

EDHD 617: Achievement Motivation

Fall 2016

Section IH12

Instructor Lesley A Sand, Ph.D.

Office Benjamin 3238

Class Location and Time USG, Building II, Room 1022, Thursday, 4:30-7:15pm

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Required Readings

- Motivating Students to Learn (4th Ed.) by K.R. Wentzel and Jere E. Brophy ISBN: 978-0-415-89352-7
- Selected other readings/resources

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 that changes 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 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.

Assessment Policies

Grading Scale

This is a three-credit, letter-graded course. Course grades are based on the following scale:

A+	98-100%	B+	88 – 89%	C+	78 – 79%	D+	68 – 69%	F	≤ 59%
A	92 – 97%	B	82 – 87%	C	72 – 77%	D	62 – 67%		
A-	90 – 91%	B-	80 – 81%	C-	70 – 71%	D-	60 – 61%		

Grade Dispute

If you have a question or concern regarding a grade, you need to document your concern in writing. *Within one week*, you must give me a scanned/photocopied version of the original assignment and a written rationale to explain why you believe your grade should be changed. In your rationale, be sure to explain how my decision to change your grade will be fair to everyone else in the class. My decision will be based upon your written argument.

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.

Absences and Missed Assignments

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, they 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. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

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 and make every attempt to inform the instructor prior to the date of the missed class.

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. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Course Requirements

Quizzes

25%

Throughout the semester, you will demonstrate your knowledge of achievement motivation by completing in-class quizzes on the material. These non-cumulative quizzes will reflect material discussed in class, and will consist of selected-response and short-answer questions. Makeup quizzes will not be given. Students' lowest quiz score will be dropped.

Participation

15%

Students are expected to attend class and to contribute their ideas and questions to the group. Weekly in-class writing activities will count towards participation, as will oral contributions.

Connection Papers

25%

Three times during the semester, you will draw connections between the course content and your classroom experiences. In these papers, you will choose an achievement motivation construct discussed in class; describe it in detail; illustrate it with a classroom experience; explicitly connect the topic to the illustration; and present implications for teachers, administrators, and/or policy makers. For example, you may choose to write about self-efficacy. In this case, you would thoroughly explain the concept of self-efficacy, describe the characteristic behaviors/statements of a student who is not efficacious about your class, explain how the student fits the characteristics of low efficacy, and then describe strategies for working with students who display low efficacy for class content.

Connection papers should be three pages in length (i.e. approximately one page description of the motivation topic, half page illustration, one page connection, and half a page implication). An example paper will be provided.

Discussion Coordinator

10%

Once during the semester, you will lead a class session. The focus of this session will be teacher/personal motivation. You will be applying selected achievement motivation topics to your own practice. As part of this effort, you will identify one or two interesting and salient readings (empirical or practitioner-focused) and assign those readings to the class. For the class session, you will plan discussion questions and activities that probe the relevancy of the reading and help your peers understand how the topic relates to your work in the classroom.

Integration and Reflection

25%

At the end of the semester, you will step back and consider what you have learned about what motivates students to achieve and what educators can do to promote motivation. This will involve integrating the topics we have covered and reflecting on them as a collective.

Integration

Over the course of the semester, we will cover many aspects of achievement motivation and you may lose sight of how they are all related. To help you develop a rich, integrated conception of motivation, you will create and turn in *two different* concept maps that address all the topics we cover. Then you will select the concept map that resonates with you the most and present it to the class for discussion and feedback. You will submit the revised concept map with your reflection paper.

Reflection

The final assignment for the class will be a critical reflection on what you have learned about motivating students to achieve.

1. Describe and explain your concept map (revised as necessary from our class discussion) and identify implications for education.
2. Based upon what you have learned this semester, what can be done to improve student motivation? Consider your classroom, your discipline, your school district, and society. You should reference aspects of your concept map in this discussion.
3. Address any *gaps* you see in the literature on achievement motivation. Which aspects of have researchers have not adequately addressed? Are there important aspects of motivation evident in your classroom that are not reflected in the research?
4. Does your concept map reveal any leaps in logic or unexamined assumptions?

Reflection papers should be five to six pages in length, not including the revised concept map. Plan to devote approximately two pages to describing and explaining your concept map and three to four pages to discussing implications for education practitioners and researchers.

Class Schedule

Week	Date	Topic	Reading Due	Assignment Due
1	9/1	Introduction		
What Do Students Need to Achieve?				
2	9/8	Need Theory Goal Theory	Wentzel & Brophy Ch. 1 & 2	
What Are Students (Supposed to) Want to Achieve?				
3	9/15	Behaviorism Extrinsic Motivation	Wentzel & Brophy Ch. 3	Quiz One (MSGE)
4	9/22	Self-Determination Theory Intrinsic Motivation	Wentzel & Brophy Ch. 4	Connection One
5	9/29	Interest Engagement	Wentzel & Brophy Ch. 5	
6	10/6	Applied	TBD	
What Do Students Believe About Their Achievements?				
7	10/13	Self-Efficacy Expectancy-Value Theory	Wentzel & Brophy Ch. 7	Quiz Two (MSGE)
8	10/20	Applied	TBD	
9	10/27	Attribution Theory Implicit Theory	Wentzel & Miele Ch. 2	Connection Two
10	11/3	Motivation Interventions	TBD	
What Social Structures Help Students to Achieve?				
11	11/10	Belongingness Social Motivation Theory	Wentzel & Brophy Ch. 6	Quiz Three (MSGE)
12	11/17	Applied	TBD	Connection Three
13	11/24	NO CLASS—Thanksgiving Break		
What Are the Principles of Achievement Motivation?				
14	12/1	Integration Workshop		Quiz Four (MSGE)
15	12/8	Integration Presentations		Integration Maps
	12/15	NO CLASS		Reflection Paper via email (MSGE)