

EDP 382L: MOTIVATION AND EMOTION
Spring 2015, Unique # 10565
Wednesdays, 1:00 PM – 4:00 PM, SZB 524
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 and how students can use theories and research on motivation and emotion in their own work.

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.

For basic background information:

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

NOTE: This syllabus is subject to change.

ELEMENTS OF THE COURSE

Class meetings

Class meetings will include a mixture of lecture and discussion, with more time spent on discussion in small groups and as a whole a class than lecture. Instructor lectures are meant to provide a review of basic information related to the week's reading. Lecture will not provide a comprehensive account of the reading, but will rather highlight important points and themes.

The remainder of the class will be spent in small groups and as a whole class discussing the week's readings. Following lecture, students will join small groups (voluntarily based on interests) to discuss one or several of the week's readings. Guided questions and task goals are provided for each week to direct the nature of discussion in groups and the final products produced. Following small group discussion, groups will share with the whole class what was discussed and individuals outside of the group may offer thoughts on the issues raised in each small group.

Note that this is a discussion-oriented seminar and everyone is expected to participate in class sessions. Please come to class prepared to engage in a thoughtful and scholarly discussion of the readings.

Website and Communication

Canvas (<http://canvas.utexas.edu/>) will be used to post announcements, readings and other course documents, assignments, and lecture slides. Canvas allows us to email the whole class and to have announcements and assignment reminders posted to your page, so be on the lookout for messages from us on occasion. Please check which email address is being used by the University for you and check your notification settings on canvas to make sure that you are receiving all relevant information.

Group leadership (30 points or 30%)

To actively engage students in learning course material, each class session will include small group discussion. The nature of the discussion will vary from week to week. For example, some weeks the goal of the group is to create an argument for one side of a debate that the whole class will engage in, some weeks the goal is to discuss all the readings for the week to think about key points, themes, or practice recommendations, and other weeks the small group will focus on key information from one individual article.

Group leaders will be responsible for guiding the small group through reflection of the readings for the week. The responsibilities of the group leader include:

1. Preparation for small group discussion *in advance* based on specific directions for the week. Generally, advance preparation requires a thoughtful reading of all readings for that week and creating a reflection on those readings by responding to question prompts provided by the instructor.
2. Presenting the reading reflection to the group.
3. Amending the reflection based on group member responses and suggestions in order to create a group reflection.
4. Guiding the group through discussion to keep them focused on the goals for that week.
5. Often, the reflection guide requires the group leader to pose a discussion question for the group to focus on. In these cases, the group leader will be responsible for facilitating the selection and discussion of one thought provoking question.
6. Reporting back to the whole class about what the group discussed in order to allow individuals outside the group to contribute.
7. Grade each group member for effort in terms of their participation in the group on a 1 to 3 scale (1 = no effort, 2 = minimal effort, 3 = sufficient effort) following the end of class.

Some weeks there is a single group leader, while other for weeks co-leaders are allowed. Group leaders may assign tasks to other group members such as note-taking to facilitate the discussion process.

The goals of this activity are to:

1. Actively engage students in the material.
2. Provide an engaging way to outline and discuss important information in the readings.
3. Reveal how individuals are understanding the material differently.
4. Resolve discrepancies across students' understandings when they are revealed.
5. Efficiently engage in stimulating thought and discussion that extends beyond what is explicitly stated in readings.

Over the course of the semester, **each student will be expected to serve as a group leader 2 times (2 different weeks)**. Group leaders will be graded by individual group members on a 1 to 5 scale (1 = no leadership, 2 = minimal leadership, 3 = sufficient leadership, 4 = very good leadership, 5 = excellent leadership). Score sheets will be available on canvas for each week under *Assignments*. Dr. Patall and Rebecca will also give students a score for your leadership based on the following criteria:

1. *Actively engaged group members in discussion***
2. Encouraged group to discuss information pertinent to the readings
3. Clear and coherent presentation of discussion to whole class

Group leaders may earn **up to 15 points for their leadership per week**. The average score of the group across individuals (up to 5), Dr. Patall's score (up to 5), and Rebecca's score (up to 5) will be summed together to create the group leader's total score.

Students may sign up for their group leadership assignments by going to the Canvas Calendar and selecting the "scheduler" for Group Leadership. Sign-ups for preferred

dates and topics are on a first-come, first-served basis starting on January 22nd at 2pm. Please do not sign up before this so that everyone can have a chance to ask questions about this part of class during the first class meeting.

Information is provided about the nature of each week's small group activity and discussion in a detailed weekly activity document posted on canvas under "Files" called "In-class group activities." Students will want to consult this document before signing-up for a leadership assignment. This document should also be used to prepare for the leadership roles students are assigned.

Though not required, it would be helpful if group leaders would post any notes or questions from group discussion using the collaboration tool in canvas for other students to use if desired.

Group participation (25 points or 25%)

Everyone is expected to participate in small group discussions. Small groups will be created during class each week based on individual interests. That is, individuals will select their group during the class in which the readings will be discussed based on what triggered their interest in the reading. The quality of the discussion is important, but for learning purposes, we value effort most. Group members are expected to come to class prepared to discuss the material. Reading the assigned material and considering the questions for reflection (outlined in the "In-class group activities" document posted on canvas under "Files") that group leaders will be asking group members to comment on that week is helpful for thoughtful discussion.

Group members will be responsible for giving group leaders a score for their leadership each week and will also receive credit themselves for participation based on the assessment of group leaders. After each class, group members will score group leaders on a 1 to 5 scale (1 = no leadership, 2 = minimal leadership, 3 = sufficient leadership, 4 = very good leadership, 5 = excellent leadership). Likewise, group leaders will give each group members a score for effort (0 = not present, 1 = no effort, 2 = minimal effort, 3 = sufficient effort). Score sheets will be available on canvas for each week under *Assignments*.

A total score for participation in the course comes from summing all the ratings across the semester with 25 points being full credit in this category. Students should note that they neither need to be present for every class or receive a perfect score for every class in order to get full credit for participation. This scoring design is meant to accommodate for the reality that we cannot always be perfectly prepared participants every time (though we should try)!

Final paper (45%)

The main product of this course will be a paper students write inspired by the material covered in class. The purpose of this paper is to give you an opportunity to engage in a theoretical analysis or synthesis of the readings from class and engage in an authentic scholarly activity that is meaningful to your personal career goals. As such, students have several options for the type of paper they produce:

- A. *Introductory overview*: Imagine the graduate student who needs a quick overview of important information about emotion and/or motivation. What would you tell

them in a single paper? This is often the challenge for scholars who are asked to write a brief chapter introducing moderately knowledgeable readers to a specific field within educational psychology that the reader probably does not know anything about yet (even if they have some knowledge about other subfields within psychology or educational psychology).

With this in mind, students who select this option will write a paper that would provide that kind of overview very succinctly. Students may choose the focus of the overview based on anything that has been discussed in the course. Likewise, students determine how broad or specific the focus of the overview will be. Regardless of these decisions, the paper *should not* be a short restatement of another chapter overview read for class. Though the overview does not need to be comprehensive of what was learned in the course (in fact that would not be possible), students will want to integrate material learned in some way and draw on ideas from multiple papers or theories. Much like the overviews read in this class and others, students should be sure that both the main ideas of theories are discussed and exemplar research findings are highlighted to illustrate those ideas. Students must be selective in what is discussed. That can be hard! You have all semester to refine a paper that communicates what you believe is most important to know about your chosen motivation and/or emotion topic in 15 pages (plus references).

Overview papers should be written in a style consistent with the recommendations of the American Psychological Association (6th Edition). Be sure to include a reference list at the end of the paper listing the references cited in your paper.

- B. *Recommendations for the public article:* Educational psychologists are often asked to make recommendations to teachers, parents, and students about specific educational issues. These recommendations often come in opinion articles published in newspapers, short guidebooks for the public, or articles intended for the public that will be published in magazines and journals intended for the target (non-researcher) audience. So, what would you tell either parents, teachers, and students about what they need to know about motivation and/or emotion that could improve their lives or the lives of people they interact with?

With this in mind, students who select this option will write a paper that will provide advice to a specified target audience (teachers, parents, and/or students). Students may choose the focus of the practical advice based on anything that has been discussed in the course. Likewise, students determine how broad or specific the focus of the advice will be. Though the recommendations article should not be comprehensive of all that students learned (not possible), students will want to integrate material learned in some way and draw on ideas from multiple papers or theories to make recommendations.

The format of this paper will be somewhat different from the others given its purpose. The first section of the article should serve as an executive summary of your advice in under 800 words. Think about what you would read in the op-ed section of a newspaper -- the advice is given very succinctly and the evidence provided for it is minimal. Following this executive summary, the student should write a more extended version of this summary in a recommendation article where

more details of the advice are presented and evidence for the advice is more carefully discussed. Think of this section as for the reader who read the short op-ed and now looks to a specialized publication targeting laypeople or practitioners for more detailed and convincing information.

Recommendation articles DO NOT need to be written in strict APA style. But you should be clear about what work you are referring to when you talk about theories and research of specific people (i.e. “According to research conducted by Erika Patall and her colleagues at the University of Texas at Austin...”). Be sure to include a “For further reading” reference list at the end of the paper that lists the references you drew ideas from in your paper.

- C. *Research proposal*: The final option is a traditional research proposal in which students propose research that will extend existing knowledge on any topic using ideas covered in the course. Ideally, this should be a research project students will really conduct in the future. Thus, the research may have some focus on a topic outside of the course that is relevant to student’s personal research agenda (if the student is not normally focused on motivation and emotion in his or her research). However, motivation and emotion theories and findings need to be substantially drawn on to create the research question and design the study. Motivation and/or emotion theories need to play a substantial part of the rationale for the study and need to be incorporated into the theoretical justification for questions and hypotheses, as well as the nature of the predictors, mechanisms, and/or outcomes explored in the design. As with the other paper options, students must be selective in the theories and research that is drawn on to inspire the research proposal. Unlike other paper options, research proposals are not required to integrate multiple theories (one theory may be best choice for the research proposed). However, multiple papers relevant to the motivation and/or emotion component of the proposal should be referred to when providing theoretical justifications for the research and hypotheses.

Research proposals should include abstract, introduction/background, methods, and predicted findings/discussion sections. This is similar to a short version of what a qualifying paper would look like (for EDP students) or the kind of paper you would submit for a grant proposal. Proposals should be written in a style consistent with the recommendations of the American Psychological Association (6th Edition). Be sure to include a reference list at the end of the paper listing the references cited in your paper.

Regardless of which option is chosen, all papers should be approximately 15 pages in length (double spaced, Times New Roman 12pt font, not including references). In addition to using the readings from class as a source, all papers should draw on at least 10 sources (i.e. references) that were not directly read and discussed in class (it is okay if references were cited in papers read in class). That is, students demonstrate that they have extended their knowledge on the motivation and emotion content through this paper. This paper will be **due the last day of class, May 6**.

Dr. Patall and Rebecca will happily provide feedback regarding papers prior to the deadline. You are always welcome to discuss your paper during office hours or in scheduled appointments. Feedback will be provided on detailed outlines of papers prior

to the final due date if submitted by April 1. Final papers will be given a letter grade that is converted into points for the purposes of computing final course grades.

A+ = 45 points; A = 43 points; A- = 41.5 points; B+ = 40 points; B = 38.5 points; B- = 37 points; C+ = 35.5 points; C = 34 points; C- = 32.5 points; D = 31 points; F = 26.5 points. Not submitted = 0 points.

GRADING

To summarize, course grades will be based on the points obtained from three sources, weighted as follows:

Group member effort: 25 points -- 25%

Group leadership: 30 points -- 30%

Final paper: 45 points -- 45%

Grades will be distributed according to the following scale (points or percentage):

A:	92.5-100
A-:	89.5-92
B+:	86.5-89
B:	82.5-86
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

Special Needs: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; TTY 471-4641.

Religious Holy Day Observance: If an assignment or exam falls due on a day when you are observing a religious holy day, we will work with you to find a time to submit the work.

Academic Dishonesty and Plagiarism: The University of Texas at Austin takes academic dishonesty and plagiarism very seriously. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For further information, please visit <http://deanofstudents.utexas.edu/sjs/academicintegrity.html>.

The twelfth class day is Jan. 29, which is the last day to possibly get a refund if you drop a class.

Safety information: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency

Information: <http://www.utexas.edu/safety/preparedness/>

Behavior Concerns Advice Line: Use this resource to help fellow UT members about whom you have concerns BCAL: 232-5050

OUTLINE OF COURSE AND READING LIST

WEEK	DATE	TOPIC	READINGS	IN-CLASS ACTIVITIES, ASSIGNMENTS & DEADLINES
Week 1	Jan. 21	Overview of course; History and methods	Weiner (1990) Linnenbrink-Garcia & Patall (2016)	
Week 2	Jan. 28	Physiological basis of motivation and emotion	Reeve & Lee (2012) LeDoux & Phelps (2010) Sutton & Davidson (1997)	Small group discussion (all articles discussed) ~2 small group leaders
Week 3	Feb. 4	What is emotion?; Discrete versus structural models of emotion	Frijda (2008) Feldman Barrett (2006) Izard (2007) Panksepp (2007) Yik, Russell, & Steiger (2011)	Whole class debate ~4 debate team leaders
Week 4	Feb. 11	Appraisal models of emotion	Smith & Ellsworth (1985) Lazarus (1991) Clore & Ortony (2008)	Small group discussion (1 article discussed) ~3 article group leaders
Week 5	Feb. 18	Functions and consequences of emotion	Abe & Izard (1999) Frederickson & Cohn (2008) Keltner & Haidt (1999)	Small group discussion (1 article discussed) ~3 article group leaders
Week 6	Feb. 25	Affect, motivation, and academics	Pekrun et al. (2002) Bohn-Gettler & Rapp (2011) Baker, D'Mello, Rodrigo, Graesser (2010)	Small group discussion (1 article discussed) ~3 article group leaders
Week 7	Mar. 4	Motivation that is extrinsic, intrinsic, and interest-based	Lepper & Henderlong (2000) Schiefele (2009) Csikszentmihalyi, Abuhamdeh, & Nakamura (2007)	Small group discussion (1 article discussed) ~3 article group leaders
Week 8	Mar. 11	Basic psychological needs: autonomy and competence	Ryan & Deci (2000)* Reeve & Jang (2006) Elliot, Falger, McGregor, Campbell, Sedikides, & Harackiewicz (2000) Sheldon, Ryan, & Reis (1996)	Small group discussion (1 article discussed) ~3 article group leaders *No small group for this article

WEEK	DATE	TOPIC	READINGS	IN-CLASS ACTIVITIES, ASSIGNMENTS & DEADLINES
Spring Break	Mar. 18	No class		
Week 9	Mar. 25	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)	Small group discussion (1 article discussed) ~3 article group leaders *No small group for this article
Week 10	Apr. 1	Theories focused on control, capability, and value beliefs	Schunk & Usher (2012) Thompson & Schlehofer (2008) Wigfield, Tonks, & Klauda (2009)	Small group discussion (1 article discussed) ~3 article group leaders
Week 11	Apr. 8	Attributions and mindsets	Dweck & Grant (2008) Graham & Williams (2009) Good, Aronson, & Inzlicht (2003)	Small group discussion (all articles) ~4 small group leaders
AERA	Apr. 15	No class		
Week 12	Apr. 22	Goal orientation and goal structure	Maehr & Zusho (2009) Linnenbrink (2005) Lau & Nie (2008) Murayama & Elliot (2009)	Small group discussion (all articles) ~4 small group leaders
Week 13	Apr. 29	Goal striving	Locke & Latham (2002) Scholer & Higgins (2012) Carver & Scheier (2008) Gollwitzer & Sheeran (2006)	Small group discussion (1 article discussed) ~4 article group leaders
Week 14	May 6	The self and defensive motivation	Oyserman & Fryberg (2006) Harmon-Jones & Harmon-Jones (2008) Rhodewalt & Vohs (2007)	Small group discussion (1 article discussed) ~3 article group leaders <i>Final paper due</i>

DETAILED OVERVIEW OF READINGS

JANUARY 21: 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.

Linnenbrink-Garcia, L. & Patall, E. A. (2016, forthcoming). Motivation. In E. Anderman & L. Corno (Eds.), *Handbook of Educational Psychology*. Washington D.C.: American Psychological Association.

JANUARY 28: 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.

FEBRUARY 4: 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 11: 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.

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 18: THE FUNCTION AND CONSEQUENCES OF EMOTION

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.

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.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13, 505-522.

FEBRUARY 25: AFFECT IN EDUCATION

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002a). Academic emotions in students' self-regulated learning and achievement: A program of quantitative and qualitative research. *Educational Psychologist*, 37, 91-106.

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

MARCH 4: 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.

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.

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 11: 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.

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.

Elliot, A. J., Faler, J., McGregor, H. A., Campbell, W. K., Sedikides, C., Harackiewicz, J. M. (2000). Competence valuation as a strategic intrinsic motivation process. *Personality and Social Psychology Bulletin*, 26, 780-794.

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 18: SPRING BREAK

MARCH 25: 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.

APRIL 1: THEORIES FOCUSED ON CONTROL, CAPABILITY, AND VALUE BELIEFS

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.

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.

Wigfield, A., Tonks, S. & Klauda, S.L. (2009). Expectancy-Value Theory. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 77-104). New York, NY US: Routledge/Taylor & Francis Group.

APRIL 8: ATTRIBUTIONS AND MINDSETS

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.

Graham, S. & Williams, C. (2009). An attributional approach to motivation in school. In K.R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 11-33). New York, NY: Routledge.

Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology*, 24, 645-662.

APRIL 15: CLASS CANCELLED – AERA CONFERENCE

APRIL 22: ACHIEVEMENT GOALS AND GOAL STRUCTURE

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

Linnenbrink, E. A. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology*, 97, 197-213.

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person-context interactions. *Journal of Educational Psychology*, 100, 15-29.

Murayama, K., & Elliot, A. J. (2009). The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes. *Journal of Educational Psychology*, 101, 432-447.

APRIL 29: 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.

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