= 21	21	21	
C+	= 18	18	18	
C	= 15	15	15	
C-	= 12	12	12	
D+	= 9	9	9	
D	= 6	6	6	
D-	= 3	3	3	
F	= 0	0	0	

IV. Office Hours and Phone Information

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Phone: Office, 542-4247; Home, 543-7598 (Before 9:00 PM); E-mail, schutz@uga.edu

Hours: 4:00 PM to 5:00 PM Monday or Wednesday or by appointment.