COURSE OVERVIEW:
What causes people to act the way they do? Why do some people strive to improve or demonstrate their competence more than others? The motivational control of behavior depends on many things, including goals, beliefs, and experience. In this cross-disciplinary course, students will read, discuss, and write about scholarly literature across subfields of Psychology on achievement and motivation. Sample topics include drive theory and incentive learning, cognitive neuroscience of motivation, naive beliefs about intelligence, and motivation in education.

LEARNING OBJECTIVES:
Students who complete this course will be able to demonstrate knowledge of research findings and theories from across subfields of Psychology on the topic of Achievement and Motivation. In addition, students will also gain writing expertise by writing a term paper and providing constructive criticism on other students’ writing through peer review. Students’ own writing is expected to improve from evaluating peer writing and through thoughtful revision based on feedback from their peers and from the instructor.

COURSE REQUIREMENTS:
(1) The required reading assignments should be completed BEFORE class. You will be required to submit 2 discussion questions on the readings each week over e-mail to etricomi@rutgers.edu, by midnight on Monday. The additional readings are not required, but may be a good starting place when researching your paper topic.
(2) Class attendance/participation. Since there are no tests, class participation will be weighted heavily. All students are encouraged to participate fully in discussion through comments, questions, and contributions from personal experience. Thoughtful involvement in every aspect of the class enhances the educational experience of the entire class. Please also be mindful that your classmates need a chance to be heard, too.
(3) Term paper. The term paper will be completed in stages (see schedule below), and in total will be worth 60% of your grade. It can be on any topic relating to Achievement and Motivation. Be sure not to choose a topic that is too broad. The paper should be about 10-12 pages, double-spaced.
GRADE:
Your final grade will be calculated as follows:

**Participation:**
- Discussion topic submission: 10%
- Class attendance: 10%
- Contribution to class discussion: 20%

Total Participation: 40%

**Term paper:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic choice</td>
<td>5%</td>
<td>Rough topic due, 2/3; Final topic due 2/17</td>
</tr>
<tr>
<td>First Draft</td>
<td>15%</td>
<td>Monday, 3/23, 9AM</td>
</tr>
<tr>
<td>Two Reviews</td>
<td>15%</td>
<td>Friday, 4/10, 5PM</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>5%</td>
<td>Tuesday, 4/28, in class</td>
</tr>
<tr>
<td>Response to Reviews</td>
<td>5%</td>
<td>Tuesday, 5/12, 5PM</td>
</tr>
<tr>
<td>Final Draft</td>
<td>15%</td>
<td>Tuesday, 5/12, 5PM</td>
</tr>
</tbody>
</table>

Total Term Paper: 60%

- **ACADEMIC INTEGRITY:** *Students are expected to do their own work at all times.* Plagiarism or other breaches of academic integrity are taken very seriously. You should familiarize yourself with the University policy on academic integrity outlined at the following URL: http://academicintegrity.rutgers.edu/integrity.shtml

NOTES:
- If you need accommodation for a learning disability, please talk to me at the beginning of the course. Tutoring, skills workshops, and writing assistance are available at the Learning Resource Center.

- The best way to reach me is by email or to talk after class. My office hours will be held in my office, 353 Smith Hall, and I am happy to meet with you at other times if you make an appointment.

**OFFICE HOURS:**

- Tuesdays from 10:00-11:30 AM, or by appointment
- 353 Smith Hall
- e-mail: etricomi@rutgers.edu

**COURSE WEBSITE:** The syllabus and readings will be available on Blackboard.
**Schedule of Readings/Discussion Topics**

**JAN 20**  Introduction  
**JAN 27**  Drive Theory and Incentive Learning  

**Required readings:**  


**Additional readings:**  


**FEB 3**  Reinforcement Learning  

**NOTE:** Rough term paper topic due in class.  

**Required readings:**  


**Additional readings:**  

FEB 10  Performance Feedback

Required readings:


Additional readings:


FEB 17  Control as a Source of Motivation

NOTE: Final term paper topic due in class.

Required readings:
Cognitive Neuroscience of Perceived Control


Control in Education

Additional readings:


FEB  24  Goal Pursuit
Required readings:


Additional readings:


MAR  3  Motivation and Emotion
Required readings:


Additional readings:
Berkowitz, L., & Harmon-Jones, E. (2004). Toward an understanding of the

**MAR 10  Motivation in Education**

**Required readings:**

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

**Additional readings:**


**MAR 17  Spring Break (no class)**

**MAR 24  Self-Efficacy Theory**

**Required readings:**

self-efficacy beliefs to psychosocial outcomes in adolescence: predicting beyond

**Additional readings:**
Higgins, E. T. (2013). Personality and culture: Ways of seeing and coping with the
NY: Oxford University Press.

MAR 31  Cognitive Neuroscience Society Conference—No Class
Please use the extra time to work on your peer reviews.

APR 7  Naïve Theories of Intelligence
Required readings:


Additional readings:


(Peer reviews due Friday, APR 10, 5PM)

APR 14  Stereotype Threat
Required readings:


Additional readings:

APR 21 Interpersonal Influences on Achievement

Required readings:


Additional readings:


APR 28 Class Presentations

FINAL Paper/Response to Reviews due: Tuesday, MAY 12, 5PM