**Competency Motivation**

**EPSY 4533-503 (online)**

**Spring 2012**

**Course Instructor:** Kamden K. Strunk, M.S. **Supervising Faculty:** YoonJung Cho, Ph.D.

**Office Address:** 413 Willard Hall **Office Address:** 424 Willard Hall

**Office Phone:** (405) 744-3485 **Office Phone:** (405) 744-9444

**Cell Phone:** (918) 521-2422

**Email:** kamden.strunk@okstate.edu **Email:** yoonjung.cho@okstate.edu

**Office Hours:** Mondays, 8:30AM to 12:00PM

Tuesdays, 8:30AM to 10:00AM

Wednesdays, 8:30AM to 12:00PM

Thursdays, 8:30AM to 10:00AM

And Other Days/Times By Appointment

**Online Office Hours:** Same as regular office hours, Skype username: kamden.strunk

**Required Course Textbook:**

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

**Course Description:**

**University Catalog Description**: Development of competence through the application of research based strategies in achievement motivation. Examines intellectual ability, motives, goals, attributions, competence perceptions and values as they relate to developmental issues, demographics, contextual influences, culture and self-regulation.

**Course Objectives:**

1. To develop an understanding of significant theories and concepts related to the process of motivation, especially competency/achievement motivation in the education setting.
2. To become familiar with research, strategies, and examples of how motivation is influenced across the life span in both academic and non-academic environments.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

Because this is an online class, direct instruction from the course instructor is accomplished in a different manner than usual. One way this is accomplished is through occasional “video lectures” where information is shared. The most prominent way direct instruction occurs is through constant feedback in the discussion boards throughout the course. Students will also receive weekly emails where overall issues that are noticed in the class will be addressed and students will be encouraged to make connections from week to week and integrate information.

**Attendance Policy:**

Because this is an online course, attendance is completed through logging into D2L (<http://oc.okstate.edu>) and participating in the online discussions. Students are expected to log in at least twice per week. Students are also expected to read every post to the discussion board as part of the collaborative learning process in the class. It is vital that if you fall behind in weekly assignments, you contact the instructor immediately. The further behind in assignments you get, the more difficult it is to design a plan for you to get caught up in the course, so be sure to maintain good communication, even if you are having trouble completing assignments.

**Course Assignments:**

1. **Introduction Post:** In the first week, you will post an introduction to tell your classmates about yourself, who you are, your background, and what experiences you bring with you to the class. This simple exercise is meant to build a sense of community among the class and help everyone feel more comfortable in course discussions. Feel free to share your educational information (major, year, etc.), career goals, as well as any personal information you feel comfortable telling your classmates about yourself so they will know you a bit better in this online classroom environment. Introductions are worth 40 points.
2. **Discussion Questions:** Each week there are discussion questions posted. These will help you to further your understanding of the text and think about the information presented in different ways. Each discussion question response needs to be 1 to 2 paragraphs in length. You may only respond to questions that have not been responded to until all questions have responses posted to them. All questions must be answered in the week, and you must respond to an unanswered question unless all questions are already answered. **Posts are due by 11:59PM on Wednesday.** Discussion question posts are worth up to 5 points each.
3. **Peer Responses:** You are also expected to respond to the posts of your classmates. This is part of the process described as cooperative learning. As part of your attendance requirement in this course, you will be reading all of the posts your classmates write. Then, respond to the posts that are most interesting to you, and to which you feel you have something to add. Your peer response should be more than a simple agreement or disagreement, but should extend what your peer posted, add something from your own understanding or experience, or add additional information to what they have posted. You may not post a peer response to the same question as you posted your discussion question post and receive credit for that peer response. This process allows more learning than would occur with any individual posting their own knowledge, or with any person learning individually, because it becomes a process of reciprocal, interactive, community learning. Remember to be respectful and professional in your peer responses. Peer responses should be a minimum of 1 paragraph in length. Peer response posts are worth up to 5 points each, **and are due by Sunday at 11:59PM**.
4. **Video Lectures:** Occasionally, there are video lecture requirements in the week as well. These are provided through outside links (typically to YouTube because students are usually able to access that site easily) and are intended to provide another type of interaction with content. Some of these have been created by the course instructor, and others are videos created by prominent theorists in the field. For weeks with video lectures, you are expected to provide on direct response to the questions posed about the video in the discussion forum (these are evaluated in the same way as a discussion question response, **and are due by Wednesday at 11:59PM**) and two peer responses to your classmates direct responses (these are evaluated in the same way as a peer response, **and are due by Sunday at 11:59PM**). Your video lecture posts and peer responses will be worth up to 5 points each.
5. **Course Project:** This project will be a comprehensive semester effort. The project assignment details are found in a separate document on D2L. The project includes 7 parts, the first part of which is a meeting to discuss your project, come up with ideas for a topic that will be interesting for you, and to discuss how to best proceed given your topic, interests, and strengths. **Project parts will be due on Fridays before 11:59 PM. Each Part Assignment should be submitted to the appropriate Dropbox before the deadline.** Papers should use APA (5th ed.) guidelines (i.e. – double-spaced, 10-12 pt. font, 1” margins, etc). Rubrics and further information about the project can be found in the “Content” section of D2L.  *Total Points: 450 - 45% of overall grade.*
6. **Completed Assignment Table:** At the end of the semester, you will be expected to submit a completed assignment table, which lists all of your completed assignments for this class. This table will list which discussion questions you responded to, which questions you provided a peer response for, what dates you completed your weekly reflections, which classmates you provided peer responses for on video lecture questions, what dates you completed your project components, what date you submitted your final reflection, and what date you submitted your final exam. This serves two purposes: First, it helps you organize your work and ensure you keep up with all of your assignments as you mark them complete in your assignment table. Second, in the event there should be a discrepancy between the instructor’s gradebook and your own records, it makes it easy to verify and track where the problem may lie. A sample assignment table is posted in the Content section of D2L. The completed assignment table will be worth up to 25 points.
7. **Course Evaluations**: You will complete two anonymous course evaluations, one around the middle of the semester, and one at the end of the semester. These are intended to assess the quality of the course, ease of access, the quality of the textbook and supplementary materials, as well as quality of instruction and instructor. For completing these surveys, you will receive 20 points (10 for each). To receive credit, you will send an email to your instructor to inform him you have completed the survey, as they are completely anonymous.
8. **Final Exam:** You will complete a comprehensive final exam in the last week of class, which will be distributed at the end of the semester. This final exam is in an essay format, and is take-home open-book, and open-note. It assesses your ability to comprehend, integrate, and utilize the major theories covered in the class. Your final exam is worth up to 150 points.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Introduction Post | 40 points |
| Discussion Questions | 110 points |
| Peer Reponses | 130 points |
| Video Lecture Responses | 75 points |
| Course Project | 450 points |
| Assignment Table | 25 points |
| Course Evaluations | 20 points |
| Final Exam | 150 points |
| **TOTAL POINTS** | **1000 points** |

**LATE WORK POLICY:**

Late work is not acceptable in college work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor! Do not wait until you have fallen behind by multiple weeks – as soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and forming a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, stop by, Skype, whatever you need to do to get in contact!

**EXTRA CREDIT POLICIES:**

Students can earn up to five percent extra credit in the course through the following activities:

1. **Research Participation:** Students can sign up for research studies through the OSU College of Education SONA system, which will allow them to view various studies that are available and sign up for those they are interested in. The SONA system can be accessed at <http://okstate-coeosu.sona-systems.com/>. Additional information on the College of Education SONA system can be found in the Content section of the D2L site.
2. **Meet with Your Instructor:** Student can earn extra credit by meeting with the course instructor 2 to 3 times throughout the course of the semester. For this, the meetings need to be at least one week apart. Ideally, these would be used to discuss course progress and the course project.
3. **Research Paper.** A third means of earning extra credit is by reading articles that are relevant to the topics discussed in class.  You will read a peer-reviewed academic article and write a *summary* (4 pages, APA, double spaced, 1-inch margins, 12-point font). You need to submit your summary along with an original copy of the article by **5:00 pm on the Friday before Finals Week**. Your instructor MUST APPROVE OF THE TOPIC. Most likely, you will be required to use the bank of research resources available from the instructor. You will prepare these typed, double-spaced papers and submit them to your instructor**.** Your instructor may establish specific writing or other requirements in regard to submitting these papers.  Seek clarification from your instructor in a timely manner.

**Course Calendar:**

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| --- | --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Assignments, Performance Objectives, Final** | **Due** |
| 11/9/12 | Syllabus, Video Lecture  | Introductions and Staying Motivated for an online class | Review SyllabusPost IntroductionView Video LecturePost Response to Video Lecture (1)Post Peer Responses for Video Lecture (2) | * Intro and VL post due on Wednesday by 11:59PM
* Peer responses due by Sunday (11:59PM)
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| 21/16/12 | Additional Reading, Video Lecture | Competence and Motivation | Read Excerpt from Competence and Motivation Chapter (under Additional Reading in Course Content section)Answer Discussion Questions (1)Respond to Peer Responses (2)Post Response to Video Lecture (1)Post Peer Responses for Video Lecture (2) | * DQ and VL post due by Wednesday at 11:59PM
* Peer responses due by Sunday (11:59PM)
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| 31/23/12 | Chapter 1 -Text | Motivation: Introduction and Historical Foundations | Read Chapter 1 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2)**First Project Part Due** | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 41/30/12 | Chapter 2 – Text | Expectancy-Value Theories of Motivation | Read Chapter 2 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2)**Second Project Part Due** | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 52/6/12 | Chapter 3 – Text | Attribution Theory | Read Chapter 3 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2) | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
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| 62/13/12 | Chapter 4 – Text;Video Lecture | Social Cognitive Theory | Read Chapter 4 (Text)Answer Discussion Question (1)Respond to Peer Responses (2)Post Response to Video Lecture (1)Post Peer Responses for Video Lecture (2)**Third Project Part Due** | * DQs and VL post due by Wednesday at 11:59PM
* Peer Responses due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 72/20/12 | Chapter 5 – Text | Goals and Goal Orientation | Read Chapter 5 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2) | * DQs due Wednesday by 11:59PM
* PRs due by Sunday (11:59PM)
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| 82/27/12 | Chapter 6 – Text | Interest and Affect | Read Chapter 6 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2)Complete Midterm Course Evaluation**Fourth Project Part Due** | * DQs due by Wednesday at 11:59PM
* PRs and Midterm Course Evaluation due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 93/5/12 | Chapter 7 – Text; Video Lecture | Intrinsic and Extrinsic Motivation | Read Chapter 7 (Text)Answer Discussion Question (1)Respond to Peer Responses (2)Post Response to Video Lecture (1)Post Peer Responses for Video Lecture (2) | * DQs and VL post due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
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| 103/12/12 | Chapter 8 – Text; | Sociocultural Influences | Read Chapter 8 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2)**Fifth Project Part Due** | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 113/19/12 | Spring Break | Spring Break | Spring Break – No Assigned Work | No Assigned Work |
| 123/26/12 | Chapter 9 – Text;Video Lecture | Teacher Influences | Read Chapter 9 (Text)Answer Discussion Questions (2)Respond to Peer Responses (2) | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
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| 134/2/12 | Chapter 10 – Text;Video Lecture | Classroom and School Influences | Read Chapter 10 (Text)Answer Discussion Questions (1)Respond to Peer Responses (2)Post Response to Video Lecture (1)Post Peer Responses for Video Lecture (2)**Sixth Project Part Due** | * DQs and VL post due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
* Project due by Friday at 11:59PM
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| 144/9/12 | Additional Readings | Competency Motivation in Sports | Read Additional Reading related to Competency Motivation in SportsAnswer Discussion Questions (2)Respond to Peer Responses (2) | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
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| 154/16/12 | Additional Readings | Competency Motivation in Work ANDCompetency Motivation in Adulthood and Later Life | Read Additional Readings related to Competency Motivation in WorkAnswer Discussion Question (1)Respond to Peer Response (1)Read Additional Reading related to Competency Motivation in Adulthood and Later LifeAnswer Discussion Question (1)Respond to Peer Response (1) | * DQs due by Wednesday at 11:59PM
* PRs due by Sunday (11:59PM)
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| 164/23/12 | (Pre-finals Week ) |  | Post any Extra Credit project(s)Submit Completed Assignment TableComplete Course Evaluation Survey**Seventh Project Part Due** | **Extra Credit work, Project, & Assign. Table due:** **Sunday by 11:59PM** |
| 174/30/12 | **(Finals Week)** |  | **Final Exam** | **Final Exam Due by Monday at 11:59PM** |

**Possible Changes to the Syllabus:**

“This syllabus is your contract for production in the course. If changes are made to it they will be posted on Desire 2 Learn. No changes increasing requirements will be made as they might adversely affect your grade.”

**Additional Information and Resources:**

**Academic Integrity:** “I will respect OSU’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.” Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned.  Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University.  You have the right to appeal the charge.  Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

Refer to the Contents Section for these additional course documents:

1. Oklahoma State University Syllabus Attachment Spring 2011

<http://osu.okstate.edu/acadaffr/aa/syllabusattachment-Spring.htm>

2. Oklahoma State University Office of the Registrar Enrollment Guide Spring 2011.