Instructor Information
Seung Won (Won) Park, Ph.D.
Office: 124B Corpus Christi Hall
Email: seungwon.park@tamucc.edu

Class Meeting Time & Location
Thursday, 7:00-9:30pm; TBD
Office Hours: Wed & Thu, 2-4 pm or by appointment

Course Description, Purpose, and Rationale
This course will survey theoretical and empirical work on academic motivation. Although motivation is critical in learning, it is often overlooked in educational settings. The goal of the course is to develop a knowledge base in the area of academic motivation and contribute to the educator’s development of a foundational knowledge for teaching and learning. Students will review major theories and research of academic motivation and examine implications of the theories and constructs. Students will be also introduced to the current research of instructional practices and applications to enhance academic motivation. No prerequisites are required for this course.

Student Learning Outcomes
This course is designed to enable students to
- Critically read and discuss motivational research studies
- Acquire a knowledge base in the theoretical frameworks of motivation
- Discuss implications of motivation theories and research for instructional implementation
- Summarize and present data-driven research studies
- Demonstrate a theoretical, empirical, or instructional application of the constructs addressed in the course

Instructional Methods and Activities
This course will be delivered mainly in a seminar format involving class discussions and student presentations with occasional instructor-led presentations. The instructor may invite guest speakers as appropriate and necessary.

Textbook and Course Materials
There is no course textbook. Required readings of the course will be a range of published articles and book chapters that relate strongly to the topic of each week (see p. 5 for a complete list of the readings). Students are responsible for obtaining the readings, but the majority will be electronically available on the course Blackboard site. The required readings present the minimum content for each session. All students are expected to come to class having completed the required readings.

Recommended:
Course Assignments and Evaluation

A. Class participation (15%). Class participation will be assessed by attendance and active participation. Students are expected to complete the assigned readings and bring three discussion questions related to each week’s readings. The classroom discussion will be structured around these questions. Students should actively participate in classroom activities and discussions.

B. Discussion Leader (20%). Individual students will be responsible for presenting a brief overview of the theory and assisting in leading a discussion for one of the class sessions. Students will sign up the first day for a session in which they will lead the discussion.

C. Mini case studies (20%). Students will be given two authentic scenarios of poor motivation in classrooms. Students are expected to write how you would address the motivational problem described in each scenario based on the theories covered in the class. Students will upload your case study to the course Blackboard blog. Individual students are expected to leave comments to at least two of your peer students’ case studies.

D. Final Project (40% Total): Students will be required to submit TWO lesson plans as a final term project. In each lesson plan, students will identify a specific motivational problem and specify the instructional strategies to overcome the problem. These instructional strategies should be developed grounded in the theories covered in class. Details of the lesson plan format will be discussed and provided in class.
   - Draft (10%): Students will submit a first lesson plan as a draft.
   - Final Lessons Plans (30%)

E. Final Project Presentation (5% Total). Students are expected to prepare a poster or other display that summarizes their final paper.

*All the assignments must adhere to APA 6th publication manual guidelines when applicable and must be type-written.

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<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
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<th>D-</th>
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Class Policies

A. Attendance policy
Students are required to attend every class. If you miss more than TWO classes, the highest grade you can earn for this course is a 90.

B. Late assignment policy
Assignments should be submitted on the date that they are due unless the instructor explicitly grants permission for late work. Grades for work submitted late without an instructor-approved excuse will be lowered by 5% per day for each day past the due date.

C. Academic Integrity with Course Products and Evaluations
The guiding principle of academic integrity is that a student's submitted work must be his/her own. It is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you
wish to continue a theme or content area used in another course, inform the instructor and supply any
requested existing materials at the start of this course. Any intended projects relating to other courses
should be approved at the start by all instructors and should reflect unique elements and sufficient
development effort for all courses involved.
All academic works must abide by the “Student Code of Conduct.” As commonly defined, plagiarism
consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In
accordance with this definition, you are committing plagiarism if you copy the work of another person
and turn it in as your own, even if you should have the permission of that person. The full version of the
“Student Code of Conduct” can be found at: http://judicialaffairs.tamucc.edu/studentcofc.html

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you believe you have a disability requiring an
accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the
classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she
has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation
procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is
upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a
grade is encouraged to first discuss the matter with the instructor. For complete details, including the
responsibilities of the parties involved in the process and the number of days allowed for completing the
steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure
13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the
and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Civility
Texas A&M University Corpus Christi has a diverse student population that represents the population of
the state. Our goal is to provide you with a high quality educational experience that is free from
repression. You are responsible for following the rules on the University, city, state, and federal
government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all
people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability.
Behaviors that infringe on the rights of another individual will not be tolerated.

Statement of Academic Continuity
In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the
campus of Texas A& University–Corpus Christi, this course would continue through the use of
Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow
continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be
operational within two days of the closing of the physical campus. However, students need to make
certain that the course instructor has a primary and a secondary means of contacting each student.
**Course Schedule of Topics and Assignments**

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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics</th>
<th>Discussion Leader</th>
<th>Assignment Due</th>
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<tr>
<td>1</td>
<td>1/23</td>
<td>Survey of course; brief content introduction</td>
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<td>2</td>
<td>1/30</td>
<td>Self-efficacy</td>
<td>Won</td>
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<td>3</td>
<td>2/6</td>
<td>Expectancy-Value Theory</td>
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<td>4</td>
<td>2/13</td>
<td>Achievement Goals</td>
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<td>5</td>
<td>2/20</td>
<td>(Online) Mini Case Study I</td>
<td>Case Study I</td>
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<td>6</td>
<td>2/27</td>
<td>Self-Determination Theory</td>
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<td>7</td>
<td>3/6</td>
<td>Interest</td>
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<td><strong>Spring Break</strong></td>
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<td>8</td>
<td>3/20</td>
<td>Attribution</td>
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<td>Implicit Theories of Ability</td>
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<td>9</td>
<td>3/27</td>
<td>Instructional Strategies, Practices, and</td>
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<td>Motivational Design</td>
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<td>10</td>
<td>4/3</td>
<td>(Online) Mini Case Study II</td>
<td>Case study II</td>
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<td>4/10</td>
<td>No Class - conference</td>
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<td>12</td>
<td>4/17</td>
<td>Applications and Technologies</td>
<td>Won</td>
<td>Draft due</td>
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<td>13</td>
<td>4/24</td>
<td>Topic of Choice</td>
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<td>14</td>
<td>5/1</td>
<td>Last day of class- Final Project Presentations</td>
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<td>15</td>
<td>5/8</td>
<td></td>
<td></td>
<td>Final Project due</td>
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**This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change.**