

# **EDHD617**

## **Achievement Motivation**

### **Fall 2018**

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**Course Text:** Readings will be provided online on the ELMS course website

### **Course Description**

In this course we will read and discuss work on achievement motivation, with the main focus being motivation during the upper elementary and secondary school years. We will examine different aspects of motivation and how they develop, as motivation is best considered as a multifaceted construct and it does change in important ways over the school years. We will look at how different instructional practices influence motivation. Various strategies for improving students' motivation will be discussed throughout the course as we consider different topics.

As we consider the different topics each week, a goal of the course is to help generate teaching practices to facilitate your students' motivation. Another goal is for you to gain skill at understanding and using information from research in your professional activities.

### **Class Policies**

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct.

**Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional - or other professional in the case of non-medical reasons (see below) - of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential.

## Course Requirements

**Class Participation:** Students are required to attend all classes prepared and having read the required material. Students are expected to contribute to class discussions, activities, and group work, and to turn in classwork in a timely manner. (15%)

**Class Presentation:** Each student will pick a topic from the course readings and will present it to the class. Presentations should be no more than 15 minutes, with an additional 15 minutes for discussion. A 1-2 page handout will be prepared by the student as part of the presentation, and will be distributed to the class on the day of the presentation. Detailed instructions and a grading rubric will be distributed in class. (20%)

**Intervention Project:** Students will reflect at the end of each class on how the motivational strategies discussed may be employed in their own classrooms. Over the course of the semester, students will complete a running journal of these strategies, the effectiveness of the strategies, and reflections on the outcomes and future directions. At the conclusion of the course, students will submit a 20-25 page comprehensive report of their implementation of motivational strategies. An alternate assignment will be an option for students who are not currently teaching in a K-12 classroom. More detailed instructions will be distributed in class. A draft of the report is due on **November 15<sup>th</sup>**, and the final report is due **December 13<sup>th</sup>**. (40%) [MSGÉ]

**Hands-on Presentation:** Students will select a hands-on activity to present at the end of the semester, and will create a handout to accompany the activity. Presentations will take place on **November 29<sup>th</sup>** and **December 6<sup>th</sup>**. (25%)

## Grading

A+ 97-100%

A 93-96%

A - 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

## Course Agenda

<b>Date</b>	<b>Topic</b>	<b>Readings and Assignments (to be completed before class)</b>
August 30	Course Overview	
September 6	<i>Intrinsic Motivation</i>	Assor, Kaplan, & Roth, 2002 Deci, Koestner, Ryan, & Cameron, 2001 Vansteenkiste, Lens, & Deci, 2006
September 13	<i>Self-regulation</i>	Alderman, Chapter 5 Ryan & Deci, 2006 Wigfield, Hoa, & Klauda, 2008 Wolters, 2003
September 20	<i>Self-efficacy</i>	Schunk & Pajares, 2009 Usher, 2008 Wentzel & Brophy, 2013 pp. 41-54
September 27	<i>Achievement Goal Orientation</i>	Dowson & McInerney, 2003 Wentel & Brophy, 2013 pp.2-16
October 4	<i>Attribution Theory</i>	Alderman, pp.45-49 Graham & Barker, 1990 Graham & Williams, 2009
October 11	<i>Interest &amp; Engagement</i>	Schiefele, 2009 Silvia, 2005 Wentzel & Brophy, 2013 pp.26-33
October 18	<i>Interpersonal Influences on Motivation</i>	Furrer & Skinner, 2003 Wentzel, 2009 Wentzel & Brophy, 2013 pp.61-68
October 25	<i>Culture and Ethnicity</i>	Graham & Hudley, 2008 Guthrie & McRae, 2012 Murdock, 2009
November 1	<i>Instructional Strategies I</i>	Alderman, pp.180-189 Brophy, 2008 Cleary & Zimmerman, 2004
November 8	<i>Instructional Strategies II</i>	Alderman, pp.280-285 Johnson & Johnson, 2009 National Research Council, 2004
November 15	<i>Instructional Strategies III</i>	Alderman pp.216-232 Guthrie et al., 2006 Guthrie et al., 2009 Wigfield et al., 2008 <b>Draft of Paper Due</b>
November 22	Thanksgiving – No Class	
November 29	Presentations	
December 6	Presentations	
December 13	<b>Final Paper Due</b> via email <a href="mailto:mcrae@umd.edu">mcrae@umd.edu</a> no later than 5pm	