

**EDUC 712**

**ADVANCED STUDY OF MOTIVATION: THEORY, RESEARCH, AND APPLICATIONS**

**Section:** 26507

**Units: 3**

**Fall 2019 — Tuesdays — 4:00pm – 6:40pm**

**Location:** VKC 210

**Instructor:** Erika A. Patall, Ph.D.

**Office:** 600H

**Office Hours:** By appointment for your convenience

**Contact Info:** patall@rossier.usc.edu

**Teaching Assistant:** Nicole Yates

**Office:** 600G

**Office Hours**: By appointment for your convenience

**Contact Info:** nicoleya@usc.edu

This course is designed to introduce you to theories of human motivation and their applications in educational settings, particularly to facilitate the equitable outcomes for individuals in urban contexts. We will explore the classic and contemporary theories currently in use to understand the nature, predictors, functions, and consequences of motivation, particularly as it pertains to learning, achievement, and education settings. Along the way, we will briefly examine the historical context in which the theories evolved, and the key players associated with each theory. We will also dedicate much of our time to analyzing and applying these theories to the issues you face in your current and anticipated work environments. This process of thinking about the potential benefits, limitations, and uses of motivation theory and science is intended to support your development as critically conscious scholars and leaders who are reflective and understand how to facilitate learning, well-being, and equity for children and adults in urban contexts.

**Course Description**

It is worth noting that one of the challenges in studying (and teaching!) theories of motivation is that there is a lot of “folk theories” in circulation about what motivates students, teachers, administrators, employees, and employers. Moreover, we all carry a large store of anecdotal evidence gleaned from our own experiences about what motivates individuals. Thus, in order to meet the primary course objective, which focuses on research-based theories of human motivation, we will continuously distinguish between what each theory says, the evidence on which the theory is based, the ways the theory sheds light on human behavior in learning situations, and the areas in which the theory falls short. This emphasis on distinguishing between anecdote, opinion, and theory is one of the ways your experience in this course will set you apart as a knowledgeable expert on educational leadership: a true doctor of educational practice.

**Course Objectives**

This course contributes to the following **program-aligned learning outcomes**:

1. Ability to define and explain the central ideas and constructs of major current theories for describing, predicting and explaining human motivation.
2. Ability to summarize and critique findings from empirical studies about motivation.
3. Ability to identify, explain and apply the typical operational definitions and measurement strategies used in motivation research.
4. Ability to apply key motivation theories and evidence to facilitate positive and equitable outcomes for diverse individuals in urban settings, including historically marginalized individuals
5. Evaluate and assess the effectiveness and/or progress of motivation-relevant programs to improve practice in learning organizations.
6. Engage in critically reflective practice through analysis of your positionality as it relates to motivation theory and practice in a learning context.
7. Demonstrate effective skills in group collaboration, discussion, and oral and written communication.

Everything we will do in class, and everything you will be asked to do outside of class time (reading, writing, reflecting), has been thoughtfully designed to support you in successfully achieving these objectives.

**Course Notes**

This course is web-enhanced. All materials (i.e., lecture slides, readings, etc.), assignments, and communication will be posted via Blackboard.

**Required Readings**

**Optional textbooks for background:**

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in education: Theory, research and applications****.*** *Fourth edition*. Englewood Cliffs, NJ: Prentice Hall.

Reeve, J. (2018). *Understanding motivation and emotion, Sixth edition.* Hoboken, NJ: Wiley.

***These textbooks are not required.*** *They are suggestions if you would like a basic text for background. However, we will focus on empirical and review articles from journals.*

**Required Articles**

Journal articles and book chapters made available on blackboard will be the focus of class discussions. These are listed by week later in this syllabus. You can download the required articles using a link posted on Blackboard in Adobe Acrobat (PDF) format or simply read them on line.

**You should bring all readings with you to class on the day they are assigned (hard copy or e-copy).**

**Class Preparation, Punctuality, Participation**

**Preparation**

You are required to read and reflect on *all* current assignments **BEFORE** each class and to engage in discussions most weeks. This requires that you keep up the readings weekly.

**Punctuality**

In addition to coming to class prepared and having completed the reading thoughtfully, it is also essential to come to class on time. Given the many responsibilities that you and your colleagues in the EdD program typically bear, it is understandable that, on occasion, unexpected events may result in a late arrival. However, we will make every effort to start and end every class on time.

**Participation**

**Before Class.** Please keep up with the readings and prepare for class discussion.

***During Class.*** Class meetings will include a mixture of lecture, discussion, and activities, with more time spent on discussion or activities in small groups and as a whole class than lecture. Instructor lectures are meant to provide a review of basic information related to the week’s reading. Lecture will not provide a comprehensive account of the reading, but will rather highlight important points, themes, and connection between theories.

The remainder of the class will be spent in small groups and as a whole class discussing the week’s readings. Following lecture, students will join small groups (voluntarily based on interests) to discuss one or several of the week’s readings. Guided questions and task goals are provided for each week to direct the nature of discussion in groups and the final products produced. Following small group discussion, groups will share with the whole class what was discussed and individuals outside of the group may offer thoughts on the issues raised in each small group.

Note that this is a discussion-oriented seminar and everyone is expected to participate in class sessions. Please come to class prepared to engage in a thoughtful and scholarly discussion of the readings each week.

Computers and mobile devices should be used in class for class purposes ***only***. It is very distracting to your neighbors if you are accessing non-class related materials during class. Please keep all cell phones in silent mode during class. Please use your mobile devices/laptops/tablets to check email or surf non-class related websites during breaks only.

**ASSIGNMENTS**

**Course Requirements**

1. ***Weekly Participation and Discussion:***(Individual) (20% of course grade) Everyone is expected to participate in small group discussions. Small groups will be created during class each week based on individual interests. That is, individuals will select their group during the class in which the readings will be discussed based on what triggered their interest in the reading. The quality of the discussion is important, but for learning purposes, we value effort most. Group members are expected to come to class prepared to discuss the material with questions or reflections to share with the group. Your contributions to the discussion can include your thoughts and ideas regarding the readings, the topic for the week, questions or issues raised by others, or raise issues and questions for class discussion. You may include a criticism of the research or theory that you read about and/or a brief description of an idea for future research in this area. *Exclusive* reliance on personal opinions or personal experience when contributing to discussion should be avoided. Contributions to discussion should more on data, theory, and evidence.

***In addition,* all small group members will be responsible for giving group leaders a score for their leadership each week** and will also receive credit themselves for participation based on the assessment of group leaders. After each class, group members will score group leaders on a 1 to 5 scale (1 = no leadership, 2 = minimal leadership, 3 = sufficient leadership, 4 = very good leadership, 5 = excellent leadership). Likewise, group leaders will give each group member a score for effort (0 = not present, 1 = no effort, 2 = minimal effort, 3 = average effort, 4 = good or excellent effort). A template for the score sheet is available on blackboard under *Assignments.* Ratings should be uploaded each week on blackboard.

A total score for participation in the course comes from summing all the ratings across the semester with 20 points being full credit in this category. Students should note that they neither need to be present for every class or receive a perfect score for every class in order to get full credit for participation. This scoring design is meant to accommodate for the reality that we cannot always be perfectly prepared participants every time (though we should try)!

1. ***Group Discussion Leadership:***(Individual) (20% of course grade)
To actively engage students in learning course material, and in growing their instructional skills, each class session will include small group discussion. ***Group leaders*** will be responsible for guiding the small group through discussion and reflection of a particular reading for the week. The responsibilities of the group leader include:
2. Preparing for small group discussion *in advance*. Advance preparation requires a thoughtful reading of all readings for that week and **creating a reflection on those readings by responding to question prompts provided by the instructor.**
3. Presenting the reading reflection to the group at the beginning of the discussion and perhaps engaging the group with a brief introductory activity.
4. Reflecting with group members and amending the reflection based on group member responses and suggestions in order to create a group reflection.
5. Guiding the group through discussion to keep them focused on the goals for that week.
6. Posing discussion questions for the group to focus on, soliciting questions from group members, and facilitating the discussion of questions.
7. Reporting back to the whole class about what the group discussed and experienced in order to allow individuals outside the group to contribute.
8. Grading each group member for effort in terms of their participation in the group on a 1 to 5 scale (0 = not present, 1 = no effort, 2 = minimal effort, 3 = average effort, 4 = good or excellent effort) following the end of class.

**This is not a formal presentation or lecture. You may find handouts or worksheets helpful (sometimes), but NO POWERPOINTS.** The goal is to engage the class in a discussion or activity that reinforces and extends what students have already read, not to present new content. Group leaders may assign tasks to other group members such as notetaking to facilitate the discussion process.

The goals of this activity are to:

1. Actively engage students in the material.
2. Allow students to focus on material they most value.
3. Provide an engaging way to outline and discuss important information in the readings.
4. Reveal how individuals are understanding the material differently.
5. Resolve discrepancies across students’ understandings when they are revealed.
6. Efficiently engage in stimulating thought and discussion that extends beyond what is explicitly stated in readings.
7. Encourage students to reflect on the strengths and weaknesses of their own instructional/facilitation style.

Over the course of the semester, **each student will be expected to serve as a group leader twice (on 2 different weeks)**. Group leaders will be graded by each individual group member on a 1 to 5 scale (1 = no leadership, 2 = minimal leadership, 3 = sufficient leadership, 4 = very good leadership, 5 = excellent leadership). Group members grade group leaders by completing a score sheet (available on Blackboard under *Assignments*)*.* Dr. Patall will also give leaders a score for leadership based on the following criteria:

1. *Actively engaged group members in discussion\*\**
2. Encouraged group to discuss information pertinent to the readings
3. Clear and coherent presentation of discussion to whole class

Group leaders may earn **up to 10 points for their leadership per week**. The average score of the group across individuals (up to 5) and Dr. Patall’s score (up to 5) will be summed to create the group leader’s total score.

Students may sign up for their group leadership assignments on a google spreadsheet (Dr. Patall will email a link). **Students may only co-lead if there are no available slots to sign-up left (please ask for permission before signing up for a slot that already has a leader).** Sign-ups for preferred dates and topics are on a first-come, first-served basis starting on September 27th at 10pm. Please do not sign-up before this time.

Information and question prompts for each week’s discussion is in a detailed weekly activity document posted on blackboard under “Assignments” called “Group discussion information.” Students may want to consult this document before signing-up for a leadership assignment. This document should also be used to prepare for the leadership roles students are assigned.

1. ***Self-Reflection Journal as a Motivating Leader or Motivation Researcher*** (Individual) (10% of course grade) To facilitate ability to engage in critically conscious leadership and scholarship intended to promote equitable outcomes for individuals in urban contexts, students will be asked to keep a weekly journal of their personal thoughts related to the context each week. Specifically, students will be asked to write 1-2 paragraphs each week reflecting of how they as leaders or researchers can apply the motivation theory and science learned in class that week to promote positive outcomes for individuals in urban learning organizations and settings or create new research that could facilitate progress. In these reflections, students should challenge themselves to think about how their ideas represent a shift from current practice or extend existing research and why such a shift or research extension might be beneficial. Students should also think about how they can implement their ideas with cultural competence AND the potential limitations, drawbacks, or challenges their ideas present. *This journal will be submitted at the end of the term and evaluated for completeness.*

1. ***Opinion-Editorial (Op-Ed) Article*** (Individual) (10% of course grade)

Educational scholars are often asked to discuss problems or issues, identify solutions, and/or make recommendations to policy-makers, teachers, parents, and students about specific educational issues. These discussions of problems, issues, solutions, and recommendations sometimes come in opinion articles published in newspapers and magazines. So, what would you tell either parents, teachers, or students about what they need to know about motivation that could improve their lives or the lives of people they interact with?

With this in mind, students will write a short paper no longer than 800 words that will provide information or advice to a specified target audience (teachers, parents, and/or students). Students may choose the focus of the op-ed based on any motivation topic discussed in the course.

Op-Ed articles **do not need to be written in APA style**. But you should be clear about what work you are referring to when you talk about theories and research of specific people (i.e. “According to research conducted by Erika Patall and her colleagues at the University of Southern California...”). Be sure to include a “For further reading” reference list at the end of the paper that lists at least 5 references you drew ideas from in your paper. **Note, you should be using empirical research from peer-reviewed journals to make your claims.** Ideally, this paper will provide a foundation for your final project. Further instructions and a rubric for scoring papers will be available on blackboard.

1. ***Final Project – Paper and Poster Presentation*** (Individual or Pairs) (40% of course grade)
The final product of this course will be a poster presentation and paper students write inspired by the material covered in class. Ideally, you could build on an idea in your op-ed or in your self-reflection journal (which also might overlap with each other). The purpose of this assignment is to give you an opportunity to engage in an analysis, synthesis, and application of the readings from class and engage in an authentic scholarly activity that is meaningful to your personal career goals. As such, students have several options for the type of paper they produce:
2. *Program design and evaluation proposal:* Drawing on the theory and research discussed in class, students may design a program to be implemented in a classroom, school, or other educational setting (formal or informal). Programs may draw on ideas from any readings covered in the class. Ideally, programs will integrate multiple theoretical or research perspectives. However, students should still be selective in which theoretical and research perspectives are incorporated based on the motivational challenge to be addressed by the program. Program design and evaluation proposals should include a) identification and a brief description of a motivational challenge that needs to be addressed, b) a review of theory and research that informs the development of a program that could address the problem, c) a description of the program to be implemented to address the problem, and d) a brief discussion of how the success of the program will be evaluated.
3. *Research proposal:* This option is a traditional research proposal in which students propose research that will extend existing knowledge on any topic using ideas covered in the course. Ideally, this should be a research project that students will really conduct in the future. Thus, the research may have some focus on a topic outside of the course that is relevant to student’s personal research agenda (if the student is not normally focused on motivation in his or her research). However, motivation theories and findings need to be substantially drawn on to create the research question and design the study. Motivation theories need to play a substantial part of the rationale for the study and need to be incorporated into the theoretical justification for questions and hypotheses, as well as the nature of the predictors, mechanisms, and/or outcomes explored in the design. Students must be selective in the theories and research that is drawn on to inspire the research proposal. Research proposals should include a) an introduction/background/review of existing theory/research and b) brief overview of study design and methods, and d) predicted findings/discussion sections.

Regardless of which option is chosen, all papers should be approximately 6-8 pages in length for a single author and up to 12 pages in length for two authors (double spaced, Times New Roman 12pt font, not including references). All papers should draw on at least 10 sources (i.e. references), half of which must be empirical research studies (e.g., original data were collected and presented in the article) published in peer-reviewed journals. Be sure to include a reference list at the end of the paper listing the references cited in your paper. **Papers should be written in a style consistent with the recommendations of the American Psychological Association (APA; 6th Edition).** A template and online resources for APA style is posted to Blackboard. Please consult the Doctoral Support Center (DSC) for questions regarding APA style. Further instructions and a rubric for scoring papers will be available on blackboard.

To scaffold the process of completing this final paper proposing research or a program, students are asked to submit the following:

* + - 1. Type of paper and description of topic/focus (approximately 5-10 sentences). **This description is due Nov. 5.**
			2. Outline of paper and list of references. The outline should include all major sections (e.g., description of problem, review of prior research, description of program, research methods, etc…) and include a brief list of points under each section to illustrate the gist of each section, including basic aspects of the program or research design. Include a list of references that are informing the program or research. **This outline is due Nov. 19.**

Completion of the project description and outline will be included as part of the grade for your final paper (1 point each).

You will have the opportunity to **present your program or research project during our final class session. This class will be conducted as a poster session.** Roughly half of students will hang their posters to present for the first half of class, while remaining students (and the instructor) circulate and talk with each presenter. Then roles shift for the second half of class: the other half of students will present posters while non-presenting students (and the instructor) circulate and talk with each presenter.

Posters should cover the same content as papers, but more briefly in clear columned sections and make greater use of figures, tables, and images to communicate information. Students should aspire to create posters in the style of that seen at professional organization meetings (google “poster examples” for many images or use the template provided on blackboard). However, students should not feel obliged to spend much money on poster creation – gluing Powerpoint slides on a poster board/large sheet of paper is perfectly acceptable.

**Assignment Submission**

All written assignments should be submitted via blackboard by 11:59pm of the due date.

**Late Assignments**

Late assignments **will not be accepted** unless you have experienced an emergency (contact your instructor AHEAD OF A DUE DATE). After all, we can’t reinforce procrastination in a motivation course!

**\*\* Requirement for Original Work \*\***

Please be aware of the Rossier School of Education policy regarding original work. Keep in mind that it is still considered plagiarism if one searches and copies from other sources and inadvertently included this work in written papers without proper attribution. Please consult Dr. Patall, the TA, or a USC librarian if you have any questions about what constitutes non-original work.

An occasional absence is unavoidable. There are two sections of 712 and it is preferable that you attend the other section, rather than miss a class. If you do miss a class, identify a classmate or two who will help you by providing notes and important information presented during class such as changes made to due dates and assignment requirements. Once you have studied your classmates’ notes, Dr. Patall would be happy to meet with you to clarify any remaining questions.

##### Absences

##### Assessment

The final course grade will be based on your scores on the following assessment components.

X **Course Requirements Points % Deadline**

1. Small Group Discussion 20 20% Weekly
2. Discussion Leadership 20 20% TBD
3. Self-Reflection Journal 10 10% Dec. 6
4. Op-Ed Article 10 10% Oct. 29
5. Final Project Poster Presentation 10 10% Dec. 3
6. Final Paper 30 30% Dec. 6
	1. *Description Nov. 5*
	2. *Outline Nov. 19*

Grades will be distributed according to the following scale (points or percentage):

**A**: 92.5-100
**A-**: 89.5-92
**B+**: 86.5-89
**B**: 82.5-86
**B-**: 79.5-82
**C+**: 76.5-79
**C**: 72.5-76
**C-**: 69.5-72
**D**: 59.5-69

**F:** <59.5

**OUTLINE OF COURSE AND READING LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DATE** | **TOPIC** | **READINGS / ASSIGNMENTS****\*Foundational reading to support weekly discussion** |
| Week 1 | Aug. 27 | Overview of course; History, methods, and assessment | \*Schunk, Ch. 1.\*Linnenbrink-Garcia & Patall (2015)\*Linnenbrink-Garcia, Patall, & Pekrun (2016) |
| Week 2 | Sept. 3 | Intrinsic and extrinsic motivation | \*Ryan & Deci (2000)Lepper & Henderlong (2000)Cerasoli, Nicklin, & Ford (2014)Cokley (2015)Froiland & Worrell (2016) |
| Week 3 | Sept. 10 | Interest and flow | \*Schiefele (2009)Csikszentmihalyi, Abuhamdeh, & Nakamura (2007)Durik & Harackiewicz (2007)Rotgans & Schmidt (2017) |
| Week 4 | Sept. 17 | Affect and Emotion | Pekrun et al. (2002)Baker, D’Mello, Rodrigo, Graesser (2010) Fredrickson & Cohn (2008)Bench & Lench (2019) |
| Week 5 | Sept. 24 | Basic psychological needs: competence and autonomy support | \*Patall & Zambrano (2019)Wallace & Sung (2017)Jang, Reeve, Deci (2010)Rodgers (2016)Kumar, Zusho, & Bondie (2018) |
| Week 6 | Oct. 1 | The need to belong and the role of others in motivation | \*Leary & Cox (2008)Pomerantz, Cheung, & Qin (2012)Roorda, Koomen, Spilt, & Oort (2011)Froiland, Worrell, & Oh (2019)Ryan (2000)Gray et al. (2018) |
| Week 7 | Oct. 8 | Social cognitive theory and self-efficacy | \*Usher & Pajares (2008)Ahn, Usher, Butz, Bong (2016)Putney & Broughton (2011)Yu, Corkin, & Martin (2016)Usher et al., 2019 |
| Week 8 | Oct. 15 | Expectancies and values | Wigfield, Tonks, & Klauda, (2009)Yeager, Henderson, Paunesku, Walton, D’Mello, Spitzer, Duckworth (2014)Harackiewicz, Canning, Tibbetts, Priniski, Hyde (2016) |
| **WEEK** | **DATE** | **TOPIC** | **READINGS** **\*Foundational reading to support weekly discussion** |
| Week 9 | Oct. 22 | Workshop Op-Ed articles – Bring draft or be prepared to work on a draft |
| Week 10 | Oct. 29 | Attributions and mindsets | Graham (2016)Yeager, Purdie-Vaughns, et al. (2014)Yeager & Dweck (2012)Yeager et al. (2019)***Op-Ed Article due by 11:59pm*** |
| Week 11 | Nov. 5 | Goal orientation and goal structure | Senko, Hulleman, & Harackiewicz (2011)Lau & Nie (2008)Kaplan & Maehr (1999)***Submit description of final paper topic*** |
| Week 12 | Nov. 12 | Goal striving and regulation of motivation | Locke & Latham (2002)Gollwitzer & Sheeran (2006)Miele & Scholer (2017)Patall et al. (2019) |
| Week 13 | Nov. 19 | The self and motivation | Oyserman & Fryberg (2006)Cokley, McClain, Jones, Johnson (2012)Rydell, Van Loo, & Boucher (2017)Stephens, Brannon, Markus, & Nelson (2015)Urdan & Herr (2016)Usher (2018)***Submit outline for final paper*** |
| Week 14 | Nov. 26 | Work on final papers and presentations |
| Week 15 | Dec. 3 | **PROJECT POSTER PRESENTATIONS** |
|  | Dec. 6 | ***Final project papers due by 11:59pm******Self-reflection journals due by 11:59pm*** |

**DETAILED OVERVIEW OF READINGS**

**WEEK 1: OVERVIEW OF COURSE; HISTORY AND METHODS IN MOTIVATION SCIENCE**

Schunk et al., Chapter 1, Introductions and Historical Foundations.

Linnenbrink-Garcia, L. & Patall, E. A. (2015). Motivation. In L. Corno & E. Anderman (Eds.), *Handbook of Educational Psychology, 3rd Edition,* (pp. 91-103)*.* Sponsored by the American Psychological Association.New York, NY: Routledge.

Linnenbrink-Garcia, L., Patall, E. A., & Pekrun, R. (2016). Adaptive motivation and emotion in education: Research and principles for instructional design. *Policy Insights from Behavioral and Brain Sciences, 3*(2), 228-236.

**WEEK 2: OVERVIEW OF MOTIVATION THAT IS EXTRINSIC OR INTRINSIC**

Ryan, R. M. & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25,* 54-67.

Lepper, M. R., & Henderlong, J. (2000). Turning "play" into "work" and "work" into "play": 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp. 257-307). San Diego, CA: Academic Press.

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. Psychological Bulletin, 140(4), 980–1008.

Cokley, K. (2015). A confirmatory factor analysis of the academic motivation scale with black college students. *Measurement and Evaluation in Counseling and Development, 48*(2), 124–139.

Froiland, J. M. & Worrell, F. (2016). Intrinsic motivation, learning goals, engagement, and achievement in diverse high school. *Psychology in the Schools, 53*(3), 321-336.

**WEEK 3: INTEREST AND FLOW**

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

Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2007). Flow. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 598-608). New York: NY: Guilford.

Durik, A. M. & Harackiewicz, J. M. (2007). Different strokes for different folks: How individual interest moderates the effects of situational factors on task interest. *Journal of Educational Psychology, 99*(3), 597-610.

[Rotgans, J. I., & Schmidt, H. G. (2017), Interest development: Arousing situational interest affects the growth trajectory of individual interest. Contemporary Educational Psychology, 49, 175-184.](https://bit.ly/2EW2snZ)

**WEEK 4: AFFECT AND EMOTION**

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students’ self-regulated learning and achievement: A program of quantitative and qualitative research. *Educational Psychologist, 37,* 91-106.

Baker, R. S. J. D., D'Mello, S. K., Rodrigo, M. M. T., & Graesser, A. C. (2010). Better to be frustrated than bored: The incidence, persistence, and impact of learners' cognitive-affective states during interactions with three different computer-based learning environments. *International Journal of Human-Computer Studies, 68,* 223-241

Fredrickson, B. L. & Cohn, M.A. (2008). [Positive Emotions](http://www.unc.edu/peplab/publications/chap_fredrickson%2520%26%2520cohn_2008.pdf). In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds). *Handbook of Emotions* (pp. 777-796), 3rd Ed. NY: Guilford Press.

Bench, S. W., & Lench, H. C. (2019). Boredom as a seeking state: Boredom prompts the pursuit of novel (even negative) experiences. Emotion, 19(2), 242-254.

**WEEK 5: BASIC PSYCHOLOGICAL NEEDS: AUTONOMY AND COMPETENCE**

Patall, E. A. & Zambrano, J. (2019). Facilitating student outcomes by supporting autonomy: Implications for practice and policy. *Policy Insights from Behavioral and Brain Sciences.*

Wallace, T. L & Sung, H.C. (2017). Student perceptions of autonomy-supportive instructional interactions in the middle grades. *The Journal of Experimental Education,* *85*(3), 425-449.

Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology, 102*(3), 588–600.

Rodgers, K. (2016). Retention vs. persistence: A self-determination analysis of students underrepresented in STEM. In J. T. Decuir-Gunby & P. A. Schutz (Eds.), *Race and Ethnicity in the Study of Motivation in Education.* New York, NY: Routledge.

Kumar, R. Zusho, A. & Bondie, R. (2018) Weaving cultural relevance and achievement motivation into inclusive classroom cultures. *Educational Psychologist, 53*(2), 78-96.

**WEEK 6: THE NEED TO BELONG AND THE ROLE OF OTHERS IN MOTIVATION**

Leary, M. R. & Cox, C. B. (2008). Belongingness motivation: A mainspring of social action. In J. Y Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 27-40). New York: Guilford.

Pomerantz, E. M., Cheung, C. S., & Qin, L. (2012). Relatedness between children and parents: Implications for motivation In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 335-349)*.* New York, NY: Oxford University Press.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81,* 493-529.

Froiland, J. M., Worrell, F. C., & Oh, H. (2019). Teacher-student relationships, psychological need satisfaction and happiness among diverse students. *Psychology in the Schools, 56,* 856-870.

Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist, 35,* 101-111.

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*(2), 97-113

**WEEK 7: SOCIAL COGNITIVE THEORY AND SELF-EFFICACY**

Usher, E. L., & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research, 78*(4), 751–796.

Ahn, H., Usher, E. L., Butz, A., Bong, M. (2016). Cultural differences in understanding modeling and feedback as sources of self-efficacy information.

Putney, L. G., Broughton, S. H. (2011). Developing collective classroom efficacy: The teacher’s role as community organizer. *Journal of Teacher Education*, 62, 93-105.

Yu, S. L., Corkin, D. M., & Martin, J. P. (2015). STEM motivation and persistence among underrepresented minority students: Two social cognitive perspectives. In J. T. Decuir-Gunby & P. A. Schutz (Eds.), *Race and Ethnicity in the Study of Motivation in Education.* New York, NY: Routledge.

Usher, E. L., Li, C. R., Butz, A. R., & Rojas, J. P. (2019). Perserverant grit and self-effiacy: Are both essential for children’s academic success. *Journal of Educational Psychology, 111*(5), 877-902.

**WEEK 8: EXPECTANCIES AND VALUES**

Wigfield, A., Tonks, S. & Klauda, S.L. (2009). Expectancy-Value Theory. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.

Yeager, D. S., Henderson, M. D., Paunesku, D., Walton, G. M., D’Mello, S., Spitzer, B. J., & Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology, 107*(4), 559–580.

Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Priniski, S. J., & Hyde, J. S. (2016). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal of Personality and Social Psychology, 111*(5), 745–765.

**WEEK 9: *OPINION EDITORIAL ARTICLE WORKSHOP***

**WEEK 10: ATTRIBUTIONS AND MINDSETS**

Graham, S. (2016). An attributional perspective on motivation in ethnic minority youth. In

J. T. Decuir-Gunby & P. A. Schutz (Eds.), *Race and Ethnicity in the Study of Motivation in Education.* New York, NY: Routledge.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., . . . Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143(2), 804-824.

Yeager, D. S. & Dweck, C. S. (2012) Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*(4), 302-314.

Yeager et al., (2019). A national experiment reveals where a growth mindset improves achievement. *Nature,* 1-6.

**WEEK 11: ACHIEVEMENT GOALS AND GOAL STRUCTURE**

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.

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person-context interactions. *Journal of Educational Psychology*, *100*, 15-29.

Kaplan, A., & Maehr, M. (1999). Enhancing the motivation of African American students: An achievement goal theory perspective. *Journal of Negro Education*, *68*, 23–41.

**WEEK 12: GOAL STRIVING AND REGULATION OF MOTIVATION**

Locke, E. A. & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57, 705-717.*

Gollwitzer, P. M. & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology, 38,* 69-119.

Miele, D. B. & Scholer, A. A. (2017). The role of metamotivational monitoring in motivation regulation. *Educational Psychologist, 53*(1), 1-21.

Patall, E. A., Pituch, K. A., Steingut, R. R., Vasquez, A. C., Yates, N., & Kennedy, A. A. U. (2019). Agency and high school science students’ motivation, engagement, and classroom support experiences. Accepted for publication at *Journal of Applied Development Psychology, 62,* (77-92).

**WEEK 13: THE SELF AND MOTIVATION**

Oyserman, D. & Fryberg, S. A. (2006). The possible selves of diverse adolescents: Content and function across gender, race and national origin. In J. Kerpelman & C. Dunkel (Eds.), *Possible selves: Theory, research, and applications* (pp.  17-­‐39). Huntington, NY: Nova.

Cokley, K., McClain, S., Jones, M., & Johnson, S. (2012). A preliminary investigation of academic disidentification, racial identity, and academic achievement among African American adolescents. *The High School Journal, 95*(2), 54–68.

Stephens, N. M., Brannon, T. N., Markus, H. R., & Nelson, J. E. (2015). Feeling at home in college: Fortifying school-relevant selves to reduce social class disparities in higher education. *Social Issues and Policy Review, 9*(1), 1–24.

Urdan, T. & Herr, V. (2016). Motivation and achievement of Hispanic college students in the U.S. In J. T. Decuir-Gunby & P. A. Schutz (Eds.), *Race and Ethnicity in the Study of Motivation in Education.* New York, NY: Routledge.

Rydell, R. J., Van Loo, K. & Boucher, K. L. (2017). Stereotype threat: New insights into process and intervention. In A. J. Elliot, C. S. Dweck, & Yeager, D. S. (Eds.), *Handbook of Competence and Motivation*, 2nd Edition. New York: NY: Guilford.

Usher, E. L. (2018) Acknowledging the whiteness of motivation research: Seeking Cultural relevance. *Educational Psychologist, 53*(2), 131-144,

**WEEK 14: *WORK ON FINAL PAPER/PRESENTATIONS***

**WEEK 15: *FINAL PROJECT POSTER PRESENTATIONS***

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

**Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [http://dsp.usc.edu](http://dsp.usc.edu/)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

*USC Department of Public Safety –* *213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime*.

Provides overall safety to USC community. [http://dps.usc.edu](http://dps.usc.edu/)