

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY**

EDEP 350.001 – Perspectives on Achievement Motivation
3 credits, Spring 2018
Tuesday/Thursday 10:30 – 11:45 a.m.
West 1004 – Fairfax Campus

INSTRUCTOR

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Office hours: By appointment

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UNIVERSITY CATALOG COURSE DESCRIPTION

Focuses on theories and concepts of human achievement motivation; and examines strategies, techniques and interventions that promote and sustain motivation in formal and informal learning contexts. *Prerequisite(s):* None

NATURE OF COURSE DELIVERY

This course will be taught using lectures, discussions, and small and large group activities. The course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site (<https://mymason.gmu.edu/>). For assistance with Blackboard students may email courses@gmu.edu, call (703) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30am-5pm).

LEARNER OUTCOMES

This course is designed to enable students to:

1. describe the important characteristics of historical and contemporary theories of motivation
2. discuss the motivational theories and concepts as they pertain to instructional design
3. produce appropriate strategies for enhancing learner motivation in light of motivational problems
4. describe ways of measuring the motivational effectiveness of instruction
5. develop an understanding of the role of motivation in their own learning and performance
6. develop a personal approach for enhancing motivation in themselves and others
7. understand the role of goals, emotions, and beliefs on learner motivation
8. develop and reinforce their critical thinking, problem solving, oral and writing skills

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

Educational Psychology Program Standards:

Standard 1: Knowledge of Cognition, Motivation, and Development. Candidates will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary learning contexts.

Standard 2: Application of Cognition, Motivation, and Development Knowledge. Candidates will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction in applied settings.

Standard 6: Communication and Dissemination of Educational Research. Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include: a. Knowledge and use of APA style, b. Oral presentations, c. Poster presentations, d. Article abstracts, e. Research proposals, f. Literature reviews, and g. Technological skills.

American Psychological Association Learner Centered Principles:

- | | |
|---|--|
| Principle 1: The Nature of Learning Process | Principle 7: Motivational and Emotional Influences on Learning |
| Principle 2: Goals of the Learning Process | Principle 8: Intrinsic Motivation to Learn |
| Principle 3: Construction of Knowledge | Principle 9: Effects of Motivation on Effort |
| Principle 4: Strategic Thinking | Principle 11: Social Influences on Learning |
| Principle 5: Thinking about Thinking | Principle 13: Learning and Diversity |
| Principle 6: Context of Learning | |

For more information please see:

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*. Retrieved October 14, 2002 from <http://www.apa.org>

REQUIRED TEXTS

Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications*. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall.

Additional journal articles and book chapters will be made available electronically through the library E-Reserves system (see course schedule for a tentative list).

STRONGLY RECOMMENDED TEXT

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

COURSE REQUIREMENTS (% OF FINAL GRADE)

Attendance and Participation (10%)

Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Reflections and Mini-Assignments (10%)

Students are expected to post weekly brief reflections on the assigned course readings and or respond to specific mini-assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Students are also welcome to respond to their classmates. However, please do not repeat questions that have already been raised.

Reflections/mini-assignments are to be posted on Blackboard by midnight on the DAY prior to each class. Students may miss two reflections/mini-assignments without penalty.

Exams (10% each—30% Total)

Three exams will be given, as indicated in the course schedule, assessing material discussed in class and in course readings. These exams may include multiple choice, short answer questions, and essay/case analysis questions. Make-up exams will only be scheduled for valid excused absences. Prior notification is required.

Motivation Self Change Project (25%)

Before attempting to change or support the motivation of others, it is important to try out and understand how the various motivation theories and concepts apply to oneself. For the Motivation Self Change Project, students are expected to identify a personal goal that can be accomplished in about a two week period. Based on the identified goal, each student will design a motivational intervention to administer to his/herself, recording at least a brief paragraph reflection on the progress made (or not made) toward the identified goal on at least 10 of these 14 days of the intervention. For this assignment, students are expected to submit: (1) The motivation diary (and evidence of any collected data) and (2) a theoretically-grounded report summarizing and analyzing the intervention. See Appendix B for complete guidelines and rubric.

Motivation Autobiography (25%)

Students think more deeply about material, and learn it better, when it is personally meaningful. This takes effort and exploration. To facilitate this process, each student is to write a motivation autobiography identifying (a) who he/she is today and who/what have been the major motivational influences in his/her life to this point (both good and bad), (b) where the student would like to go (e.g., one area in his/her life he/she would like to change/improve), and (c) how he/she will accomplish this goal (cite specific strategies to accomplish this change). More detailed guidelines and rubric are provided in Appendix C.

GRADING

Students' final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	D = 60 – 69.99%	F < 70%

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

CLASS SCHEDULE

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Assigned Readings (due on the indicated date)
Week 1	Course Overview History & Introduction to Motivation	<p><u>Tuesday (1/23)</u>: (You do not need to read chapter 1 before class—we will review in class) Schunk et al. Chapter 1 (pp. 1-45)</p> <p><u>Thursday (1/25)</u>: Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. <i>Journal of Educational Psychology</i>, 95, 667-686.</p>
Can I Do It? Do I Want to Do It?		
Week 2	Implicit Theories of Intelligence	<p><u>Tuesday (1/30)</u>: Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Eds.) <i>Improving academic achievement</i> (pp. 38-60). San Diego: Academic Press.</p> <p><u>Thursday (2/1)</u>: Rattan, A., Savani, K., Chugh, D., & Dweck, C. S. (2015). Leveraging mindsets to promote academic achievement: Policy recommendations. <i>Perspectives on Psychological Science</i>, 10(6), 721-726. doi:10.1177/1745691615559383</p> <p style="text-align: center;">and</p> <p>Paunesku, D., Walton, G., Romero, C., Smith, E., Yeager, D., & Dweck, C. (2015). Mind-set interventions are a scalable treatment for academic underachievement. <i>Psychological Science</i>, 26(6), 784-793. doi:10.1177/0956797615571017</p>
Week 3	Self-Efficacy	<p><u>Tuesday (2/6)</u>: Schunk et al. Chapter 4 (pp. 145-157; 168 [self-efficacy section])</p> <p><u>Thursday (2/8)</u>: Butz, A. R., & Usher, E. L. (2015). Salient sources of early adolescents' self-efficacy in two domains. <i>Contemporary Educational Psychology</i>, 42, 49-61. doi:10.1016/j.cedpsych.2015.04.001</p>
Week 4	Expectancy-Value Theory	<p><u>Tuesday (2/13)</u>: Schunk et al. Chapter 2 (pp. 46-79)</p> <p><u>Thursday (2/15)</u>: Harackiewicz, Judith M., Rozek, Christopher S., Hulleman, Chris S., & Hyde, Janet S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value. <i>Psychological Science</i>, 23(8), 1-8. doi:10.1177/0956797611435530</p>

Why Am I Doing This?		
Week 5	Self-Determination/ Intrinsic-Extrinsic Motivation	<p><u>Tuesday (2/20): Exam #1</u></p> <p><u>Thursday (2/22):</u> Schunk et al. Chapter 7 (pp. 237-272)</p> <p style="text-align: center;">and</p> <p>Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. <i>Psychological Bulletin</i>, 128(5), 774-795. doi:10.1037/0033-2909.128.5.774</p> <p><i>(You do not need to read Mischel, Shoda, and Rodriguez before class, but make sure to bring it to class)</i></p> <p>Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. <i>Science</i>, 244(4907), 933-938.</p>
Week 6	Self-Determination/ Intrinsic-Extrinsic Motivation Autonomy Support	<p><u>Tuesday (2/27):</u> Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? <i>Journal of Personality and Social Psychology</i>, 79(6), 995-1006.</p> <p><u>Thursday (3/1):</u> Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. <i>Journal of Educational Psychology</i>, 98(1), 209-218. doi:10.1037/0022-0663.98.1.209</p> <p style="text-align: center;">and</p> <p>Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. <i>Educational Psychologist</i>, 39, 97-110.</p>
Week 7	Flow, Interest, and Purpose	<p><u>Tuesday (3/6):</u> Schunk et al. Chapter 6 (only pp. 210-226)</p> <p style="text-align: center;">and</p> <p>Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. <i>Science</i>, 326(5958), 1410-1412. doi:10.1126/science.1177067</p> <p><u>Thursday (3/8):</u> Ford, M. E., & Smith, P. R. (2007). Thriving with social purpose: An integrative approach to the development of optimal human functioning. <i>Educational Psychologist</i>, 42(3), 153-171.</p> <p style="text-align: center;">and</p> <p>Bronk, K. C., Hill, P. L., Lapsley, D. K., Talib, T. L., & Finch, H. (2009). Purpose, hope, and life satisfaction in three age groups. <i>The Journal of Positive Psychology</i>, 4(6), 500-510. doi:10.1080/17439760903271439</p>

Week 8	Goal Orientations	<p><u>Tuesday (3/20)</u>: Schunk et al. Chapter 5 (only pp. 186-208)</p> <p style="text-align: center;">and</p> <p>Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions. <i>Educational Psychologist</i>, 46(1), 26-47. doi:10.1080/00461520.2011.538646</p> <p><u>Thursday (3/22)</u>: Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3x2 achievement goal model. <i>Journal of Educational Psychology</i>, 103, 632-648.</p> <p style="text-align: center;">and</p> <p>Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2002). Teachers' communication of goal orientations in four fifth-grade classrooms. <i>Elementary School Journal</i>, 102, 35-58.</p> <p style="text-align: center;">or</p> <p>Linnenbrink-Garcia, L., Tyson, D. F., & Patall, E. A. (2008). When are achievement goal orientations beneficial for academic achievement? A closer look at moderating factors. <i>International Review of Social Psychology</i>, 21, 19-70.</p>
How Am I Doing?		
Week 9	Goals, Self-Regulation, and Help Seeking	<p><u>Tuesday (3/27)</u>: Schunk et al. Chapter 4 (only pp. 158-164) Schunk et al. Chapter 5 (only pp. 170-186).</p> <p style="text-align: center;">and</p> <p>Wolters, C.A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. <i>Educational Psychologist</i>, 38(4), 189-205.</p> <p><u>Thursday (3/29)</u>: Koo, M., & Fishbach, A. (2008). Dynamics of self-regulation: How (un)accomplished goal actions affect motivation. <i>Journal of Personality and Social Psychology</i>, 94, 183-195.</p> <p style="text-align: center;">and</p> <p>Cleary, T. J., & Zimmerman, B. J. (2004) Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. <i>Psychology in the Schools</i>, 41, 537-550.</p> <p style="text-align: center;">or</p> <p>Marchand, G., & Skinner, E. (2007). Motivational dynamics of children's academic help-seeking and concealment. <i>Journal of Educational Psychology</i>, 99, 65 – 82. doi:10.1037/0022-0663.99.1.65</p>
Why Did I Succeed or Fail?		
Week 10	Attribution Theory	<u>Tuesday (4/3)</u> : Exam#2

Week 10	Attribution Theory	<p><u>Thursday (4/5)</u>: Schunk et al. Chapter 3 (pp. 80-121)</p> <p style="text-align: center;">and</p> <p>Perry, R., Stupinsky, R., Hall, N., Chipperfield, J., & Weiner, B. (2010). Bad starts and better finishes: Attribution retraining and initial performance in competitive achievement settings. <i>Journal of Social and Clinical Psychology, 29</i>, 668 – 700 . doi:10.1521/jscp.2010.29.6.668</p> <p><i>(You do not need to read Graham and Barker before class, but make sure to bring it to class)</i></p> <p>Graham, S., & Barker, G. P. (1990). The down side of help: An attributional-developmental analysis of helping behavior as a low-ability cue. <i>Journal of Educational Psychology, 82</i>, 7–14.</p>
How Do I Feel?		
Week 11	Emotion and Motivation	<p><u>Tuesday (4/10)</u>: Schunk et al. Chapter 6 (only pp. 226-236)</p> <p><u>Thursday (4/12)</u>: Pekrun, R., & Linnenbrink-Garcia, L. (2012). Academic emotions and student engagement. <i>Handbook of research on student engagement</i>. (pp. 259-282): Springer Science + Business Media, New York, NY.</p>
What Social Structures Support My Motivation?		
Week 12	Social Motivation: Peers, Belongingness	<p><u>Tuesday (4/17)</u>: Schunk et al. Chapter 10 (only pp. 347-356)</p> <p style="text-align: center;">and</p> <p>Rogers, T., & Feller, A. (2016, online). Discouraged by peer excellence: Exposure to exemplary peer performance causes quitting. <i>Psychological science</i>, 1-10. doi:10.1177/0956797615623770</p> <p><u>Thursday (4/19)</u>: Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science, 331</i>(6023), 1447-1451. doi:10.1126/science.1198364</p> <p style="text-align: center;">and</p> <p>Wentzel, K. R., & Watkins, D. E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. <i>School Psychology Review, 31</i>(3), 366-377.</p> <p style="text-align: center;">MOTIVATION SELF CHANGE PROJECT DUE <i>Upload to Blackboard before Thursday's class</i></p>

Week 13	Social Motivation: Family & Community	<p><u>Tuesday (4/24)</u>: Schunk et al. Chapter 10 (only pp. 356-372)</p> <p style="text-align: center;">and</p> <p>Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. <i>The Elementary School Journal</i>, 106, (2), 105-129.</p> <p><u>Thursday (4/26)</u>: Urdan, T., Solek, M., & Schoenfelder, E. (2007). Students' perceptions of family influences on their academic motivation: A qualitative analysis. <i>European Journal of Psychology of Education</i>, 22(1), 7-21. doi:10.1007/BF03173686</p>
Week 14	Conclusions	<p><u>Thursday (5/1)</u>: t.b.d.</p> <p><u>Thursday (5/3)</u>: Exam #3</p>
	EXAM PERIOD	<p><u>Tuesday (5/15)</u>: MOTIVATION AUTOBIOGRAPHY FINAL PAPER</p> <p style="text-align: center;"><i>Upload to Blackboard by 4:30pm</i></p>

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>



Appendix A

Attendance & Participation Rubric (10%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a. Be punctual, present (in mind and body), and well prepared for class.
- b. Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- c. Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

- 5 = Student *consistently* demonstrated the criterion throughout the semester.
- 4 = Student *frequently* demonstrated the criterion throughout the semester.
- 3 = Student *intermittently* demonstrated the criterion throughout the semester.
- 2 = Student *rarely* demonstrated the criterion throughout the semester.
- 1 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	_____

Appendix B

Motivation Self Change Project (25%)

Before attempting to change or support the motivation of others, it is important to try out and understand how the various motivation theories and concepts apply to oneself. For this assignment, students are expected to identify a personal goal that can be accomplished in about a two week period. Ideally, the goal represents a significant challenge— perhaps even something the student has attempted on multiple occasions but has previously failed. Based on the identified goal, each student will design a motivational intervention to administer to his/herself. On at least 10 of the 14 days during the period of the intervention, record a brief paragraph reflecting on the progress made (or not made) toward the identified goal. Data collection is encouraged!

For this assignment, students are expected to submit:

1. The motivation diary (and evidence of collected data)
2. A theoretically-grounded report in which the student
 - a. summarizes the goal, the intervention, and the results of the intervention, and then
 - b. analyzes how successful the intervention was, discussing the reasons for its success/failure and specific actions that could make it stronger next time,
 - c. discusses how the intervention could be used in future personal or professional endeavors.

Requirements:

- Refer to and define relevant motivation theories and concepts, citing appropriate sources from the course reading list or from readings outside of the course (note: readings from outside of the course reading list are not required).
- The length of the report is up to the student but it would be difficult to adequately complete this assignment in fewer than 5 written pages.
- The motivation diary should contain at least 10 entries.
- Use APA style throughout the report. APA style is not necessary for the motivation diary entries.

Motivation Self Change Project

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<i>Content</i>				
Motivation Diary	Motivation diary included with 10 or more entries documenting progress toward the identified goal	Motivation diary included with 8-9 entries documenting progress toward the identified goal	Motivation diary included with fewer than 8 entries	No motivation diary submitted
Summary <ul style="list-style-type: none"> • Identify the goal • Describe the intervention • Describe the results of the intervention 	Summary fully addresses all 3 criteria. Goal is clearly stated, intervention is well described, results of intervention are well articulated.	Summary addressed all 3 criteria with some minor weaknesses. The goal of the intervention is stated, the intervention and results are described.	Significant weaknesses in 1 or 2 criteria	Significant weaknesses in all criteria. The summary is unacceptable.
Analysis <ul style="list-style-type: none"> • Address how successful the intervention was including <ul style="list-style-type: none"> ◦ reasons for its success/failure ◦ specific actions that would strength it and why they would be effective 	Analysis is detailed and thorough addressing how and why it was successful (or not), as well specific, justified, actions that could be used to strength it	Analysis is provided with minor weaknesses in how and why it was successful (or not); actions to strength it are provided	Analysis of intervention is provided but lacks sufficient detail and depth in explaining why it was successful (or not); actions to strength it are limited	No analysis of the intervention is provided.
Discussion of Relevant Course Theories and Concepts <ul style="list-style-type: none"> • Discuss relevant theories and concepts from the course • Provide definitions of concepts/theories discussed 	Relevant theories concepts are discussed with an appropriate level of detail. Concepts/theories are clearly defined and discussed	Relevant theories/concepts are discussed with few instances in which more, or less, detail is needed and or in inaccuracies in understanding of theories/ concepts	Multiple instances in which discussion of relevant theories/ concepts are not discussed in sufficient detail and or numerous inaccuracies in understanding of theories/ concepts	Relevant theories/concepts from class were not discussed.
Implications <ul style="list-style-type: none"> • Discusses how the intervention could be used in future personal or professional endeavors 	Discussion of implications for future personal and professional endeavors is thoughtfully discussed with specific examples	Discussion of implications for future personal and professional endeavors is addressed but some additional elaboration and or examples are needed	Significant weaknesses in the discussion of implications for future personal and professional endeavors; Few were identified and/or were inappropriate.	Report does not address how the intervention relates to future personal or professional endeavors

	Outstanding (1)	Competent (.75)	Minimal (.5)	Unsatisfactory (.25)
Writing Style and Technical Merit (spelling, grammar, typographical errors)	Paper is coherent, concise and well structured with a clear purpose; error free	Paper is coherent, concise and well structured with a clear purpose and few technical errors.	Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors
Citation of sources, APA style, and paper guidelines	Appropriate citation of sources and use of APA style and paper guidelines	A few missing citations and or instances of incorrect formatting and style	Several missing citations and or several instances of incorrect formatting and style	Lack of citations or use of APA style

Appendix C

Motivation Autobiography (25%)

Students think more deeply about material, and learn it better, when it is personally meaningful. This takes effort and exploration. To facilitate this process, each student is to write a motivation autobiography. In it, each student should identify (a) who he/she is today and who/what have been the major motivational influences in his/her life to this point (both good and bad), (b) where the student would like to go (e.g., one area in his/her life he/she would like to change/improve), and (c) how he/she will accomplish this goal (cite specific strategies to accomplish this change).

Note that Part A is the major part of the assignment, and should comprise 80-90% of the text. For Part B and C, students are welcome to refer to what worked (or did not work) for them in the Motivation Self Change Project. Through this assignment and other class exercises, students should appreciate the powerful role that motivation has had, does have, and will have in their lives as well as develop strategies for motivating themselves and others.

This assignment will require time and effort. Do not wait until the last two weeks of the semester to start. It will be much easier to assemble one's connections between one's experiences and course material throughout the semester. Students are encouraged to jot down ideas throughout the semester. This will assist in identifying a list of topics and connections relevant to one's own development.

Keep in mind that this is essentially a life story from a motivational perspective. If it is just an autobiography or just a review of motivational theories, that is not sufficient. It should be a review of major life events and motivators that is integrated with motivational topics covered this semester. Please see instructor with questions.

Requirements:

- Cite *at least* 5 research articles/studies (over and above the course text and notes) to support the discussion of major motivational influences in your life and/or goals for the future. These can be from class readings or outside reading on similar motivation topics.
- The length of the autobiography is up to the student but it would be difficult to adequately complete this assignment in fewer than 10 written pages.
- Use APA style throughout the paper.

Motivation Autobiography

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<i>Content</i>				
Self Description/Story	Detailed and thorough account of one's development is provided describing how the student progressed to who he/she is today	Account of development is provided including a description of how the student progressed to who he/she is today	Account of development is provided but does not provide sufficient detail to understand how the student progressed to who he/she is today	Account of development is not provided
Identification of major life motivators	Several major life motivators are identified with reference to multiple relevant motivational theories/concepts	Major life motivators are identified with reference to relevant motivational theories/concepts; few omissions	Major life motivators are identified with little reference to relevant motivational theories/concepts; several omissions	Major life motivators are not identified
Analysis of motivators from a motivation perspective	Analysis is detailed and thorough addressing one's development from a motivation perspective. Relevant theories concepts are discussed with an appropriate level of detail. Concepts/theories are clearly defined and discussed	Analysis is provided from a motivation perspective minor weaknesses theories/concepts discussed; few instances in which more, or less, detail is needed and or in inaccuracies in understanding of theories/ concepts	Analysis is provided from a motivation perspective but lacks sufficient detail and depth; numerous instances in which more detail is needed and or in inaccuracies in understanding of theories/ concepts	Analysis of one's development is provided from a motivational perspective is not provided
Discussion of future plans and steps to accomplish those plans	Future plans, and steps to accomplish them are clearly described	Future plans, and steps to accomplish them are described but some additional elaboration and or examples are needed	Significant weaknesses in the description of future plans and or steps to accomplish them; Few were identified and/or were inappropriate.	Report does not address future plans and steps to accomplish them
	Outstanding (1)	Competent (.75)	Minimal (.5)	Unsatisfactory (.25)
Writing Style and Technical Merit (spelling, grammar, typographical errors)	Paper is coherent, concise and well structured with a clear purpose; error free	Paper is coherent, concise and well structured with a clear purpose and few technical errors.	Paper conveys the main points of the topic but additional polish is needed; Several errors or incoherent sentences	Paper is incoherent and/or overly wordy with little structure or purpose; difficult to appreciate the content; Numerous technical errors

Citation of sources, APA style, and paper guidelines	Appropriate citation of sources and use of APA style and paper guidelines	A few missing citations and or instances of incorrect formatting and style	Several missing citations and or several instances of incorrect formatting and style	Lack of citations or use of APA style
Use of Peer-Reviewed Research	Contains references to 5 or more relevant peer-reviewed articles	Contains references to at least 5 peer-reviewed articles, the majority of which are relevant	Contains references to 5 peer-reviewed articles but most are irrelevant	Does not include at least 5 peer-reviewed articles
Discussion of the Motivation Literature	Clearly spoken, topic-specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes	Overuse of jargon AND quotes that are lengthy or inappropriate	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis