George Mason University
College of Education and Human Development
Educational Psychology

EDEP 350 (001)
Perspectives on Achievement Motivation
3 credits, Spring 2020
Tuesday/Thursday 10:30 – 11:45 a.m.
Global Center 1302 A – Fairfax Campus

Faculty
Name: Samantha Ives
Office Hours: By appointment
Office Location: West 2004, Fairfax Campus
Email Address: sives2@gmu.edu

Prerequisites/Corequisites
None.

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.

This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:
1) Explain how individuals, groups or institutions are influenced by contextual factors
2) Demonstrate awareness of changes in social and cultural constructs
3) Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

Course Delivery Method

This course will be delivered using a lecture and seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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. explain how individuals are influenced by contextual factors
9. demonstrate awareness of changes in social and cultural constructs
10. use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present
11. develop and reinforce their critical thinking, problem solving, oral and writing skills

Professional Standards
Upon completion of this course, students will have met the following professional standards:

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

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).

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* <u>*midnight on the DAY prior to each class*</u>. 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

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topic	Assigned Readings
Week 1	Course Overview History & Introduction to Motivation	Tuesday (1/21): *You do not need to read chapter 1 before class, we will review it in class* Schunk et al. (2014) Chapter 1 (pp. 1-45) Thursday (1/23): Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95,* 667-686. Usher, E. L. (2018). Acknowledging the whiteness of motivation research: Seeking cultural relevance. *Educational Psychologist, 53,* 131-144, DOI: 10.1080/00461520.2018.1442220
Can I Do It? Do I Want to Do It?		
Week 2	Implicit Theories of Intelligence	Tuesday (1/28): Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance in surprising ways. In J. Aronson (Eds.) *Improving academic achievement* (pp. 38-60). San Diego: Academic Press. Thursday (1/30): Rattan, A., Savani, K., Chugh, D., & Dweck, C. S. (2015). Leveraging mindsets to promote academic achievement: Policy recommendations. *Perspectives on Psychological Science, 10*(6), 721-726. doi:http://dx.doi.org/10.1177/1745691615599383 Paunesku, D., Walton, G., Romero, C., Smith, E., Yeager, D., & Dweck, C. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science, 26*(6), 784-793. doi:http://dx.doi.org/10.1177/0956797615571017
Week 3	Self-Efficacy	Tuesday (2/4): Schunk et al. (2014) Chapter 4 (pp. 145-157; 168 – self-efficacy) Thursday (2/6): Butz, A. R., & Usher, E. L. (2015). Salient sources of early adolescents' self-efficacy in two domains. *Contemporary Educational Psychology, 42,* 49-61. http://dx.doi.org/10.1016/j.cedpsych.2015.04.001
Week 4	Expectancy-Value Theory	Tuesday (2/11): Schunk et al. (2014) Chapter 2 (pp. 46-79) Thursday (2/13): 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. *Psychological Science, 23*(8), 1-8. doi: 10.1177/0956797611435530

Why Am I Doing This?		
Week 5	Self-Determination/ Intrinsic-Extrinsic Motivation	Tuesday (2/18): **Exam #1** Thursday (2/20): 📖 Schunk et al. (2014) Chapter 7 (pp. 237-272) 📖 Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin, 128*(5), 774-795. doi:http://dx.doi.org/10.1037/0033-2909.128.5.774 📖 Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science, 244*(4907), 933-938.
Week 6	Self-Determination/ Intrinsic-Extrinsic Motivation Autonomy Support	Tuesday (2/25): 📖 Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality and Social Psychology, 79*(6), 995-1006. 📖 Kumar, R., Zusho, A., & Bondie, R. (2018). Weaving cultural Relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist, 53,* 78-96, DOI: 10.1080/00461520.2018.1432361 Thursday (2/27): 📖 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. *Educational Psychologist, 39*, 97-110. 📖 Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology, 98*(1), 209-218. doi:http://dx.doi.org/10.1037/0022-0663.98.1.209
Week 7	Flow, Interest, and Purpose	Tuesday (3/3): 📖 Schunk et al. (2014) Chapter 6 (only pp. 210-226) 📖 Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. *Science, 326*(5958), 1410-1412. doi:10.1126/science.1177067 Thursday (3/5): 📖 Bronk, K. C., Hill, P. L., Lapsley, D. K., Talib, T. L., & Finch, H. (2009). Purpose, hope, and life satisfaction in three age groups. *The Journal of Positive Psychology, 4*(6), 500-510. doi:http://dx.doi.org/10.1080/17439760903271439 📖 Ford, M. E., & Smith, P. R. (2007). Thriving with social purpose: An integrative approach to the development of optimal human functioning. *Educational Psychologist, 42*(3), 153-171.

Week 8	Goal Orientations	Tuesday (3/17): 📖 Schunk et al. (2014) Chapter 5 (only pp. 186-208)
		📖 Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2002). Teachers' communication of goal orientations in four fifth-grade classrooms. *Elementary School Journal, 102*, 35-58.
		Thursday (3/19): 📖 Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions. *Educational Psychologist, 46*(1), 26-47. doi:http://dx.doi.org/10.1080/00461520.2011.538646
		📖 Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3x2 achievement goal model. *Journal of Educational Psychology, 103*, 632-648.
		📖 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. *International Review of Social Psychology*, 21, 19-70.
How Am I Doing?		
Week 9	Goals, Self-Regulation, and Help Seeking	Tuesday (3/24): 📖 Schunk et al. (2014) Chapter 4 (only pp. 158-164) 📖 Schunk et al. (2014) Chapter 5 (only pp. 170-186)
		📖 Wolters, C.A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist, 38(4)*, 189-205.
		Thursday (3/26): 📖 Koo, M., & Fishbach, A. (2008). Dynamics of self-regulation: How (un)accomplished goal actions affect motivation. *Journal of Personality and Social Psychology, 94*, 183–195.
		📖 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. *Psychology in the Schools*, *41*, 537-550.
		📖 Marchand, G., & Skinner, E. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology, 99,* 65 – 82. doi:10.1037/0022-0663.99.1.65
Why Did I Succeed or Fail?		
Week 10		Tuesday (3/31): **Exam #2**

Week 10 (con.)	Attribution Theory	Thursday (4/2): 📖 Schunk et al. (2014) Chapter 3 (pp. 80-121)
		📖 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. *Journal of Social and Clinical Psychology, 29,* 668 – 700 . doi:10.1521/jscp.2010.29.6.668
		📖 *You do not have to read before class, but make sure to bring article to class* Graham, S., & Barker, G. P. (1990). The down side of help: An attributional-developmental analysis of helping behavior as a low-ability cue. *Journal of Educational Psychology, 82*, 7–14.

How Do I Feel?		
Week 11	Emotion and Motivation	Tuesday (4/7): 📖 Schunk et al. (2014) Chapter 6 (only pp. 226-236)
		Thursday (4/9): 📖 Pekrun, R., & Linnenbrink-Garcia, L. (2012). Academic emotions and student engagement. *Handbook of research on student engagement.* (pp. 259-282): Springer Science + Business Media, New York, NY.

What Social Structures Support My Motivation?		
Week 12	Social Motivation: Peers, Belongingness	Tuesday (4/14): 📖 Schunk et al. (2014) Chapter 10 (only pp. 347-356)
		📖 Rogers, T., & Feller, A. (2016, online). Discouraged by peer excellence: Exposure to exemplary peer performance causes quitting. *Psychological science,* 1-10. doi:10.1177/0956797615623770
		Thursday (4/16): 📖 Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science, 331*(6023), 1447-1451. doi:10.1126/science.1198364
		📖 Graham, S. (2018). Race/ethnicity and social adjustment of adolescents: How (not if) school diversity matters. *Educational Psychologist, 53*, 64-77, DOI: 10.1080/00461520.2018.1428805
		📖 Gray, D. L., Hope, E. C. & Matthews, J. S. (2018). Black and belonging at school: A case for interpersonal, instructional, and institutional opportunity structures. *Educational Psychologist, 53,* 97-113, DOI: 10.1080/00461520.2017.1421466
		Motivation Self Change Project due

Week 13	Social Motivation: Family & Community	Tuesday (4/21): 📖 Schunk et al. (2014) Chapter 10 (only pp. 356-372) 📖 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. *The Elementary School Journal, 106, (2)*, 105-129. Thursday (4/23): 📖 Urdan, T., Solek, M., & Schoenfelder, E. (2007). Students' perceptions of family influences on their academic motivation: A qualitative analysis. *European Journal of Psychology of Education*, 22(1), 7-21. doi: 10.1007/BF03173686
Week 14	Conclusions	Tuesday (4/28): t.b.d. Thursday (4/30): **Exam #3**
	EXAM PERIOD	Tuesday (5/12): *Motivation Autobiography Final Paper due by 4:30 pm today (scheduled exam day)*

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

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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 a 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 have failed at. 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 at least 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)
Content				
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 • 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
• Address how successful the intervention was including
  ○ 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 • 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 • 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), including discussion of specific contextual factors and social and cultural contexts, (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 thoughts connections between one's experiences and course material are made throughout the entire 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)
Content				
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 and 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

Last revised October, 2019

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 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