

EDP 382D: MOTIVATION AND EMOTION
Spring 2018, Unique # 10235
Wednesdays, 1:00 PM – 4 PM, SZB 435
The University of Texas at Austin

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Office hours: Tuesday and
Thursday 11-12:00 and 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

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, a couple may deserve a spot on 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., & Yeager, D. S. (2017). *Handbook of Competence and Motivation* (2nd ed.). New York: NY: Guilford.

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

NOTE: This syllabus is subject to change.

ELEMENTS OF THE COURSE

Class meetings

Class meetings will include mostly discussion, with time spent as a whole class and in small groups. The instructor and/or group leaders will begin most weeks by providing mini-lectures as a review of the week's reading(s), highlighting important points, themes, and connections among theories. The class will typically break into small groups to discuss one or several of the week's readings. Students' own questions posted to discussion boards before class will serve as a guide and goals for each week to direct the nature of discussion and the final products produced. Following small group discussion, groups will likely 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. You will receive credit for posting discussion questions and for participation in class.

Website and Communication

Canvas (<http://canvas.utexas.edu/>) will be used to post announcements, readings and other course documents, assignments, and 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.

All readings will be posted under "Files" in Canvas by 5pm the Friday the week before class (often by Thursday).

Group leadership (15 points or 15%)

To actively engage students in learning course material, and in growing their instructional skills, each class session will include large and small group discussion. The nature of the discussion will vary from week to week. For example, some weeks the goal of the group(s) may be to create an argument for one side of a debate and engage the whole class, 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 small group discussions through reflection of the readings for the week. The responsibilities of the group leader include:

1. Presenting the reading reflection to the group at the beginning of the discussion.
2. 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.
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. Posing discussion questions to focus the group. The group leader will be responsible for facilitating the selection and discussion of thought provoking questions.
6. Reporting back to the whole class about what the group discussed in order to allow individuals outside the group to contribute.

Some weeks each group has a single group leader, while other weeks there will be co-leaders. 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 leadership will be based on norms the class sets up for productive groups and 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

Students may sign up for their group leadership assignments (more soon on how). Sign-ups for preferred dates and topics are on a first-come, first-served basis. More information will be provided about the nature of each week's small group activity and discussion throughout the semester. Group leaders will post any notes or questions from group discussion using the "Google Notes" link in Canvas for other students to view.

Group participation (15 points or 15%)

Everyone is expected to participate in large (whole class) and small group discussions. Small groups will be created during class each week. Individuals will either be assigned or select their group during the class in which the readings will be discussed. 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 will be required as well as generating at least one substantive discussion question for each class meeting and posting it to the Canvas. The question should pertain to conceptual, rather than factual, issues from the readings. Try not to get caught up in smallish issues (e.g., smallish methodological details—you can raise these critiques in the class discussion of course). Good questions are those that make connections between readings, attempt to integrate or reconcile the readings, place them into the context of your work and/or current events, and/or provide a jumping off point for spirited debate and/or discussion. Your group participation score will come from

posting a discussion question each week, active participation in class, Dr. Richards' observations in class, and associated participation activities.

Mid-semester paper (15%)

You will be asked to compare and contrast 2-3 theories of motivation. What are the similarities/differences? What are the strengths and weaknesses of each? In what contexts do the theories work best? What research questions do they lend themselves to? You must use two sources outside of class readings for your mid-semester paper (it's okay if references were cited in papers read in class) and include at least five references total. More guidance will be provided in the coming weeks.

Annotations (2 total) (10%)

These can be any two articles you read to apply this course to your own work and/or articles you found out of doing research based on curiosity about course materials. You may use these outside sources in your mid-semester and final paper. The assignment will be provided in the coming weeks.

Motivation and Emotion Model (5%)

This will be used to integrate course material over the semester by creating our own models of motivation and emotion. There will be more detail coming soon on this and will be completed mostly in class after group discussions on selected weeks.

Final paper (40%)

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 two 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 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. You must refine a paper that communicates what you believe is most important to know about your chosen motivation and/or emotion topics.

B. Research proposal: This 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 option, students must be selective in the theories and research that is drawn on to inspire the research proposal. Research proposals are not required to integrate multiple theories (one theory may be the 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 introduction/background, method, 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.

Regardless of which option is chosen, all papers should be approximately 10-12 pages in length (double spaced, Times New Roman 12pt font, not including references) and with the recommendations of the American Psychological Association (7th Edition). In addition to using the readings from class as a source, all papers should draw on at least 7 sources (i.e. references) that were not directly read and discussed as part of the syllabus 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. Be sure to include a reference list at the end of the paper listing the references cited in your paper.

Dr. Richards 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 5. A rubric for scoring papers will be available on Canvas. Part of your final paper grade will include sharing and presenting your paper to the class on the last day of the course.

GRADING

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

Group member effort: 15 points -- 15%

Group leadership: 15 points -- 15%

Motivation and Emotion Annotations: 10 points -- 10%

Mid-semester paper 15 points -- 15%

Motivation and Emotion Model – 5 points -- 5%

Final paper/associated presentation: 40 points -- 40%

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

University Code of Conduct: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259.

<http://ddce.utexas.edu/disability/abot/>

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.

Counseling and Mental Health Center

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>. 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: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency