EDPE 668: THEORIES OF ACHIEVEMENT MOTIVATION
Fall 2017 (3 credits)   Mondays 11:35-2:25 PM (& Dec. 7th)
Education Bldg (3700 McTavish), Room 133

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Office Hours:	By appointment		

Course Overview

This graduate course provides an overview of current theories of achievement motivation as applied to educational settings in terms of their development, conceptual overlap, and empirical findings. The theories to be discussed address individual differences in self-relevant achievement motivation constructs among students (beliefs, emotions, self-regulation) and address the following questions:

- *Who are you?*   The purpose for achievement striving (interest, values, goals)
- *What can you achieve?*   Perceived capabilities and expectancy (competence, control)
- *Why do you fail?*   Perceived causes of academic performance (attributions)
- *Why do you feel this way?*   The role of affect in achievement settings (emotions)
- *When does motivation happen?* Temporal sequence of motivation (self-regulated learning, volition)
- *How is motivation regulated?* Managing your motivation (self-regulation of motivation/emotions)

The theoretical perspectives addressed in this course are outlined in sequence from global to specific, trait- to state-oriented, academic to lifespan in scope, cognitive to affective to behavioural, and from before to after achievement outcomes. The theories discussed also address relatively underexplored motivational concepts such as volition, motivational self-regulation, and adaptive disengagement. Each theoretical model is presented with a focus on the specific construct therein, accompanying methods of assessment, and corresponding empirical research that have most substantially contributed to motivation research in educational psychology.

Course Objectives

The primary learning outcomes for this course include:

- Knowledge and ability to contrast key components of current theories of academic achievement motivation
- Ability to critically evaluate theories with respect to internal validity, conceptual overlap, and empirical findings
- Application of motivation theories to the development of effective instruction and intervention methods

Required Readings

All required course readings are indicated in the schedule below and available for download in myCourses. The syllabus readings consist of seminal review articles authored by leading researchers of each construct, with supplemental readings for each topic outlined in an Additional Readings list. The Education building computer lab (room 328) is available for on-campus computer use and printing. McGill network access (wireless, labs, VPN) may be required to access articles. All students are expected to read the assigned syllabus readings prior to class.

Course Requirements

Weekly classes will consist of student-led activities, discussions, summative lectures, and research presentations. Final course grades are comprised of four components intended to facilitate the critical evaluation of motivation concepts through in-class exercises as well as journals encouraging personal reflection on foundational theories and empirical findings. In accordance with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. Supplemental rubrics outlining specific information concerning the course requirements (i.e., structure, grading) are available in myCourses. I do not review rough drafts of assignments and extra credit submissions or post-deadline assignment revisions are not accepted.

1. **Class Participation (10%)**

    Participating in class is critical to understanding course content, promoting discussion, and facilitating in-class activities organized by other students. Participation in class includes contributing to in-class discussions and involvement in class exercises over and above basic attendance. Up to 10 participation points are available, and one point may be obtained each class from Weeks 2-13. *Students who miss more than two classes after Week 1 without acceptable documentation (see below) will forfeit 5 participation points*.

2. **Journal Assignments (40%)**

    Eight journal assignments (5% each) are intended to encourage personal reflection, critical thinking, and elaboration concerning the theories presented. Each journal requires a response to four questions and may be submitted for Weeks 2-13. Each submission must consist of at least 800 words, be submitted via myCourses, and are due at the start of class. Late journal submissions are not accepted.

3. **Research Presentations (20%)**

    Each student will complete two in-class research presentations (10% each) during two different classes from Weeks 2-13, each consisting of a 10-minute overview of one empirical article related to the assigned readings for that class. Each presentation will outline the hypotheses, methods, and findings from a recent, peer-reviewed empirical article directly related to the assigned reading(s) for that class as obtained via a literature search. The presentation must be in PowerPoint and highlight the relevance of the selected article to the class readings.

4. **Class Take-Over (30%)**

    Each student will participate in one "class take-over" in Weeks 2-13 in which the assigned readings/constructs are highlighted in various ways. Each student will independently complete one take-over lasting ~45 mins, and a one-page summary should be provided to the class. Class take-overs will occur during the first hour of class, and will consist of five sections: (1) "*The Warm-Up*" (exercise highlighting the real-world/personal relevance of the topic), (2) "*Show-and-Tell*" (mini-lecture outlining verbally and visually the main points of the articles), (3) "*Measurement*" (present self-report measures), (4) "*Hot Topics*" (indicate some recent research topics in this domain), and (5) "*Discussion*" (lead a class discussion addressing three main questions).

Grading

Final course grades are assigned on the standard university scale based on the course requirement rubrics. Students are strongly encouraged to discuss any grading concerns directly with the instructor. In the event of extraordinary circumstances beyond the University's control, the course content and grading rubrics are subject to change. All course requirements must be completed to obtain a final grade for this class.

Requirements			Grade	Grade Points	Numerical Scale
Class Participation	10%		A	4.0	85-100%
Journal Assignments	40%		A-	3.7	80-84%
Research Presentations	20%		B+	3.3	75-79%
Class Activity	30%		B	3.0	70-74%
			B-	2.7	65-69%
			F	0	0-64%
Total:	100%				

Class Policies

- **Participation & Conduct**

  Students are expected to read the assigned material before each class (*optional readings for students not conducting the class take-over are noted in the schedule with an asterisk*), contribute to in-class discussions concerning the readings, and attend each class except in the case of illness, official closures, or extenuating circumstances. Students are responsible for obtaining missed class content from other students. All electronic devices should be silenced prior to class and should not be used without instructor permission (e.g., phones, PDAs, laptops, recorders, etc.). Usage privileges may be revoked following inconsiderate device use (e.g., texting, loud typing, unrelated websites).

- **Late Submissions**

  Late journal submissions are not accepted. Explanations for late submissions involving technology problems are not acceptable. Ensure your papers are backed-up and ready for submission before they are due, and allow sufficient time prior to the deadline to confirm your paper was uploaded and/or submit the assignment via campus computers to avoid personal computing difficulties. All excuses concerning university technology (e.g., email, myCourses) must be confirmed by McGill ICS personnel to the instructor.

- **Deadline Extensions & Changes**

  Deadline extensions and presentation/take-over date changes may be considered if the request is made in writing (e.g., via email) and a prior notice of absence and/or appropriate formal documentation regarding excusable absences is provided. Possible excusable absences include illness (e.g., physician note, hospital record), funerals (e.g., travel receipts, obituary), religious observances, participation in university activities, and extenuating circumstances. Revised deadlines must be within one week of the original deadline. Presentation/take-over dates may be exchanged between students in case of scheduling difficulties.

- **Academic Integrity**

  McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest for more information). In this course, plagiarism is defined as 5 or more words in a row from source other than your own original writing for this class (e.g., textbook, website, article, another paper, etc.) that is not included within quotation marks and followed by a parenthetical source notations. Papers suspected of plagiarism will be scanned electronically using digital services that are also available for checking papers prior to submission (e.g., WCopyfind; www.dustball.com/cs/plagiarism.checker).

As per the zero-tolerance plagiarism policy for this course, submissions in which plagiarism is observed will be forwarded to the Associate Dean of Graduate and Postdoctoral Studies for disciplinary action (articles 56 and 56.1 in the Student Rights and Responsibilities Handbook). Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures. Additional policies governing academic issues that affect students are found in the McGill Charter of Students' Rights (Handbook Chapter 1).

- **Students with Disabilities**

  If you are a student with a physical or learning disability, please first contact the Office for Students with Disabilities (514-398-6009; http://www.mcgill.ca/osd), and then myself as soon as possible thereafter to make necessary arrangements. Students MUST have registered with the OSD and informed the instructor at least two weeks prior to a course deadline in the case of disability-related deadline changes. It is not acceptable to excuse late assignments or poor performance with learning disabilities not documented by the OSD.

- **Religious Observances**

  It is the policy of McGill University that students not be penalized for religious observances. Students will be allowed, whenever possible, deadline extensions and presentation date changes due to such absences. It is the student's responsibility to contact the instructor at least two weeks before the absence, at which time arrangements will be made for deadline or presentation/take-over date changes.

- **Course Evaluation**

  Students are strongly encouraged to fill out the online evaluation for this course at the end of term. Online course evaluations serve primarily as a tool towards teaching improvement, informing students about courses, and as one of the elements for evaluating the teaching performance of staff for reappointment, tenure, and promotion purposes. The Mercury system will be accessible via Minerva. More information is available at: http://www.mcgill.ca/mercury.

- **Course Communication**

  Emails will be sent to the class in the event of class cancellations or announcements and are the best way to contact the instructor (nathan.c.hall@mcgill.ca). Ensure all direct email communication with the instructor is from a McGill email addresses (to verify identity), and allow at least 2 business days for an email reply from the instructor. The course syllabus, assignment instructions/readings, and grades are also accessible through the myCourses system. To avoid problems with myCourses functionality, Firefox or Internet Explorer browsers are encouraged, ensure the java software on your computer is up to date, and click the "Support / System Check" link on your myCourses home page (top right) to ensure your browser is properly configured.

Course Schedule

Note: Make-up class for October 9th holiday on December 7th
*Indicates optional reading for that week (non-optional for class take-over presenters)

Week	Date	Topics			Readings
1	Sept. 11	Overview		History Motivational Science Motivation Terminology	Weiner (1990) Pintrich (2003) Murphy & Alexander (2000)*
2	Sept. 18	*Who*	Interest	Individual/Situational Interest Interest Development* Intrinsic Motivation	Schiefele (2009) Hidi & Renninger (2006, pp. 111-117)* Deci & Moller (2005)
3	Sept. 25		Goals	Achievement Goal Theory Current Issues	Maehr & Zusho (2009) Senko et al. (2011)
4	Oct. 2		Values	Expectancy-Value Theory: Task Values Review: Interest, Goals, Values	Eccles (2005) Wigfield & Cambria (2010)
	Oct. 9	No Class			
5	Oct. 16	*What*	Competence	Social-Cognitive Theory: Self-Efficacy Self-Theories	Schunk & Pajares (2009) (2005, pp. 88-91)* Dweck & Master (2009)
6	Oct. 23			Self-Concept	Marsh (2007)
7	Oct. 30		Control	Competence vs. Control Control Terminology Perceived Control	Schunk & Zimmerman (2006) Skinner (1996) Perry et al. (2007, pp. 477-512)*
8	Nov. 6	*Why*	Attributions	Attribution Theory	Weiner (2000 & 2010) Graham & Williams (2009)
9	Nov. 13		Emotions	Control-Value Theory Component Systems Theory Affect vs. Interest	Pekrun (2006) Op 't Eynde & Turner (2006)* Ainley (2006)
10	Nov. 20	*When*	Self-Regulated Learning	Motivation in SRL Goal Setting Motivation vs. Volition	Zimmerman (2011) Zimmerman (2008, pp. 267-278)* Heckhausen (2007)
11	Nov. 27	*How*	Volition	Goal Implementation Action Control Theory Self-Control vs. Self-Regulation	Oettingen & Gollwitzer (2009) Corno (1993), Kuhl (1996) Kuhl & Fuhrmann (1998; pp. 15-30)*
12	Dec. 4		Self-Regulation of Motivation & Emotions	Volitional Control Metamotivation	Pintrich (1999) Wolters (2003)
13	Dec. 7			Emotion Regulation Adaptive Disengagement	Boekaerts (2011)* Heckhausen et al. (2010)

Reading List

Week 1 - Overview

Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology, 82*, 616-622.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95*(4), 667-686.

Murphy, P. K., & Alexander, P. A. (2000). A motivated exploration of motivation terminology. *Contemporary Educational Psychology, 25*, 3-53.

Week 2 - Interest & Intrinsic Motivation

Schiefele, U. (2009). Situational and individual interest. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 197-222). New York: Routledge.

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist, 41*(2), 111-127. *(Read pp. 111-117)*

Deci, E. L., & Moller, A. C. (2005). The concept of competence: A starting place for understanding intrinsic motivation and self-determined extrinsic motivation. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 579-597). New York, NY: Guilford Press.

Week 3 - Achievement Goals

Maehr, M. L., & Zusho, A. (2009). Achievement goal theory: The past, present, and future. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 77-104). New York: Routledge.

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*, 26-47.

Week 4 - Values & Review

Eccles, J. S. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 105-121). New York, NY: Guilford Press.

Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental Review*, *30*, 1-35.

Week 5 - Self-Efficacy & Self-Theories

Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 35-53). New York: Routledge.

Schunk, D. H., & Pajares, F. (2005). Competence beliefs and academic functioning. In A. J. Elliott & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 85-104). New York, NY: Guilford Press. *(Read pp. 88-91)*

Dweck, C. S., & Master, A. (2009). Self-theories and motivation: Students' beliefs about intelligence. K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 123-140). New York, NY: Routledge.

Week 6 - Self-Concept

Marsh, H. W. (2007). *Self-concept theory, measurement and research into practice: The role of self-concept in educational psychology.* Leicester, UK: British Psychological Society.

Week 7 - Perceived Control

Schunk, D. H., & Zimmerman, B. J. (2006). Competence and control beliefs: Distinguishing the means and ends. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 349-367). Mahwah, NJ: Erlbaum.

Skinner, E.A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology*, 71, 549-570.

Perry, R. P., Hall, N. C., & Ruthig, J. C. (2007). Perceived (academic) control and scholastic attainment in college students. In R. Perry & J. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 477-551). New York: Springer. *(Read pp. 477-512)*

Week 8 - Attributions

Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review, 12*, 1-14.

Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist, 45*, 28-36.

Graham, S., & Williams. C. (2009). An attributional approach to motivation in school. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 171.196). New York, NY: Routledge.

Week 9 - Emotions

Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review, 18*, 315-341.

Op 't Eynde, P., & Turner, J. E. (2006). Focusing on the complexity of emotion-motivation issues in academic learning: A dynamical component systems approach. *Educational Psychology Review, 18,* 361-376.

Ainley, M. (2006). Connecting with learning: Motivation, affect and cognition in interest processes. *Educational Psychology Review, 18*, 391-405.

Week 10 - Self-Regulated Learning

Zimmerman, B. J. (2011). Motivational sources and outcomes of self-regulated learning and performance. In B. J. Zimmerman and D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 49-64). New York, NY: Routledge.

Zimmerman, B. J. (2008). Goal setting: A key proactive source of academic self-regulation. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications*. New York, NY: Erlbaum. *(Read 267-278)*

Heckhausen, J. (2007). The motivation-volition divide and its resolution in action-phase models of behavioral and developmental regulation. *Research in Human Development, 4*, 163-180.

Week 11 - Volition

Oettingen, G., & Gollwitzer, P. M. (2009). Making goal pursuit effective: Expectancy-dependent goal setting and planned goal striving. In J. P. Forgas, R. F. Baumeister, D. F. Tice (Eds.), *Psychology of self-regulation: Cognitive, affective, and motivational processes* (pp. 127-146). New York, NY: Psychology Press.

Corno, L. (1993). The best-laid plans: Modern conceptions of volition and educational research. *Educational Researcher, 22*, 14–22.

Kuhl, J. (1996). Who controls whom when "I control myself"? *Psychological Inquiry, 7*, 61-68.

Kuhl, J., & Fuhrmann, A. (1998). Decomposing self-regulation and self-control: The volitional components inventory. In J. Heckhausen & C. Dweck (Eds.), *Motivation and self-regulation across the life span* (pp. 15-49). Hillsdale, NJ: Erlbaum. *(Read pp. 15-30)*

Week 12 - Self-Regulation of Academic Motivation

Pintrich, P. R. (1999). Taking control of research on volitional control: Challenges for future theory and research. *Learning and Individual Differences, 11*, 335-354.

Wolters, C. A. (2003). Regulation of motivation: Evaluating an underemphasized aspect of self-regulated learning. *Educational Psychologist, 38*(4), 189-205.

Week 13 - Self-Regulation of Motivation & Emotions

Boekaerts, M. (2011). Emotions, emotion regulation, and self-regulation of learning. In B. J. Zimmerman and D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 408-425). New York, NY: Routledge.

Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of lifespan development. *Psychological Review, 117,* 32-60.