Motivation in Education
PSY 644, Sec 900 (online)
3 Credit Hours
Jan. 12 – Mar. 6

Instructor Information

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Phone: 351-2989
Office Hours: I am available via email most of the time except weekends & holidays.

Course Purpose

There is a story behind the actions of every student. A motive, a reason, a cause that is hidden from the eyes of the casual viewer. The purpose of this course is to teach you to see these stories.

Objectives & Standards

• Apply key motivation ideas to real-world situations. Such application will include identifying, diagnosing, and treating motivational problems.
• Find connections between key motivation ideas and everyday life.
• Participate in discussions of motivational issues.
• The course addresses NCATE standards 1b, 1c, 1d, and 4a.

Course Description

The course is divided into 6 modules. Each module focuses on a few “big ideas.” These big ideas are the lenses that allow you to see the stories. For each module I have designed activities that will help you understand and apply the big ideas. These activities include reading assignments, PowerPoint slides, and the assignments described below. The reading assignments and PowerPoint can be found in the Course Materials on our class Blackboard site.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>#</th>
<th>Pts Each</th>
<th>Total Pts</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>7</td>
<td>10</td>
<td>70</td>
<td>%26</td>
</tr>
<tr>
<td>Calvin Wikis</td>
<td>4</td>
<td>10</td>
<td>40</td>
<td>%15</td>
</tr>
<tr>
<td>Connections Blogs</td>
<td>3</td>
<td>20</td>
<td>60</td>
<td>%22</td>
</tr>
<tr>
<td>PBL Project</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>%37</td>
</tr>
</tbody>
</table>

Note: See the Class Schedule for due dates.

The Learning Activities are activities and discussion questions related to each module. Completing these activities will help you make sense of the readings and cue in to the “big ideas.” Generally, you should complete these activities first as they will prepare you for the other assignments. There are learning activities to complete for each module and I give choice in completing them (e.g.,
“Complete 2 of the 4 listed activities”). It is a good idea to view responses to all the learning activities even though you don’t have to respond to all of them. You earn full credit (10 points) for completing the required number of activities and posting thoughtful responses (i.e., more than just a sentence or two) to the queries in each activity. You get partial credit for completing only some of the activities or for providing less complete responses. If you don’t do the week’s activities, of course you don’t get any points. For more information and to complete the assignments, go to the Discussion Board.

The Calvin Wikis provide an opportunity to practice applying the “big ideas” in a fun way. I will set up a series of wiki pages (like Wikipedia) comprised of Calvin and Hobbes cartoons. Each page will contain a set of cartoons illustrating problematic motivation patterns related to the content of a particular module. The class will collaboratively describe and analyze Calvin’s motivation by contributing to each wiki page. You should contribute to the wiki throughout the week (rather than just waiting to the last day). The Calvin Wiki assignments will be graded similar to the learning activities. You get full credit (10 points) if you provide a thoughtful contribution (i.e., more than just a sentence or two) either by directly adding content to the wiki space or by making comments that push the group’s thinking along (each page has a comment function). For more information and to complete the assignments, go to the Calvin Wiki.

The Connections Blogs give you the opportunity to write about intriguing connections between the “big ideas” and everyday life. You will complete three blogs. I hope you have fun with this. Consequently, I don’t want you worrying about how I will grade your blog. You will get full credit (20 points) simply for completing a full blog (i.e., the equivalent of about 2 double-spaced pages) by the due date. You will get partial credit for a partial blog. For more information and to complete the assignments, go to the Blogs.

The PBL Project is the most involved activity. To complete this activity, you will (1) develop a case study of the problematic motivation patterns of one of your students, (2) analyze the cause of this student’s problems, (3) propose intervention strategies, (4) implement and evaluate those strategies, and (5) reflect on the successes/challenges and what you learned. Another student and I will provide feedback on drafts of the first four parts. You then have the opportunity to revise before submitting the final project. I will use a rubric to grade the final project. For more information and to complete the assignments, go to the Blogs.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
Course Materials

Required Text:

*Note: There is a 4th edition but I like the 3rd edition better and lots of used copies are available (new ones too).*

Additional Assigned Readings (find under Course Materials):

# Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Module 1: Overview &amp; Module 2: Competency Beliefs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jan. 12</td>
<td>Brophy, Ch. 1, 2, &amp; 3</td>
<td>• Participate in learning activities**</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Jan. 19    | Brophy, Ch. 5 (p. 101-115) Yeager & Dweck, *Mindsets that promote resilience.* | • Participate in learning activities.  
• *Calvin Wiki #1** |      |
|      |            | **Module 3: Goal Orientation** |             |      |
| 3    | Jan. 26    | Brophy, Ch. 4, 5 (p. 115-123) Covington, *Self-Worth and the Fear of Failure.* | • Participate in learning activities.  
• *Calvin Wiki #2*  
• *Connections Blog #1* | 1/29 |
|      |            | **Module 4: Internal/External Motivation** |             |      |
| 4    | Feb. 2     | Brophy, Ch. 6, 7, 10 (p. 256-269) Ryan & Deci, *Intrinsic and Extrinsic Motivations.* | • Participate in learning activities.  
• *Calvin Wiki #3*  
• *PBL Case Study* | 2/5 |
| 5    | Feb. 9     | Brophy, Ch. 8 Brandt, *Punished by rewards? A conversation with Alfie Kohn.* | • Participate in learning activities.  
• *Calvin Wiki #3 (cont’ed)*  
• *PBL Case Study Analysis* | 2/12 |
|      |            | **Module 5: Motivation to Learn** |             |      |
| 6    | Feb. 16    | Brophy, Ch. 9 (p. 208-239) Pugh & Phillips, *Content appreciation.* | • Participate in learning activities.  
• *Calvin Wiki #4*  
• *PBL Intervention Proposal*  
• *Connections Blog #2* | 2/19  
2/21 |
| 7    | Feb. 23    | Brophy, Ch. 9 (240-255), 10 (p. 269-274) Duckworth, *True grit: Can perseverance be taught?* [TED Talk]  
Tough, *What if the secret to success is failure?* Zimmerman, *Becoming a self-regulated learner.* | • Participate in learning activities.  
• *PBL Intervention Analysis* | 2/28 |
|      |            | **Module 6: Identity & Culture; Integration** |             |      |
| 8    | Mar. 2     | Brophy, Ch. 11-12 Eckert, *Jocks and burnouts.* | • Participate in learning activities.  
• *PBL Complete Project*  
• *Connections Blog #3* | 3/5  
3/6 |

*By 11:55pm on the listed date.  
**Complete throughout the week.

*Note: You can complete assignments early, but not late. So if you know you will be gone or without Internet access, work ahead. If a sudden emergency or illness occurs, let me know and I will make exceptions. This schedule is subject to change at the discretion of the instructor.*
The University of Northern Colorado’s Disability Statement
Students with disabilities: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

The University of Northern Colorado’s Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC’s Policies
UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link
http://www.unco.edu/dos/handbooklindex.html.