EDHD 835  
THE DEVELOPMENT OF ACHIEVEMENT MOTIVATION  
Fall 2014  

Wednesdays 4:15 – 7 Room 1321 TAWES

Instructor: Dr. Allan Wigfield  
Office: 3304 Benjamin  
Phone: 405-2809  
E-mail: awigfield.umd.edu

Course Description: In this course we will read and discuss work on achievement motivation, with the main focus being the development of motivation in school contexts. We will examine current theories (primarily from developmental, educational, and social psychology) that attempt to explain human motivation, and discuss how motivation develops across the life span. We also will consider social and cultural influences on motivation.

Required Readings: The book for the course is K. R. Wentzel and D. Miele (Eds.) (20016) Handbook of motivation at school (2nd. Ed.). New York: Routledge. Other readings for the course will include theoretical articles, reviews of research, and articles describing empirical studies. Many of the readings will be posted on ELMS; you may need to find some.

Course Requirements:

1. Article Reaction Papers. You will write four reaction papers to EMPIRICAL articles of your choice. Each reaction paper should be 2-3 double spaced pages long. The reaction papers are due on the day that we discuss the article in class. One of the articles can come from the set of topics at the end of the syllabus that we will NOT cover; in this case you can react to a chapter. The reaction papers will contribute 20% of the course grade.

2. Term Paper. Students will write a paper (20-25 double spaced pages) on a topic concerning motivation. There are three options for the kind of paper you can do: 1) a research proposal; 2) a review of the existing literature on your topic; or 3) an analysis of a program/system to improve people’s motivation in or out of school. Paper topics should be chosen in consultation with the instructor; you also should think about what kind of paper would be most helpful for your progress through your program. TERM PAPERS ARE DUE DECEMBER 12 AT 11:50 P.M. LATE PAPERS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS WITH THE INSTRUCTOR HAVE BEEN MADE. This paper will contribute 60% of the course grade. I’ll provide more details on the structure and format of the assignment later.

3. Article discussion. Each student will be given one EMPIRICAL article from the syllabus and lead the discussion of that article during the class in which the article is discussed. You should pose 2-3 questions for discussion on the MONDAY before the class in which the article will be discussed. Your leadership of the discussion will contribute 10% to your course grade.
4. **Participation** is crucial for the success of a doctoral seminar. Participation in class discussions/activities will contribute **10% of your grade**.

**CLASS POLICIES**

**FOR UNIVERSITY-BASED CLASS POLICIES ON CONDUCT, ABSENCES, ETC. PLEASE CONSULT:**


Because in our online age **PLAGIARISM** increasingly is a problem please read the following definition carefully:

**Plagiarism is defined as 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 (that is, information prepared by others and found in journals, books, online, or otherwise).**

**Assignment Formats:** Written work should follow **standard American Psychological Association (APA) 6th edition formatting (12 pt. font; Times New Roman; 1-inch margins)**. Feel free to print double-sided. Citations should also follow APA formatting. See UMCP’s library webpage (under Research Tools) for more information about APA citations. There also is a tutorial on APA style and citations on the APA website.

**Late Assignments:** All written assignments on the assigned date; you will submit your assignments electronically through the ELMS system. *E-mailed assignments directly to me will not be accepted* unless prior arrangements have been made. **Late assignments are marked down five points for each weekday they are missing.** In the case of an approved absence, please make arrangements with me to turn in your work.

**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 though 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.

**Inclement weather:** In the event of inclement weather, this course will comply with the University’s decision involving whether classes are to be held. If class is cancelled, assignments that were due on the cancelled day will be due at the next class meeting.
Final Course Grade

Final grades will be calculated based on the total number of points earned for the assignments described in “course assessment.” Letter grades will be assigned according to the percentage of points earned, outlined below. Unless a calculation error has been made on my part, final grades will not be changed. There are no exceptions to this policy.

Course Points - 100 total

Four Article Reaction Papers: 20 points (5 each)

Term Paper: 60 points
Lead Article Discussion: 10 points
Participation: 10 points

TOTAL POINTS 100

90 – 100 = A
80 - 90 = B
70 - 80 = C
e tc.
Course Schedule, Topics, and Readings

September 5  Introduction, Overview


September 12  Expectancy - Value Models


September 19  Attribution Theory


September 26  Self-Efficacy Theory


October 3  

**Achievement Goal Theory**


October 10  

**Self-Determination Theory and Interest**


October 17  

**Self-Regulation, Grit, and Motivation**


October 24  Mindsets, and Motivation and Identity


October 31  Culture, Gender, and Motivation


November 7  Motivation and Engagement


November 14  Brief Motivation Interventions


November 21  No Class, Thanksgiving Break

November 28  Motivation in School


December 5  What Does It All Mean/Tying it All Together

FINAL PAPER DUE DECEMBER 12 AT 11:59 P. M.

SOME OTHER TOPICS WE DO NOT HAVE TIME FOR:

MOTIVATION AND EMOTION


NEUROSCIENCE AND MOTIVATION


UNCONSCIOUS AND CONSCIOUS ASPECTS OF MOTIVATION
