

EDP 382L: MOTIVATION AND EMOTION
Spring 2014, Unique # 11195
Thursdays, 2:00 PM – 5:00 PM, SZB 435
The University of Texas at Austin

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PURPOSE

This survey course provides a general overview of human motivation and emotion from a psychological perspective. The purpose of this course is to examine both classical and contemporary theories to understand the nature, predictors, functions, and consequences of motivation and emotion. Though many forms and functions of motivation and emotion will be examined, greater emphasis will be given to theories relating motivation and emotion to learning and achievement behaviors. The final goal of the course will be to think about how the basic theories of motivation and emotion reviewed can be applied to educational issues.

READINGS

Specified book chapters and journal articles will be made available on *Canvas* at utexas.instructure.com

Readings will come from a variety of sources. However, a number of chapters will be assigned from the following books. You are not required to buy the books for this class, but, they might deserve a spot in your bookshelf if motivation and emotion is central to your studies.

Ryan, R. (Ed.) (2012). *Oxford Handbook of Human Motivation*. New York, NY: Oxford University Press.

Wenzel, K. R. & Wigfield, A. (Eds.), (2009). *Handbook of Motivation at School*. New York, NY US: Routledge/Taylor & Francis Group.

Shah, J. Y. & Gardner, W. L. (Eds.) (2008). *Handbook of Motivation Science*. New York: Guilford.

Elliot, A. J. & Dweck, C. S. (Eds.). (2007). *Handbook of Competence and Motivation*. New York: NY: Guilford.

Davidson, R. J., Scherer, K. R., & Goldsmith, H. (Eds.). (2003) *Handbook of affective sciences*. New York: Oxford University Press.

Lewis, M., Haviland-Jones, J. M., & L. F. Barrett, L. F. (Eds). (2008). *Handbook of Emotions*, 3rd Ed. NY: Guilford Press.

Optional (for basic background information):

Reeve, J. (2009). *Understanding Motivation and Emotion*, 5th Ed. Hoboken, NJ: Wiley.

ELEMENTS OF THE COURSE

Participation

This is a discussion-oriented seminar and everyone is expected to participate in each class session. Please come to class prepared to engage in a thoughtful and scholarly discussion of the readings.

Reading Summary Presentations

Every week, students will present summaries of the articles for the class. The summary is intended to be informal. The summary should provide an overview of the reading in order to remind everyone of its major points and highlight any critical issues. You will also want to go beyond mere summarizing and attempt to interpret the significance of points made in the article. **Powerpoint is not necessary (and not encouraged), but allowed. Instead, please provide a handout to help remind classmates of the article contents and help them with studying the content.** Your handout can be brought as a hard copy or emailed to the class in advance (through Canvas). Over the course of the semester, each student will be expected to have given **2 article summaries**. Students may not summarize more than one article per week. Students will be asked to sign-up for articles the first day of class. You may work in a pair for one of the two reading summaries if you choose. Readings that do not get summarized in class (by either a student or the instructor) will not be a focus on midterm or final examinations.

Discussion Questions

To facilitate discussion, students will be assigned articles for which they should come prepared to class with a discussion question. The purpose of pre-assigning articles for which students must have questions is to ensure that each article receives at least some attention during our discussion. Over the course of the semester, students are expected to have presented **5 discussion questions**. These questions should be thoughtful – going beyond definitional issues or areas of confusion (if you have more basic questions, please bring them up during class but do not include them in your thoughtful discussion questions). The questions may attempt to make links between the readings for the week or try to tie the current week's topic with topics covered in other weeks. It would also be acceptable to write questions stating an argument or point that you derive from the articles and asking if others agree. We will use these questions as the basis for our class discussions. **Please bring copies of your question for classmates. Please label your question with your name and the article.** Students will be asked to sign-up for articles the first day of class.

Take-Home Midterm and Final Exam

You will complete two written take-home examinations (**due February 27 and May 1**). The exams will include several short essay items that you will have one week to complete. You will be given essay options to choose among. The essay questions will require a theoretical analysis/synthesis of the readings and not just a simple summary of a topic/theory in order to provide a complete answer. The final exam will be based on the portion of the course following the midterm.

GRADING

To summarize, course grades will be based on the average percentage of points obtained from five sources, weighted as follows:

Participation: 10%
Summaries: 20%
Discussion questions: 10%
Midterm Exam: 30%
Final Exam: 30%

Grades will be distributed according to the following scale:

A:	92.5-100
A-:	89.5-92
B+:	86.5-89
B:	82.5-87
B-:	79.5-82
C+:	76.5-79
C:	72.5-76
C-:	69.5-72
D:	59.5-69
F:	<59.5%

UNIVERSITY POLICIES

Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/dpets/dos/sjs/.

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information contact the Office of the Dean of Students, at **471-6259, 471-4641 TTY**.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination or course assignment due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

OUTLINE OF COURSE AND READING LIST

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS & DEADLINES
Week 1	Jan. 16	Overview of course; History and methods	Weiner (1990) Ryan (2012)	
Week 2	Jan. 23	Physiological basis of motivation and emotion	Reeve & Lee (2012) LeDoux & Phelps (2010) Sutton & Davidson (1997)	
Week 3	Jan. 30	What is emotion?; Discrete versus structural models of emotion	Frijda (2008) Feldman Barrett (2006) Izard (2007) Panksepp (2007) Yik, Russell, & Steiger (2011)	
Week 4	Feb. 6	Appraisal models of emotion	Smith & Ellsworth (1985) Lazarus (1991) Smith & Kirby (2000) Clore & Ortony (2008)	
Week 5	Feb. 13	Emotion regulation and the functions and consequences of emotion	Gross & Thompson (2007) Abe & Izard (1999) Salovey, Detweiler-Bedell, Detweiler-Bedell, & Mayer (2008) Frederickson & Cohn (2008) Forgas (1995)	
Week 6	Feb. 20	Affect, motivation, and academics	Pekrun, Elliot, & Maier (2006) Linnenbrink & Pintrich (2002) Bohn-Gettler & Rapp (2011) Baker, D'Mello, Rodrigo, Graesser (2010)	Take-home Midterm questions distributed
Week 7	Feb. 27	Motivation that is extrinsic, intrinsic, and interest-based	Lepper & Henderlong (2000) Hayenga & Corpus (2010) Schiefele (2009) Durik & Harackiewicz (2007) Csikszentmihalyi, Abuhamdeh, & Nakamura (2007)	Midterm due
Week 8	Mar. 6	Basic psychological needs: autonomy and competence	Ryan & Deci (2000) Deci & Ryan (1987) Reeve & Jang (2006) Deci & Moller (2007) Sheldon, Ryan, & Reis (1996)	

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS & DEADLINES
Spring Break	Mar. 13	No class		
Week 9	Mar. 20	The need to belong and the role of others in motivation	Leary & Cox (2008) Pomerantz, Cheung, & Qin (2012) Roorda, Koomen, Spilt, & Oort (2011) Ryan (2000)	
Week 10	Mar. 27	Beliefs about ability, goal orientation, and goal structure	Dweck & Grant (2008) Maehr & Zusho (2009) Ames (1992) Elliot, Murayama, & Pekrun (2011)	
AERA	Apr. 3	No class		
Week 11	Apr. 10	Attributions and beliefs about control and value	Weiner (2011) Schunk & Usher (2012) Thompson & Schlehofer (2008) Wigfield, Tonks, & Klauda (2009)	
Week 12	Apr. 17	Goal striving	Locke & Latham (2002) Scholer & Higgins (2012) Carver & Scheier (2008) Gollwitzer & Sheeran (2006)	
Week 13	Apr. 24	The self and defensive motivation	Harmon-Jones & Harmon-Jones (2008) Sheldon & Elliot (1999) Rhodewalt & Vohs (2007) Sedikedes & Alicke (2012) Valentine, DuBois, & Cooper (2004)	Take-home final questions distributed
Week 14	May 1	Issues of gender, race, and culture in motivation	Hyde & Durik (2007) Hudley (2008) Morling & Kitayama (2008)	Final due

DETAILED OVERVIEW OF READINGS

JANUARY 16: OVERVIEW OF COURSE; HISTORY AND METHODS IN MOTIVATION AND AFFECTIVE SCIENCE

Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82, 616-622.

Ryan, R. M. (2012). Motivation and the organization of human behavior: Three reasons for the re-emergence of the field. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 3-12). New York, NY: Oxford University Press.

JANUARY 23: PHYSIOLOGICAL BASES OF MOTIVATION AND EMOTION

Reeve, J. & Lee, W. (2012). Neuroscience and Human Motivation. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 365-380). New York, NY: Oxford University Press.

LeDoux, J., & Phelps, E. (2010). Emotional networks in the brain. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of emotions* (pp. 159-179). New York: Guilford Press.

Sutton, S. K. & Davidson, R. J. (1997). Prefrontal brain asymmetry: A biological substrate of the behavioral approach and inhibition systems. *Psychological Science*, 8, 204-210.

JANUARY 30: WHAT IS EMOTION?; DISCRETE VERSUS STRUCTURAL MODELS OF EMOTION

Frijda, N. H. (2008). The psychologists' point of view. In M. Lewis, J. M. Haviland-Jones & L. F. Barrett (Eds.), *Handbook of emotions (3rd ed.)*. (pp. 68-87). New York, NY US: Guilford Press.

Feldman Barrett, L. (2006). Are emotions natural kinds. *Perspectives on Psychological Science*, 1, 28-58.

Izard, C. E. (2007). Basic emotions, natural kinds, emotion schemas, and a new paradigm. *Perspectives on Psychological Science*, 2, 260-280.

Panksepp, J. (2007). Neurologizing the psychology of affects: How appraisal-based constructivism and basic emotion theory can coexist. *Perspectives on Psychological Science*, 2, 281-296.

Yik, M., Russell, J. A., & Steiger, J. H. (2011). A 12-point circumplex structure of core affect. *Emotion*, 11, 705-731.

FEBRUARY 6: APPRAISAL MODELS OF EMOTION

Smith, C. A., & Ellsworth, P. C. (1985). Patterns of cognitive appraisal in emotion. *Journal of Personality and Social Psychology*, 48, 813-838.

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, 46, 819-834.

Smith, C. A., & Kirby, L. D. (2000). Consequences require antecedents: Toward a process model of emotion elicitation. In J. P. Forgas, *Feeling and thinking: The role of affect in social cognition* (pp. 83-106) Cambridge, UK: Cambridge University Press.

Clore, G. L., & Ortony, A. (2008). Appraisal theories: How cognition shapes affect into emotion. In M. Lewis, J. M. Haviland-Jones & L. F. Barrett (Eds.), *Handbook of emotions* (3rd ed.). (pp. 628-642). New York, NY US: Guilford Press.

FEBRUARY 13: EMOTION REGULATION AND THE FUNCTION AND CONSEQUENCES OF EMOTION

Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation*. New York: Guilford.

Abe, J. A. A. & Izard, C. E. (1999). The developmental functions of emotions: An analysis in terms of differential emotions theory. *Cognition and Emotion*, 13, 523-549.

Salovey, P., Detweiler-Bedell, B. T., Detweiler-Bedell, J. B., & Mayer, J. D. (2008). Emotional intelligence. In M. Lewis, J. M. Haviland-Jones & L. F. Barrett (Eds.), *Handbook of emotions* (3rd ed.). (pp. 533-547). New York, NY US: Guilford Press.

Fredrickson, B. L. & Cohn, M.A. (2008). Positive Emotions. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.). *Handbook of Emotions* (pp. 777-796), 3rd Ed. NY: Guilford Press.

Forgas, J. P. (1995). Mood and judgment: The affect infusion model (AIM). *Psychological Bulletin*, 117, 39-66.

FEBRUARY 20: AFFECT, MOTIVATION, AND ACADEMICS

Pekrun, R., Elliot, A. J., & Maier, M. A. (2006). Achievement goals and discrete achievement emotions: A theoretical model and prospective test. *Journal of Educational Psychology*, 98, 583-597.

Linnenbrink, E. A., & Pintrich, P. R. (2002). Achievement goal theory and affect: An asymmetrical bidirectional model. *Educational Psychologist*, 37, 69-78

Bohn-Gettler, C. M., & Rapp, D. N. (2011). Depending on my mood: Mood-driven influences on text comprehension. *Journal of Educational Psychology*, 103, 562-577.

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

FEBRUARY 27: OVERVIEW OF MOTIVATION THAT IS EXTRINSIC, INTRINSIC, AND INTEREST-BASED

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.

Hayenga, A. M., & Corpus, J. H. (2010). Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school. *Motivation & Emotion*, 34, 371-383.

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.

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, 597-610.

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.

MARCH 6: BASIC PSYCHOLOGICAL NEEDS: AUTONOMY AND COMPETENCE

Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55, 68-78.

Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology*, 53, 1024-1037.

Reeve, J. & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98, 209-218.

Deci, E. L. & Moller, A. C. (2007). The concept of competence: A starting place for understanding intrinsic motivation and self-determined extrinsic motivation. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 598-608). New York: NY: Guilford.

Sheldon, K. M., Ryan, R. M., & Reis, H. T. (1996). What makes for a good day? Competence and autonomy in the day and in the person. *Personality and Social Psychology Bulletin*, 22, 1270-1279.

MARCH 13: SPRING BREAK

**MARCH 20: 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.

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.

**MARCH 27: BELIEFS ABOUT ABILITY, GOAL ORIENTATION, AND
GOAL STRUCTURE**

Dweck, C. S. & Grant, H. (2008). Self-theories, goals, and meaning In J. Y Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 405-416). New York: Guilford.

Maehr, M. L., & Zusho, A. (2009). Achievement goal theory: The past, present, and future. In K. R. Wenzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.

Elliot, A. J., Murayama, K., & Pekrun, R. (2011). A 3x2 achievement goal model. *Journal of Educational Psychology*, 103, 632-648.

APRIL 3: CLASS CANCELLED – AERA CONFERENCE

**APRIL 10: ATTRIBUTIONS AND BELIEFS ABOUT CONTROL AND
VALUE**

Weiner, B. (2011). An attribution theory of motivation. In A. W. Kruglanski, P. A. M. Van Lange, E. T. Higgins (Eds.) *Handbook of Theories in Social Psychology*, Vol. 1. (pp. 135-155). Sage.

Schunk, D. & Usher, E. (2012). Social cognitive theory and motivation. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 13-27). New York, NY: Oxford University Press.

Thompson, S. C. & Schlehofer, M. M. (2008). The many sides of control motivation: Motives for high, low, and illusory control. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 41-56). New York: Guilford.

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.

APRIL 17: GOAL STRIVING

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.

Scholer, A. A. & Higgins, E. T. (2012). Too much of a good thing? Trade-offs in promotion and prevention focus. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 65-84). New York, NY: Oxford University Press.

Carver, C. S. & Scheier, M. F. (2008). Feedback processes in the simultaneous regulation of action and affect. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 308-324). New York: Guilford.

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.

APRIL 24: THE SELF AND DEFENSIVE MOTIVATION

Harmon-Jones, E. & Harmon-Jones, C. (2008). Cognitive dissonance theory: An update with a focus on the action-based model. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 71-83). New York: Guilford.

Sheldon, K. M. & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being. The self-concordance model. *Journal of Personality and Social Psychology*, 76, 482-497.

Rhodewalt, F. & Vohs, K. (2007). Defensive strategies, motivation, and the self: A self-regulatory process. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 548-565). New York: NY: Guilford.

Sedikides, C. & Alicke, M. D. (2012). Self-enhancement and self-protection motives. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 303-322). New York, NY: Oxford University Press.

Valentine, J., DuBois, D., Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist*, 39, 111-133.

MAY 1: ISSUES OF GENDER AND CULTURE IN MOTIVATION

Hyde, J. S. & Durik, A. M. (2007). Gender, Competence, and Motivation. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 375-391). New York: NY: Guilford.

Hudley, C. (2008). Academic motivation and achievement of African American youth. In Tynes, B. M. & Neville, H. A. (Eds.), *Handbook of African American Psychology* (pp. 187-197). Sage.

Morling, B. & Kitayama, S. (2008). Culture and motivation. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 417-433). New York: Guilford.

NOTE: This syllabus is subject to change.