Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)
See https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP for this form.

Required Effective Date: 08/16/2013 (effective date cannot be retroactive)

☐ New course  ☐ Temporary course  ☐ Drop service course
☐ There is a course fee associated with this course
http://www.schedules.wsu.edu/Schedules/Apps/CourseFees.ASP

☐ Variable credit
☐ Increase credit (former credit _____)
☐ Number (former number ________)
☐ Crosslisting (between WSU departments) (Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Repeat credit (cumulative maximum ________ hours)
☐ Lecture-lab ratio (former ratio ________)
☐ Prefix (former prefix ________)
☐ Cooperative listing (UI prefix and number ________
taught by: WSU ☐ UI ☐ jointly taught ☐
☐ S, F grading

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ________ (Must have GenEd Committee Approval)
☐ Fulfills GER lab (L) requirement
☐ Graduate credit (professional programs only)
☐ Other (please list request)

ED PSYCH 573 Motivation Theories

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs</th>
<th>prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description (20 words or less) This course covers antecedents, consequences, and processes of motivated behavior examined from theoretical, empirical and applied perspectives.

Instructor: Sarah Ullrich-French
Contact: Lynn Buckley
Phone number: (509) 335-6858
Phone number: (509) 335-9117
Email: sullrich@wsu.edu
Email: buckleyl@wsu.edu

- Please attach rationale for your request, a detailed course outline/syllabus and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair(date)  Dean(date)  General Education Comm(date)

Chair (if crosslisted/interdisciplinary)*  Dean (if crosslisted/interdisciplinary)*  Graduate Studies Comm(date)

All-University Writing Comm(date)  Academic Affairs Comm(date)  Senate(date)

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
New Course Description and Rationale:

ED PSYCH 573 Motivation Theories

Description (20 words or less):

This course covers antecedents, consequences, and processes of motivated behavior are examined from theoretical, empirical, and applied perspectives.

Rationale:

Currently, there is no class addressing behavioral or motivational theories and application in the Educational Psychology program in the Department of Educational Leadership and Counseling Psychology. The course content represents a core area of the field of Educational Psychology and can be applied to virtually all contexts and populations. The course objectives include providing an overview of a variety of historical and current motivational perspectives. In the Fall of 2010, Dr. Sarah Ullrich-French offered a special topics course on motivation theories with 16 graduate students enrolled. The need exists to offer this course on a permanent and consistent basis to expand the course offerings to the Educational Psychology students and to align with WSU strategic goal #2 by providing a premier education and transformative experience that prepares students to excel in a global society. This course allows students to interact with a breadth of motivational perspectives that can be directly applied to their current interest and focus that will better prepare them to function as professionals.

This course is not expected to impact other units with the college or across campuses.
ED PSYCH 573: Motivation Theories
Fall 2013, Monday 1:10pm-4:00pm

Instructor Information

Dr. Sarah Ullrich-French
Office: PEB 112
Phone: 335-6858
E-mail: sullrich@wsu.edu
Office hours: by appointment

Course Description

This course covers antecedents, consequences, and processes of motivated behavior examined from theoretical, empirical, and applied perspectives.

Course Objectives

You will...

1. Acquire an understanding of the complexity of motivation, including how individual differences and situational factors influence behavior across settings.
2. Acquire knowledge of the research literature that allows for informed and critical discussion of current perspectives on motivation.
3. Learn to apply motivational principles to settings relevant to you.
4. Develop and refine critical thinking, writing, oral communication, and group facilitation skills through course assignments and active participation in group discussions.

Course Experiences

This course will employ some lecture but mostly a seminar format where participants share ideas, viewpoints, and questions in an informal, yet professional atmosphere. Active participation in lectures, discussions about the analysis of assigned readings, group facilitation opportunities, reaction papers, and the development and presentation of a research proposal will help you meet course objectives.

Course Requirements

I. Readings, Assignments, and Participation

Required readings are posted on Angel.

You are expected to read the assigned articles, formulate discussion points and questions, and engage in discussion during class meetings. To facilitate active class participation and promote thoughtful discussion, you will do the following:
1. **Facilitation of group discussion.** On THREE occasions of your choosing, you will be responsible for leading the group discussion of an assigned class reading. ONE of these must be a conceptual reading. You will prepare a five-minute introduction to the reading, including a brief summary of the article (including purpose, hypotheses/research questions, theoretical framework, brief description of participants and procedures, main results, and interpretations of findings). You will then lead the discussion of the paper with the class. For this, prepare 4-5 discussion questions for the class to consider. Questions could focus on strengths and weaknesses of the paper, how it fits into the literature and knowledge in the field, potential applications of the findings, alternate interpretations, future extensions of the research, interesting ideas, etc. Only one student can facilitate for each paper, so you must sign-up in advance.

2. **Reaction papers.** On THREE occasions of your choosing, you will write a 2-page, double-spaced reaction paper on an assigned class reading. These must be done for DIFFERENT PAPERS THAN YOUR GROUP FACILITATION PAPERS. These papers must be handed in by the beginning of the class in which the paper is discussed. No late papers will be accepted. Your reaction paper should NOT summarize the paper. Rather, it should deal with 1-2 ideas that extend from the paper. For example, you could discuss how a finding from the paper could be applied, future research ideas, or a way in which the paper changed your thinking or understanding. While you have considerable latitude in how you choose to focus your paper, reaction papers must be clearly related to the assigned reading, deal with an original idea that you had as a result of that reading, and be written in a clear, concise, coherent style.

3. **Participation in class discussions.** You are expected to actively and meaningfully participate in class discussions. The more you participate in class, the more you process the information and ideas, and learn. In order to meaningfully participate, you must prepare well for class by completing assigned readings and taking notes and writing down questions you have. Part of your final grade is tied to regular and meaningful contribution to group discussions. Participation grades will be awarded for the first half and second half of the semester.

II. **Research Proposal and Presentation**

This assignment provides you with an opportunity to explore a specific topic of interest pertaining to motivation as it relates to your interest/focus. You will develop a high-quality research proposal that conforms to guidelines used by authors when submitting manuscripts to a scientific journal for peer review. The written proposal is due on November 28 and will be formally presented to the group on December 5. The proposal assignment is designed to foster development and refinement of critical thinking skills, organizational and writing skills, and oral communication skills. It is important that you start work on the proposal early in the semester, and therefore proposal idea outlines will be due September 12 and pre-proposal presentations will take place on October 10. You are encouraged to consult with me as ideas are formulated and refined. Further information about this project will be provided on a separate handout.
VI. **Grading**

<table>
<thead>
<tr>
<th></th>
<th>Points (out of 300)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>278-300</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>269-277</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>260-268</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>248-259</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>239-247</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>230-238</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>218-229</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>209-217</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>200-208</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>188-199</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>180-187</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>179 and below</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

VII. **Academic Honesty**

At all times students are expected to be in compliance with University policies. Please complete your work independently unless I instruct you to do otherwise (e.g., the group lab assignment). Properly reference writings or ideas of others. If you are not sure how to do this, it is your responsibility to learn how by consulting APA 6th edition guidelines or me. Instances of academic dishonesty will result in at least a failing grade on the given assignment for all involved students. More severe cases will result in a failing grade for the course. Furthermore, cases of academic dishonesty will be referred to the Dean of Students.

VIII. **Students with Disabilities**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

IX. **Campus Safety Information**

The campus safety plan, which can be found at [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu), contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The University emergency management web site is [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies). WSU ALERT ([http://alert.wsu.edu](http://alert.wsu.edu)) posts information about emergencies, other issues affecting WSU, and communication resources WSU will use to provide warning and notification during emergencies. Please update your emergency contact information for the Crisis Communication System (CCS) by going to the zzusis portal at [http://zzusis.wsu.edu](http://zzusis.wsu.edu) and entering your network ID and password and click on Register under the Emergency Notification box.
### Course Calendar *(subject to modification)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>8/29</td>
<td>Foundational Perspectives</td>
<td>See reading list</td>
</tr>
<tr>
<td>9/5</td>
<td>No Class Labor Day</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Expectancy – Value Theory</td>
<td>See reading list, Proposal outline due</td>
</tr>
<tr>
<td>9/19</td>
<td>Causal Attributions</td>
<td>See reading list</td>
</tr>
<tr>
<td>9/26</td>
<td>Achievement Goal Theory I.</td>
<td>See reading list</td>
</tr>
<tr>
<td>10/3</td>
<td>Achievement Goal Theory II.</td>
<td>See reading list</td>
</tr>
<tr>
<td>10/10</td>
<td>Pre-proposal presentations</td>
<td>Prepare for presentations EVERYONE</td>
</tr>
<tr>
<td>10/17</td>
<td>Self-Efficacy Theory</td>
<td>See reading list</td>
</tr>
<tr>
<td>10/24</td>
<td>Intrinsic/Extrinsic Motivation</td>
<td>See reading list</td>
</tr>
<tr>
<td>10/31</td>
<td>Self-Determination Theory</td>
<td>See reading list</td>
</tr>
<tr>
<td>11/7</td>
<td>Theories of Reasoned Action and Planned Behavior</td>
<td>See reading list</td>
</tr>
<tr>
<td>11/14</td>
<td>“Contemporary” / Integrated Perspectives</td>
<td>See reading list</td>
</tr>
<tr>
<td>11/21</td>
<td>No Class Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>Carry-over / wrap-up</td>
<td>Research proposals due</td>
</tr>
<tr>
<td>12/5</td>
<td>Proposal Presentations</td>
<td></td>
</tr>
</tbody>
</table>
**Reading List**  *optional, but recommended reading*

**Foundational Perspectives**


**Expectancy-Value**


**Causal Attributions**


**Achievement Goal Theory I.**


**Achievement Goal Theory II.**


**Social Cognitive Theory/Self-Efficacy Theory**


**Intrinsic / Extrinsic Motivation**


**Self-Determination Theory**


**Theories of reasoned action and planned behavior**


**Integrative Approaches**

