

**EDP 382D: MOTIVATION AND EMOTION**  
**Spring 2016, Unique # 10715**  
**Wednesdays, 9:00 AM – 12:00 PM, SZB 370**  
**The University of Texas at Austin**

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*Office hours:* by appointment  
(Seriously, we want to talk to you. Just email for a time that works for both of us.)

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*Office hours:* by appointment

### **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](http://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*, 6<sup>th</sup> 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 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, themes, and connection between theories.

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 each week.

### 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. We recommend that you check the email address 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, and in growing their instructional skills, 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. Preparing 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 at the beginning of the discussion.
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, posing 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. Grading 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 each group has a single group leader, while other 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.
6. Encourage students to reflect on the strengths and weaknesses of their own instructional/facilitation style.

Over the course of the semester, **each student will be expected to serve as a group leader twice (on 2 different weeks)**. Group leaders will be graded by each individual group member on a 1 to 5 scale (1 = no leadership, 2 = minimal leadership, 3 = sufficient leadership, 4 = very good leadership, 5 = excellent leadership). Group members grade group leaders by completing a score sheet (available on canvas under *Assignments*). Dr. Patall and Rebecca will also give leaders a score for 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 on a google spreadsheet (Rebecca will email a link). Sign-ups for preferred dates and topics are on a first-come, first-served basis starting on January 21<sup>st</sup> at 9am. 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. As spaces fill up, Rebecca will add co-leader spots to dates for which co-leadership is allowed (see the “In-class group activities” file for this information). Please notify Rebecca if there are no available spots on the google spreadsheet.

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 may 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 introduction to key theories or ideas relating to 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. Regardless of the focus, 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 (6<sup>th</sup> 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, or 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 Pataall 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 (6<sup>th</sup> 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 motivation and emotion content through this paper. This paper will be **due the last day of class, May 4**.

Dr. Patall and Rebecca will happily provide feedback regarding papers prior to the deadline. You are always welcome to schedule a time to discuss your paper with one of us. General feedback will be provided on detailed outlines of papers if submitted by April 1. A rubric for scoring papers will be available on canvas.

## **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):

|            |          |
|------------|----------|
| <b>A:</b>  | 92.5-100 |
| <b>A-:</b> | 89.5-92  |
| <b>B+:</b> | 86.5-89  |
| <b>B:</b>  | 82.5-86  |
| <b>B-:</b> | 79.5-82  |
| <b>C+:</b> | 76.5-79  |
| <b>C:</b>  | 72.5-76  |
| <b>C-:</b> | 69.5-72  |
| <b>D:</b>  | 59.5-69  |
| <b>F:</b>  | <59.5    |

## UNIVERSITY INFORMATION AND 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 Services for Students with Disabilities (SSD).

For more information, go to: <http://ddce.utexas.edu/disability/>

***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 Feb. 3, which is the last day to possibly get a refund if you drop a class.

***Safety information:*** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the 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. 20 | Overview of course; History and methods                        | Weiner (1990)<br>Linnenbrink-Garcia & Patall (2015)   |  |
| Week 2 | Jan. 27 | Physiological basis of motivation and emotion                  | Reeve & Lee (2012)<br>LeDoux & Phelps (2010)<br>Sutton & Davidson (1997)  | Small group discussion (all articles discussed)<br>~3 small group leaders  |
| Week 3 | Feb. 3  | What is emotion?; Discrete versus structural models of emotion | Frijda (2008)<br>Feldman Barrett (2006)<br>Izard (2007)<br>Panksepp (2007)<br>Yik, Russell, & Steiger (2011)                                      | Whole class debate<br>~4 debate team leaders   |
| Week 4 | Feb. 10 | Appraisal models of emotion                                    | Smith & Ellsworth (1985)<br>Lazarus (1991)<br>Clore & Ortony (2008)   | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed                           |
| Week 5 | Feb. 17 | Functions and consequences of emotion                          | Abe & Izard (1999)<br>Frederickson & Cohn (2008)<br>Keltner & Haidt (1999)  | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed                           |
| Week 6 | Feb. 24 | Affect, motivation, and academics                              | Pekrun et al. (2002)<br>Bohn-Gettler & Rapp (2011)<br>Baker, D'Mello, Rodrigo, Graesser (2010)  | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed                           |
| Week 7 | Mar. 2  | Motivation that is extrinsic, intrinsic, and interest-based    | Lepper & Henderlong (2000)<br>Schiefele (2009)<br>Csikszentmihalyi, Abuhamdeh, & Nakamura (2007)  | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed                           |
| Week 8 | Mar. 9  | Basic psychological needs: autonomy and competence             | Ryan & Deci (2000)*<br>Reeve & Jang (2006)<br>Elliot, Faler, McGregor, Campbell, Sedikides, & Harackiewicz (2000)<br>Sheldon, Ryan, & Reis (1996) | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed<br>*No small group for this article |

| WEEK                | DATE    | TOPIC  | READINGS  | IN-CLASS ACTIVITIES, ASSIGNMENTS & DEADLINES   |
|---------------------|---------|--|---|--|
| <b>Spring Break</b> | Mar. 16 | <b>No class</b>  |   |  |
| Week 9              | Mar. 23 | The need to belong and the role of others in motivation    | Leary & Cox (2008)*<br>Pomerantz, Cheung, & Qin (2012)<br>Roorda, Koomen, Spilt, & Oort (2011)<br>Ryan (2000) | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed<br><br>*No small group for this article |
| Week 10             | Mar. 30 | Theories focused on control, capability, and value beliefs | Schunk & Usher (2012)<br>Thompson & Schlehofer (2008)<br>Wigfield, Tonks, & Klauda (2009)                     | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed   |
| Week 11             | Apr. 6  | Attributions and mindsets                                  | Dweck & Grant (2008)<br>Graham & Williams (2009)<br>Good, Aronson, & Inzlicht (2003)                          | Small group discussion (all articles)<br>~4 small group leaders  |
| <b>AERA</b>         | Apr. 13 | <b>No class</b>  |   |  |
| Week 12             | Apr. 20 | Goal orientation and goal structure                        | Maehr & Zusho (2009)<br>Linnenbrink (2005)<br>Lau & Nie (2008)<br>Murayama & Elliot (2009)                    | Small group discussion (all articles)<br>~4 small group leaders  |
| Week 13             | Apr. 27 | Goal striving  | Locke & Latham (2002)<br>Scholer & Higgins (2012)<br>Carver & Scheier (2008)<br>Gollwitzer & Sheeran (2006)   | Small group discussion (1 article discussed)<br>~4 article group leaders<br>*co-leader allowed if needed   |
| Week 14             | May 4   | The self and defensive motivation                          | Oyserman & Fryberg (2006)<br>Harmon-Jones & Harmon-Jones (2008)<br>Rhodewalt & Vohs (2007)                    | Small group discussion (1 article discussed)<br>~3 article group leaders<br>*co-leader allowed if needed<br><br><b><i>Final paper due</i></b>    |

## **DETAILED OVERVIEW OF READINGS**

### **JANUARY 20: 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. (2015). Motivation. In L. Corno & E. Anderman (Eds.), *Handbook of Educational Psychology*, 3<sup>rd</sup> Edition, (pp. 91-103). Sponsored by the American Psychological Association. New York, NY: Routledge.

### **JANUARY 27: 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 3: 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 10: 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 17: 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 24: 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 2: 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 9:                    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 16:                SPRING BREAK**

**MARCH 23:                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 30: THEORIES FOCUSED ON CONTROL, CAPABILITY, AND VALUE BELIEFS**

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