



Syllabus for Edpt 511 HUMAN MOTIVATION

Spring 2003

Instructor: Richard Clark

Introduction

Location	Waite Phillips Hall (WPH) 207
Dates	The first class meets on January 14 ^h . The final class is April 29 th .
Time	Tuesday afternoon, 4:15 - 6:55 p.m.

Overview	<p>Readings and presentations will emphasize the results of current motivational research in Psychology and Education. The course will be structured around a theoretical model of motivational variables. Students will be asked to apply what they have learned to extending and correcting the model we develop. The class will also participate in solving brief descriptions of motivation problems drawn from various contexts (personal self-regulation challenges, school, work, psychotherapy, government). In addition, each student will be asked to specialize in some aspect of motivational research. Issues to be explored in greater depth include research in areas such as expectancy-control theory, self-efficacy and self concept theory, attribution and social cognition theories, goal orientation, intrinsic versus extrinsic motivation and the effects of values, interest and emotion on motivated behavior and decisions. Presentations will focus on the underlying concepts and theories of motivation in three "index" areas: active choice, persistence and mental effort -- and on the <i>application</i> of theory to the solving of practical problems in work settings, teaching, counseling and training. All students are expected to complete all assigned reading before class so that class time can be spent: a) constructing and correcting a cognitive model of motivation; b) using the model to solve motivation case studies; and 3) clarifying the reading through discussion.</p>
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Important Deadlines and Dates

- **Midterm quiz on March 25 (practice quiz on March 11)**
- **No class on March 18 (Spring Break Week)**
- **Research paper topic by March 11 - earlier if you want a review**
- **Full draft of Research paper due by March 25 for review**
- **Final Paper due no later than 4:30 on April 29th (final class)**

Textbook and Other Readings	<p>The textbook for this course is: Pintrich, P. R. and Schunk, D. H. (2002). <i>Motivation in Education: Theory, Research and Applications. Second Edition</i>. Englewood Cliffs, NJ: Prentice Hall. ISBN 0-13-016009-1 paperback.</p> <p>Additional readings may be assigned from time to time so that current research in this area is mastered.</p> <p>You may purchase this book from the USC University Bookstore or from any of the internet booksellers.</p>
Instructor	<p>The professor for this course is Richard E. Clark.</p> <p>Clark's web page (including an electronic copy of this syllabus) is available at: http://www-rcf.usc.edu/~clark/</p>
Contacting the instructor	<p>Outside of class time or office hours, Clark may be contacted by:</p> <ul style="list-style-type: none"> - Email at clark@usc.edu (the best way to reach me outside of class and office hours) - At his USC office 601C WPH, phone (213) 740-2370 or at his home office - 9 am to 4 pm M - F <u>only</u> please (310) 377 7220
Office Hours (By appointment)	<p>Clark is available by appointment before class in 15 minute segments each Monday and Tuesday, afternoon in Waite Phillips Hall, 601C. Office visits must be scheduled in advance through Kathee Lee (213-740-3465 or kmlee@usc.edu). Her hours are 9:00am—12:00 Noon and 1:00pm—5:00pm Monday through Friday (except for university holiday's). If those times conflict with your schedule, check with Clark by email or phone for alternative times and days.</p>
Citations for Other Readings	<p>Readings beyond the course text will be required for this course. Announcements will be made in class</p>

Course Objectives

Main Course Objectives

Students in this course will learn to:

1. Identify and accurately characterize major, current theoretical approaches to describing, predicting and explaining human motivation.
2. Describe the types of problems addressed by motivation research.
3. List the typical operational definitions and measurement strategies used in motivation research.
4. Identify the research-based components of typical motivational strategies used by individuals, teams, teachers, trainers and managers at work and in school.
5. Accurately describe the independent and dependent variables (and the nature and direction of hypothesized interactions between variables) of at least two current theories of motivation.
6. Generate a procedure for generalizing motivational research so that it can be applied to solve motivation problems in various settings.
7. Gain experience by applying motivation research to solving motivation problems and generating research proposals.

Teaching methods

We will use research-driven methods of teaching and learning, such as scaffolding, reciprocal questioning, generating self-explanations and summaries, and practicing the application of concepts, processes, principles, and procedures by solving case problems.

Assignments

Students are required to read *all* current assignments **BEFORE** each class. The instructor may choose to give a reading quiz at any time and count that quiz on your final grade.

Please bring the textbook (or the chapters being discussed) and current readings to each class meeting.

Grading

The final course grade will be based on your cumulative scores on the quizzes and your paper grade.

Item	Percentage of total grade
Midterm Quiz	50%
Research Review Paper	50%

GRADING

- Quizzes** Your cumulative quiz grade will be weighted in your favor (if you are one point below a higher grade you will receive the higher grade) and figured according to this scale: Below 80% B- or less; B = 80 - 84%; B+ = 85 - 90%; A- = 90 - 94%; A = 95 - 100%.
- If some unavoidable event causes you to miss one of the quizzes, it will be eliminated. **The Mid-term quiz may only be taken on March 25th in class.**
- Paper** A research paper of **approximately 12 single-spaced pages** in length (excluding references) will be required in this course. This is a departure from APA format but please make the adjustment. You can choose a topic for your review from any motivational subject matter that is not insulting to someone else (For typical topics, structure of the paper, and evaluation criteria, see “More About the Paper”).
- The topic selected **must be approved by the instructor in an email.** (See course schedule for approval timeline.)
- The RSOE asks all students to format research papers using the current standards of the American Psychological Association. These standards are specified in the *Publication Manual of the American Psychological Association, Fifth Edition* available in the campus bookstore.
- (You may choose to purchase software for about \$30 that helps you format your paper in 5th edition of APA style from www.ReferencePointSoftware.com . I do not require use of this software, nor do I guarantee its usefulness or performance on your computer. I use it on my computer.
- Late papers will not be accepted unless a student has experienced an extreme emergency (contact the instructor). Keep in mind that School of Education policy awards a course grade of “F” to any student who submits a paper that is not original (e.g. written entirely or partly by someone else and/or purchased).
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- Class Participation** This class is a seminar and students are expected to attend. Students who miss more than two class sessions will be expected to do extra work in order to complete the course. Small group discussions will occur every week and students are also expected to participate fully in them. Students are encouraged to comment, ask questions and actively participate in both planned and impromptu class discussions so long as the discussion forwards the purpose of the class. Effort invested during class time will reduce the effort necessary outside class. Class participation is not graded.
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Discussion agreements

By participating in this graduate-level seminar class, you are agreeing to abide by ground rules for discussion. These rules are *subject to amendment on the first day*:

1. *Promote an environment conducive to learning. If something did not make sense, ask about it because it is likely that others feel the same.*
2. *Respect differences of opinion and style*
3. *Welcome disagreement and alternative explanations because they provide opportunities to learn.*
4. *Seek to understand first before trying to be understood.*
5. *Encourage participation. Everyone has something to contribute.*
6. *Promote clear communication:*
 - ◆ *Be specific*
 - ◆ *Give examples*
 - ◆ *Ask questions*
7. *Speak for yourself. Let others speak for themselves.*
8. *Help achieve today's goals in the time available:*
 - ◆ *Add to what has already been said*
 - ◆ *Be conscious of time and do not monopolize discussions*

Suggestions for course Improvement

Students' suggestions have resulted in improvements in the class. I ask you to fill in anonymous course and instructor evaluation forms every week and encourage you to suggest ways to improve the course. I do not promise to carry out your advice, but I do promise to consider it carefully.

Students With Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-7776

Absences

If you find it necessary to be absent from class, you are responsible to contact the instructor by email or phone and to master *all* information presented during your absence. If you miss class, do not ask the instructor to repeat important information—identify a classmate who will help you.

Incompletes

The University policy on Incompletes (IN) is as follows (from the University Catalogue):

Incomplete: work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination... Student requests for the mark of IN before the twelfth week of the semester will be denied... If an incomplete is assigned as the student's grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade... A student may remove the IN only by completing the work not finished *as a result of illness or emergency* (emphasis added)... One calendar year is allowed to remove the mark of IN courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX. Lapsed incompletes count as "F" grades at USC. In the event an incomplete is approved by the instructor, a written record will be completed which details what is required for course completion and a projected schedule of completion. **Please note that I will refuse to give incomplete grades except in extraordinary cases.**

Course Schedule

Class #, Date	Topic, Readings, Assignments, Deadlines	Questions and topics to be prepared for class
<p>1. Jan. 14</p> <p>Tonight:</p> <p>Assignment for Jan 28</p>	<p>Motivation Research and Theory</p> <ul style="list-style-type: none"> • Control beliefs as the root of all human motivation • What path model most accurately represents the current view of the variables that contribute to motivational outcomes? <p>Syllabus is distributed, student names and E-mail addresses collected. Assignment made for next meeting on January 27</p> <p>Pintrich and Schunk: Chapter's 1 to 7</p>	<p>Decide your personal goals for the class.</p> <p>Pick up the class syllabus when it is distributed. Read it and ask clarifying questions if necessary.</p> <p>Give your name, address, phone numbers and email addresses for the class roster.</p> <p>Note the reading assignment for our next class meeting on January 27.</p>
<p>Jan 21</p>	<p>No Meeting tonight, read and outline all of the first seven chapters and identify your "specialty" interest area</p> <p>Define Motivation. What are the 'indexes' of motivation? How are they measured? Be able to describe the strengths and weaknesses of various research paradigms and methods described in chapter 1. Review the other six chapters and be able to describe each theory, all concepts associated with each theory and how all theories claim to influence the motivational indexes.</p>	<p>Get a USC email address if you do not already have one.</p> <p>Read and learn all definitions of motivation concepts (be able to define them and give one example). Identify independent and dependent variables in each theory.</p>
<p>2. Jan. 28</p> <p>Assignment for tonight</p> <p>Assignment for Feb 4</p>	<p>Expectancy-value theory:</p> <p>Reread P&S, Chapter's 1 and 2 Complete task on handout</p> <p>Reread P&S Chapter 3, Attribution Theory Complete tasks on handout</p>	<p>Be able to describe Expectancy Value Theory (EVT) and how it relates to the general motivation model we are developing. What types of motivation problems does EVT solve or explain? Why are beliefs so powerful in motivating us? Are there gender and cultural differences in expectancies and values? How do expectancies and values evolve? Why are our beliefs about ourselves important? What is the difference between perceptions about our competence and self-esteem?</p>

Class #, Date	Topic, Readings, Assignments, Deadlines	Questions and topics to be prepared for class
3. Feb 4 Assignment for Tonight Assignment for Feb 11	Attribution Theory: The motivational consequences of beliefs about the causes of important, novel or unexpected events in our lives Chapter 3 Complete tasks on handout Chapter 4, Social Cognitive Theory	What are attributions? Why are attributions important in the development of expectancies and values? What are the antecedents and consequences of attributions? Can attributions be automated? Can they be incorrect? What are attributional biases and causal schemata? Why are the stability, and location (locus) of attributions important? Under what conditions are we most likely to make an attribution of cause?
4. Feb 11 Assignment for Tonight Assignment for Feb 18	Social Cognitive Theory: The social learning of beliefs, values and emotions. Chapter 4 Chapter 5 Send email to Clark about your paper topic this week.	P&S state that social cognitive theory (SCT) has its roots in theories of “imitation”, why? How does Bandura define motivation? What is “triadic reciprocity”? How do models influence motivation? What are the characteristics of effective models? What are: Self-efficacy, social comparison, self-regulation, volition, conformity and compliance? Compare group and individual motivation.
5. Feb 18 Assignment for tonight Assignment for Feb 25	Goal Orientation Theory: How different goals influence motivation Chapter 5 Chapter 6 Decide on your paper topic – start writing if you want a full review of a draft on March 25	Why do the authors argue that the “need and goal” theories of Murray and Maslow outmoded? Describe the goal theories of Martin Ford and Locke & Latham. Describe goal orientation theory and how different types of GO’s are measured. How are GO’s acquired? What influence do they have on motivation?
6. Feb 25 Assignment for tonight Assignment for March 4	Intrinsic Motivation: Theory or Ideology? Chapter 6 Chapter 7	How does this area of motivation research differ from others we have studied to date? What does it add? What is the evidence for the distinction between intrinsic and extrinsic motivation?

Class #, Date	Topic, Readings, Assignments, Deadlines	Questions and topics to be prepared for class
<p>7. March 4</p> <p>Assignment for tonight</p> <p>Assignment for March 11</p>	<p>Emotions and Interest: The forgotten variables in motivation research</p> <p>Chapter 7 PAPER TOPICS MUST BE DECIDED BY TONIGHT</p> <p>Review all readings, presentations and class discussions to prepare for practice Midterm quiz next week.</p>	<p>Why are mood, affect and emotionality important? How are these variables measured or operationalized in experiments? What elements of achievement or performance do they influence? What variables predict emotions, mood and affect? What is “flow”? Are “interests” important? Compare interests and “values”. What is the difference between self-esteem, self worth and self-efficacy?</p>
<p>8. March 11</p> <p>Assignment for March 25</p>	<p>Practice Mid-Term Quiz Tonight In class, Closed book and notes Immediate feedback</p>	<p>Enjoy – Decide on your paper topic and e mail clark@usc.edu a one paragraph proposal for your topic</p>
<p>9. March 18</p> <p>Assignment for March 25</p>	<p>Spring Break, NO CLASS</p>	<p>Complete the full draft of your research paper if you have approval for your topic on email from Clark.</p> <p>Study for Mid Term Quiz – Next Monday evening</p>
<p>10. March 25</p> <p>Assignment for tonight</p> <p>Assignment for April 1</p>	<p>Midterm Quiz in Class Tonight</p> <p>Closed book and notes, matching questions, short answers.</p> <p>Deadline for full draft of your paper is tonight if you want it reviewed in time to revise before final deadline</p> <p>Access reading at the following internet address: http://www.institutelearning.org/resources/daedalus2.pdf</p>	<p>Turn in full draft of paper for Clark’s review if you want feedback.</p> <p>Quiz in class this evening. Closed book and notes.</p> <p>The quiz this evening will be very similar in format to the practice quiz you took last week.</p>

Class #, Date	Topic, Readings, Assignments, Deadlines	Questions and topics to be prepared for class
<p>11. April 1</p> <p>Assignment for tonight</p> <p>Assignment for April 7</p>	<p>From Aptitude to effort: Resnick's model for motivation in diverse, urban settings</p> <p>Access reading at the following internet address: http://www.instituteforlearning.org/resources/daedalus2.pdf</p> <p>To be handed out or sent via email</p>	<p>Describe Resnick's "effort-based model" and the reasons she proposes it for urban schooling. Construct a motivational argument for and against her proposal based on our reading this semester.</p>
<p>12. April 7</p> <p>Assignment for tonight</p> <p>Assignment for April 15</p>	<p>The CaNE Model of Motivation: Clark's model of work motivation</p> <p>Read Clark's CaNE paper</p> <p>Work on your research paper</p>	<p>What are the key outcomes in the CaNE motivation model? What factors are proposed to enhance those outcomes? Based on your reading this semester, what improvements and changes would you recommend for the CaNE model?</p>
<p>13. April 15</p> <p>Assignment for tonight</p> <p>Assignment for April 22</p>	<p>Research on Motivation; Part 1</p> <p>To be handed out in class</p> <p>To be handed out in class</p>	<p>We will hear a presentation from a motivation researcher who is working on one or more of the theories we have discussed this semester, see the design of their experiments and talk about their results</p>
<p>14. April 22</p> <p>Assignment for April 29</p>	<p>Research on Motivation: Part 2</p> <p>To be handed out in class</p>	<p>We will hear a presentation from a motivation researcher who is working on one or more of the theories we have discussed this semester, see the design of their experiments and talk about their results</p>
<p>15. April 29</p> <p>PAPERS ARE DUE TODAY</p>	<p>NO CLASS MEETING THIS EVENING</p> <p>RESEARCH PAPERS DUE</p> <p>Your paper must be delivered by E mail to clark@usc.edu or placed in Clark's mailbox in 600 WPH <u>no later than</u> 4:30 tonight.</p>	

More about the Research Paper Assignment

- Before you write the paper** When you have selected your topic (no later than March 4th), send a one paragraph description of the paper you are proposing to write to clark@usc.edu. I will review your proposal and get back to you very soon with either approval or a suggested revision in your topic (I do not want to control your interest, only to keep you out of trouble). Do not start your review until I have returned e-mail with my approval of your topic. Keep this e-mail and submit it with your paper.
- Structure of the Paper** Please turn in two copies, each stapled in the upper left corner (not bound with a cover). The paper should include the following elements:
- A) COVER PAGE. In addition to information required by APA 5 format, please include the date, your mailing address, email address, phone number, professor's name, course name and number.
 - B) ABSTRACT. (APA style)
 - C) INTRODUCTION: Statement of the problem—Approximately one-half to one page (1-2 paragraphs) in length. What *problem* and *research questions* are you investigating? Why is it important?
 - D) REVIEW OF LITERATURE--A summary of recent (mostly 1992-2003) relevant studies on the topic. The topic is some outcome of interest (it should focus on a dependent variable such as choice, persistence or mental effort). Do not write a paper that focuses on a solution unless the question you are asking is about a motivational index. The references should be taken only from peer-reviewed journal articles reporting empirical and qualitative research. This is the longest section of the paper. Define jargon terms as soon as they are introduced. Cite articles from which you gleaned those definitions. (Hint: researchers often disagree over verbal definitions of key terms or they operationalize [define and use] the terms differently in their research methods. Describe any differences in your analysis.) If you quote any words directly, remember to use quote marks and to include the page number and citation for the quote. Cite research articles that support all of the important claims or arguments you make in the paper. Clearly describe at least one, plausible alternative view of the problem and/or solution. Integrate all of the relevant research we have covered in class this semester.
 - E) CONCLUSIONS--In this section, summarize the findings; point out themes of general agreement; point out contradictory findings, and explain or synthesize them if possible. In other words, impose some order or consistency on the evidence, and indicate how and if it answers the problem. Cite research to support your arguments.
 - F) IMPLICATIONS--What relevance does this information have for educational or counseling practice, or for any applied area (particularly your own area of interest).
 - G) REFERENCES. (use APA citations).
 - H) COPY OF EMAIL MESSAGE FROM CLARK APPROVING THE TOPIC OF THE PAPER

Rubric

Section/Points	Section Requirements	Questions to Ask Yourself
APA Style (5 points)	Paper follows 5 th Edition APA Style requirements.	Do I have an abstract? Are my references (both in the paper and at the end) formatted correctly? Is my paper written clearly and does it have all the required sections?
Introduction (5 points)	<ul style="list-style-type: none"> ▪ States purpose ▪ Develops rationale for the importance of problem or issue ▪ Outlines what will be covered in the paper 	Do I say why my topic is important? Do I tell the reader what I will be covering in the paper?
Literature Review (25 points)	<ul style="list-style-type: none"> ▪ Is focused on the issues presented in the introduction ▪ Uses many clarifying headings ▪ Summarizes each section before a new section is introduced ▪ Analyzes literature rather than simply reporting results of studies ▪ Focuses on a problem rather than on a solution ▪ Provides reference citations for key elements of evidence and facts that support issues ▪ References all relevant research and theory discussed in this course ▪ Discusses at least one alternative view of the problem and/or solution ▪ Writing style is concise ▪ Ideas are organized 	Do I focus on recent (1992-2003) studies from peer-refereed journals? Do I define all the key terms I'm discussing? Do I break up this section into subheadings with descriptive headings to lead the reader through it? Do I summarize one section before moving on to another? Do I try to tell the reader what all of this means, or am I just telling them what others found? Could I make the section any shorter and clearer and still include all the important parts?
Conclusion (10 points)	<ul style="list-style-type: none"> ▪ Doesn't merely summarize results but imposes some order on the data ▪ Points out themes of general agreement ▪ Points out contradictory findings. ▪ Gives the writers point of view 	Do I answer the questions I asked in the introduction? Do I indicate where findings come together, and where they don't in the research?
Implications (5 points)	<ul style="list-style-type: none"> ▪ Points out what relevance the information has for intervention or practice in your field of specialization 	Do I talk about what this means to my area of work and the research I want to do?
50 Points Total	IS CLARK'S E-MAIL INCLUDED?	Have I included a copy of Clark's E-mail approving my topic?

Note	<p>The instructor assumes that papers will be free from errors of spelling, mechanics and grammar. Such errors can interfere with a reader's comprehension of the text.</p> <p>If you know your writing isn't typically free from these errors, it is your responsibility to seek writing and/or editing help. The paper you submit should be formal, logical and easy to follow. Remember, however, that anyone submitting a purchased paper or plagiarizing any part of a paper will receive an F grade in the course.</p> <p>Serious problems in spelling, mechanics and/or grammar justify a lowered grade on the paper.</p>
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More About the Paper, Continued

Typical Paper Topics

Students may wish to choose term paper topics that relate course subject matter to their field of study, although this is not a requirement.

Listed below are typical term paper topics that are appropriate for different majors within the School of Education. Students are free to choose one of the topics listed or to simply use the list to assist them in selecting a topic of their own choosing.

For Counseling Psychology Majors

- What factors influence decisions to begin and persist at therapy?
 - How does the Prochaska work on drug abuse treatment relate to motivation theory?
 - Motivation in health related behaviors.
 - The influence of affect on motivation.
 - Ironic processes and motivation.
 - Motivational issues operating in therapy situations.
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For K-12 Teachers and Administrators

- How to motivate (elementary, middle, high) school students to learn (math, reading, science, writing etc), what the research suggests.
- The role of self-efficacy in motivation to learn.
- Cultural differences in motivation to learn.

For Instructional Technology Majors

- Media and motivation, what the research suggests.
 - Research on ways to motivate people to learn in distance education courses.
 - Motivation problems and solutions in distance education.
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For Educational Psychology Majors

- The relationship between mental effort, self-efficacy and task difficulty.
 - What is motivational “self regulation” what is the research evidence for self-regulatory training?
 - Do motivational styles influence choice, persistence and/or mental effort?
 - What role does our values play in motivated behavior?
 - What changes in motivation occur over the life span of an adult?
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