

**Social Psychology of Education**  
EPSY 502 or PSCH 517  
Spring 2015  
Wednesdays 5:00-8:00, Lincoln Hall 201

**Instructor:** Dr. Theresa A. Thorkildsen

**Office:** 3549 ETMSW

**Hours:** Wednesdays, 3:00-4:30, but preferably by appointment

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**Purpose**

Students in this course will compare and contrast themes in social, personality, and developmental psychology. The topics of motivation, identity, and social networks in educational contexts will be used to illustrate *breadth* of social functioning. Students will also identify a topic related to their program of study to explore in *depth*. Everyone should end the semester with a better understanding of how researchers think about social, personality, and developmental psychology in educational contexts and how to write a literature review.

**Required Readings**

Assigned readings, selected for the entire class, will meet *breadth* requirements. Students will also explore one topic in *depth* by establishing a personal reading list. If you have a laptop, you might want to bring it to class so that you can personalize some of the Web-based activities we will be doing. It will also be beneficial to regularly search the library databases for new articles.

**Breadth.** As a group, we will read and discuss selected journal articles that highlight different writing styles in psychology. Most articles are online and students are expected to use the library services to obtain copies. Readings will be selected each week to guide discussion on the themes of motivation, identity, and social networking and on the different audiences to whom psychologists are likely to direct their work. The syllabus will be posted on the Web and readings will be added as they are selected.

**Depth.** Because a central feature of doctoral work is goal-setting, each student will also be asked to establish and complete an individualized reading plan. **The reading plan should include at least 10 articles in well-regarded, peer-refereed journals.** The final project for the course will be a review of research read in this approved reading plan and a presentation of these findings to the class. To help with thesis writing, the following book is *required*.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Students who are interested in doing a review of measurement methods in a particular area may also find the following books helpful.

Mertens, D. M. (2014). *Research and evaluation in education and psychology* (4th ed.)  
Thousand Oaks: Sage Publications.

Thorkildsen, T. A. (2005). *Fundamentals of measurement in applied research*. Boston, MA: Allyn & Bacon. (It' is usually very affordable on Amazon.com.)

### **Optional Readings**

Journal articles can be very challenging to interpret. Therefore, it is also recommended that students find one or two interesting books related to social functioning. Below is a sample of books students have found interesting and relevant to social functioning in educational contexts. These books are easily obtained using online sources. References reflect the copies in my library and may have more current publication dates on-line.

- Abrams, D., Hogg, M. A., & Marques, J. M. (Eds.). (2005). *The social psychology of inclusion and exclusion*. New York: Psychology Press.
- Bandura, A. (1995). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Bornstein, M. H., Davidson, L., Keyes, C. L. M., & Moore, K. (Eds.). (2003). *Well-being: Positive development across the life course. Crosscurrents in contemporary psychology*. Mahwah, NJ: Erlbaum.
- Caprara, G. V., & Cervone, D. (2000). *Personality: Determinants, dynamics, and potentials*. New York, NY: Cambridge University Press.
- Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior*. New York: Cambridge University Press.
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach*. New York: Psychology Press.
- Fives, H., & Gill, M. G. (2015). *International handbook of research on teachers' beliefs*. New York: Routledge.
- Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York: Little Brown, & Company.
- Glick, P., & Rudman, L. A. (Eds.). (2005). *On the nature of prejudice: Fifty years after Allport*. Malden, MA: Blackwell Publishing.
- Hmelo-Silver, C. E., Chinn, C. A., Chan, C. K. K., & O'Donnell, A. (2013). *The international handbook of collaborative learning*. New York: Routledge.
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. New York: Cambridge University Press.
- Juvonen, J. & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York, NY: Guilford Press.
- Larson, J. R., Jr. (2010). *In search of synergy in small group performance*. New York, NY: Psychology Press.
- Lerner, R. M., & Steinberg, L. (2004). *Handbook of adolescent psychology (2nd ed.)*, New York: Wiley.
- Mahalingam, R. (2006). *Cultural psychology of immigrants*. Mahwah, NJ: Erlbaum.
- Mischel, W. (2014). *The marshmallow test: Mastering self-control*. New York: Little, Brown, & Company.
- Nelson, T. (2002). *The psychology of prejudice*. Boston, MA: Allyn & Bacon.
- Nicholls, J. G. (1989) *The competitive ethos and democratic education*. Cambridge: Harvard University Press.
- Roberts, G. C., & Treasure, D. C. (Eds.). (2012). *Advances in motivation in sport and exercise*. Champaign, IL: Human Kinetics.
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. New York: Academic Press.

- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2013). *Motivation in education: Theory, research, and applications* (4th ed.). Upper Saddle River, NJ: Pearson.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Free Press.
- Sherrrod, L. R., Torney-Purta, J., & Flanagan, C. A. (Eds.). (2010). *Handbook of research on civic engagement in youth*. Hoboken, NJ: John Wiley & Sons.
- Thorkildsen, T. A., & Nicholls, J. G. (with Bates, A., Brankus, N., & DeBolt, T.). (2002). *Motivation and the struggle to learn: Responding to fractured experience*. Boston, MA: Allyn & Bacon.
- Thorkildsen, T. A., & Walberg, H. J. (Eds.). (2004). *Nurturing morality*. New York: Kluwer Academic.
- Weiner, B. (1995). *Judgments of responsibility: A foundation for a theory of social conduct*. New York: Guilford Press.
- Wigfield, A., & Eccles, J. S. (2002). *Development of achievement motivation*. New York: Academic Press.
- Youniss, J., & Levine, P. (Eds.). (2009). *Engaging young people in civic life*. Nashville, TN: Vanderbilt University Press.
- Zelazo, P. D., Astington, J. W., & Olson, D. R. (Eds.). (1999). *Developing theories of intention: Social understanding and self-control*. Mahwah, NJ: Erlbaum.

### **Assignments**

Students should organize their time so that they complete assigned readings **before** coming to class and be prepared to discuss the material in them. Class time will be spent discussing the application of the readings to particular fields of interest and generating new questions. Students are expected to attend all sessions and participate in discussions of the readings. In cases when it is necessary to miss a class, students should submit summaries of their assigned reading choices to their group members prior to class. Everyone is also responsible for keeping the class informed about potential absences and obtaining any missed information.

Because students are enrolled in this course for many different reasons, each student will negotiate an evaluation plan with the instructor. There will be no exams and it is assumed that everyone will participate in class each week. At the **very minimum**, to make progress in research-writing skills, everyone is expected to write a short review of research and present their findings to the class. As part of that project, students will be required to find **at least 10 articles from different journals** and to incorporate a critique of those articles into their work. The written project can take any of the following formats: (a) summarize the findings of a collection of related studies, (b) study the work of a particular theorist, (c) defend the need for a new study extending an area of investigation, or (d) offer a methodological critique for a specified content area. Because this core course is intended to help students learn skills for conducting original research, assignments should be completed using all the standards of professional discourse (e.g., APA format, reliance on primary sources).

#### **Library-related resources**

[How do I find doi #s when I am not using RefWorks?](#)

[How can I find journal rankings easily?](#)

Can I download eBooks from UIC? Yes, but download the app first. Look on the right side of the screen on [our program page](#).

[Do you have a RefWorks account?](#)

**Considerations when designing personal goals.** Students who have not read many journal articles have sometimes written short summaries of various articles and turned them in for critique during the semester. Throughout the course, everyone will be asked to talk about what they are reading and we will compare papers written for these different purposes. Taking advantage of opportunities to receive feedback, either orally or in writing, can improve comprehension of the technical features of a paper. Toward the end of the semester, students will be asked to complete a formal presentation of their work and discuss possible new directions for these projects.

Students who wish to **work toward an 'A'** in the course should integrate the concepts from the assigned and independent readings into their overall program of study. Their evaluation plan should demonstrate how they intend to do so. When personal and assigned reading lists do not coincide, students may demonstrate breadth in their understanding by writing short reaction papers to articles intended to reflect breadth of knowledge in the field. In such essays, authors critique the assigned readings or offer new directions for study. Outstanding work should enhance students' curriculum vita and writing quality should aim to align with the standards found in published journals.

**Grades of "B"** will include oral participation in class discussions and an independent paper that does not integrate themes related to social functioning. **A passing grade of "C"** will be possible if students turn in a final literature review, but are not always ready to participate in class discussions or turn in a literature review that does not meet basic proficiency standards. (In doctoral programs, core courses where students earn anything less than a "B" are often retaken.)

**Enhancing communication.** To enhance communication, everyone will be added to a class listserv that is reserved only for doctoral students interested in social psychology or other students who want to think about doing research. The syllabus is also posted on the Web and updated as readings are selected each week. This can be found either by doing a search for Terri Thorkildsen and finding my website or by saving the link to the course syllabus in the favorites section of your Web browser.

By the end of the semester, each student's topic of interest should be clear to all the members of our class. Students typically communicate their interests in several ways; via our class listserv, through contributions to class discussions, or via more private conversations with the instructor. Students and faculty in the COE have learned over the years that when everyone participates, we can all learn, have fun, and avoid unnecessary resentments. As is common in academic communities, people who do not join in are typically ignored rather than punished.

### **Academic Integrity**

UIC's *Honor Code* as well as the ethical standards of the *American Educational Research Association*, *American Psychological Association*, and *Society for Research in Child Development* governs all work in this and all other courses offered in the College of Education. Students are responsible for becoming familiar with these codes and standards which are available online. Especially important for doctoral courses, students should pay attention to the proper use and citations of others' work, and avoid plagiarism. More information on UIC's Disciplinary Policies can be found at: <http://www.uic.edu/depts/dos/conductforstudents.shtml>

One major issue that seems to be cropping up across classes in the COE is some form of academic dishonesty, intentional or accidental. Two issues seem especially important to discuss as part of our course activities: plagiarism and the use of assignments for more than one course. First, your review of research should represent *your* version of the main information you were able

to obtain from the readings. You should ideally try to avoid quoting information from directly from the articles you are reading, but may want to do so on a rare occasion. This is an acceptable practice IF you accurately cite the place in the article you are quoting from; including the last name of all the authors, the year of the publication, and the page number where the language appears. Similarly, **you should ideally try to support all your ideas with empirical evidence** rather than rely on "appeals to authority" logic. There is a wide variety of information that would qualify as evidence and a set of formal rules for citing these sources properly. You can find the rules that we use in the field of Education in the *Publication Manual of the American Psychological Association*. Failure to cite your sources for borrowed ideas is an act of plagiarism. More information can be found at: <http://library.missouri.edu/guides/avoidplagiarism/>

Second, in this course, you are encouraged to use information from other courses. That sort of sharing is very helpful among professionals. Many students will be using this course as one of several lenses into which they explore their area of research. Be sure to consider the evaluation rubric that will be used to evaluate your review of research, but it is perfectly acceptable to invite more than one professor to read your literature review. **Grading rubrics offer an outline of how to meet the requirements of the assignments and definitely differ across courses, but adapting material for each course is accepted professional practice as you become less dependent on coursework and establish your own research identity.** We will discuss academic dishonesty further as part of the course.

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. All students should know that the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

UIC also offers a wide range of resources for students who need extra help. Doctoral students may want to pay particular attention to the resources available at the UIC Writing Center. It is essential that students get in the habit of writing at least something as often as possible, preferably every day. More details on support services can be found at: <http://www.uic.edu/academics/student-support>

## Schedule for Breadth

Tentative Agenda	Topic	Add your own feedback schedule
Jan. 14th	Research and social activism <i>The field</i>	
Jan 21st	Motivation—goal setting and behavior <i>Philosophies and paradigms</i> <i>Distinguishing theory and philosophy</i>	<i>Draft of course goals</i>
Jan 28th	Motivation—autonomy/power needs <i>Definitions of autonomy</i> <i>Identifying experimental design elements</i>	<i>Goals statement due</i>
Feb. 4th	Motivation— competence/achievement needs <i>Definitions of achievement motivation</i> <i>Identifying descriptive design elements</i>	<i>Connecting reading to action</i>
Feb. 11th	Motivation—relatedness/affiliation needs <i>Definitions of affiliation</i>	<i>Preparing for a literature review</i> <i>Writing advice</i>
Feb. 18th	Identity—culture	<i>Validating a theory</i> <i>Connecting a problem to theory</i>
Feb. 25th	Identity—self system	<i>Crafting a signature for your paper</i>
Mar. 4th	<b>No class—writing review</b>	<i>Steps, tips and rubric</i>
Mar. 11th	Identity—possible selves and social competence	
Mar. 18th	Balancing personal, civic, and civil discourse	
Mar. 25th	<b>No class--Spring Break</b>	
Apr. 1st	Social networks—peer relations	
Apr. 8th	Social networks--friendship	
Apr. 15th	Social networks—groups ( <b>AERA week</b> ) <i>Written Exam Step in Prelims</i>	<i>Polishing your writing</i>
Apr. 22nd	Using Research to Inform Practice Student selected	<i>Student presentations</i>
Apr. 29th	Student selected	<i>Student presentations</i>
May 8th	Exam Week	<i>Final papers due</i>

## Assigned Articles

### January 21<sup>st</sup> Goal setting and behavior

Newman, D. (2004). Can scientific research from the laboratory be of any use to teachers? *Theory into Practice*, 43, 260-267. doi: 10.1353/tip.2004.0048

#### **Pick one from below**

Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological Bulletin*, 120, 338-375. doi: 10.1037//0033-2909.120.3.338

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. doi: 10.1037//0033-295x.84.2.191

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. doi: 10.1037//0022-3514.53.6.1024

Dweck, C. S., & Elliott, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273. doi: 10.1037/0033-295x.95.2.256

Eccles, J. S. & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. doi: 10.1146/annurev.psych.53.100901.135153

Elliott, E. L., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12. doi: 10.1037//0022-3514.54.1.5

Heckhausen, H., & Beckmann, J. (1990). Intentional action and action slips. *Psychological Review*, 97, 36-48. doi: 10.1037//0033-295x.97.1.36

Maehr, M.L., & Nicholls, J. G. (1980). Culture and achievement motivation: A second look. In N. Warren (Ed.), *Studies in cross-cultural psychology* (Vol. 2, pp. 221-267). New York: Academic Press.

Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91, 328-346. doi: 10.1037/0033-295x.91.3.328

Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71, 3-25. doi: 10.1037//0022-0663.71.1.3

Weiner, B. (1992). Expectancy-value theories: Humans as all-knowing decision makers. In B. Weiner, *Human motivation: Metaphors, theories and research* (pp. 159-220). Thousand Oaks, CA: Sage Publications. (Note this is a textbook chapter reviewing several related theories.)

White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333. doi: 10.1037/h0040934

### January 28<sup>th</sup> Motivation—Studies with quasi-experimental designs

#### **(Pick two studies to compare and contrast)**

Butler, R. (1987). Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest, and performance. *Journal of Educational Psychology*, 79, 474-482. doi: 10.1037//0022-0663.79.4.474

Ryan, R. M., & Deci, E. L. (1989). Bridging the research traditions of task/ego involvement and intrinsic/extrinsic motivation: Comment on Butler (1987). *Journal of Educational Psychology*, 81, 265-268. doi: 10.1037//0022-0663.81.2.265

Butler, R. (1989). On the psychological meaning of information about competence: A reply to Ryan and Deci's comment on Butler (1987). *Journal of Educational Psychology*, 81, 269-272. doi: 10.1037//0022-0663.81.2.269

- Butler, R. (1990). The effects of mastery and competitive conditions on self-assessment at different ages. *Child Development, 61*, 201-210. doi: 10.2307/1131059
- Butler, R., & Neuman, O. (1995). Effects of task and ego achievement goals on help-seeking behaviors and attitudes. *Journal of Educational Psychology, 87*, 261-271. doi: 10.1037//0022-0663.87.2.261
- Butler, R. & Nisan, M. (1986). Effects of no feedback, task-related comments, and grades on intrinsic motivation and performance. *Journal of Educational Psychology, 78*, 210-216. doi: 10.1037//0022-0663.78.3.210
- Dweck, C. S. (1975). The role of expectations and attributions in the alleviation of learned helplessness. *Journal of Personality and Social Psychology, 31*, 674-685. doi: 10.1037/h0077149 (Note this is the publication that came from Carol Dweck's dissertation.)
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin, 119*, 254-284. doi: 10.1037/0033-2909.119.2.254
- Mikulincer, M. (1988). Reactance and helplessness following exposure to unsolvable problems: The effects of attributional style. *Journal of Personality and Social Psychology, 54*, 679-686. doi: 10.1037//0022-3514.54.4.679
- Mikulincer, M. (1989). Cognitive interference and learned helplessness: The effects of off-task cognitions on performance following unsolvable problems. *Journal of Personality and Social Psychology, 57*, 129-135. doi: 10.1037//0022-3514.57.1.129
- Miller, R. L., Brickman, P., & Bolen, D. (1975). Attribution versus persuasion as a means for modifying behavior. *Journal of Personality and Social Psychology, 31*, 430-441. doi: 10.1037/h0076539
- Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology, 75*, 33-52. doi: 10.1037//0022-3514.75.1.33
- Rosenbaum, M., & Ben-Ari, K. (1985). Learned helplessness and learned resourcefulness: Effects of noncontingent success and failure on individuals differing in self-control skills. *Journal of Personality and Social Psychology, 48*, 198-215. doi: 10.1037//0022-3514.48.1.198
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology, 43*, 450-461. doi: 10.1037//0022-3514.43.3.450
- Ryan, R. M., Mims, V., & Koestner, R. (1983). Relation of reward contingency and interpersonal context to intrinsic motivation: A review and test using cognitive evaluation theory. *Journal of Personality and Social Psychology, 45*, 736-750. doi: 10.1037//0022-3514.45.4.736
- Schunk, D. H. (1982). Effects of effort attributional feedback on children's perceived self-efficacy and achievement. *Journal of Educational Psychology, 74*, 548-556. doi: 10.1037//0022-0663.74.4.548
- Schunk, D. H., & Cox, P. D. (1986). Strategy training and attributional feedback with learning disabled students. *Journal of Educational Psychology, 78*, 201-209. doi: 10.1037//0022-0663.78.3.201
- Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research, 81*, 267-301. doi: 10.3102/0034654311405999

#### **February 4<sup>th</sup> Motivation—Autonomy/power needs**

- Algozzine, B., Browder, D., Karvonen, M., Test, D. W., & Wood, W. M. (2001). Effects of interventions to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*, 219-277. doi: 10.3102/00346543071002219

- Jang, H., Reeve, J., Ryan, R. M., & Kim, A. (2009). Can self-determination theory explain what underlies the productive, satisfying learning experiences of collectivistically oriented Korean students? *Journal of Educational Psychology, 101*, 644-661. doi: 10.1037/a0014241
- Krapp, A. (2005). Basic needs and the development of interest and intrinsic motivational orientations. *Learning and Instruction, 15*, 381-395. doi: 10.1016/j.learninstruc.2005.07.007
- Luyckx, K., Vansteenkiste, M., Goossens, L., & Duriez, B. (2009). Need satisfaction and identity formation: Self-determination theory and process-oriented identity research. *Journal of Counseling Psychology, 56*, 276-288. doi: 10.1037/a0015349
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology, 57*, 749-761
- Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality, 74*, 1557-1586. DOI: 10.1111/j.1467-6494.2006.00420.x
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivation dynamic? *Journal of Educational Psychology, 100*, 765-781. doi: 10.1037/a0012840
- Standage, M., Duda, J. L., Ntoumanis, N. (2003). A model of contextual motivation in physical education: Using constructs from self-determination and achievement goal theories to predict physical activity intentions. *Journal of Educational Psychology, 95*, 97-110. doi: 10.1037/0022-0663.95.1.97
- Valentine, J. C., Cooper, H., Bettencourt, B. A., DuBois, D. L. (2002). Out-of-school activities and academic achievement: The mediating role of self-beliefs. *Educational Psychologist, 37*, 245-256.
- Vansteenkiste, M., Lens, W., & Deci, E.L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist, 41*, 19-31.

**February. 11<sup>th</sup> Motivation—Competence needs (studies with descriptive designs)**  
**(pick two studies to compare and contrast)**

- Anderman, E. M., Griesinger, T., & Westerfield, G. (1998). Motivation and cheating during early adolescence. *Journal of Educational Psychology, 90*, 84-93.
- Durik, A., Vida, M., & Eccles, J. S. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. *Journal of Educational Psychology, 98*, 382-393. doi: 10.1037/0022-0663.98.2.382
- Kumar, R. (2006). Students' experiences of home-school dissonance: The role of school academic culture and perceptions of classroom goal structures. *Contemporary Educational Psychology, 31*, 253–279. doi: 10.1016/j.cedpsych.2005.08.002
- Kumar, R., Karabenick, S. A., & Burgoon, J. N. (2014). Teachers' implicit attitudes, explicit beliefs, and the mediating role of respect and cultural responsibility on mastery and performance-focused instructional practices. *Journal of Educational Psychology*. (Advance online publication. doi: 10.1037/a0037471—See Dropbox site for a copy.)
- Marsh, H. W., Craven, R. G., Hinkley, J. W., & Dubus, R. L. (2003). Evaluation of the big-two-factor theory of academic motivation orientations: An evaluation of jingle-jangle fallacies. *Multivariate Behavioral Research, 38*, 189-224.

Murdock, T. B., Miller, A., & Kohlhardt, J. (2004). Effects of classroom context variables on high school students' judgments of the acceptability and likelihood of cheating. *Journal of Educational Psychology, 96*, 765-777.

Thorkildsen, T. A., & Nicholls, J. G. (1998). Fifth graders' achievement orientations and beliefs: Individual and classroom differences. *Journal of Educational Psychology, 90*, 179-201.

### **February 18<sup>th</sup> Motivation—Relatedness/affiliation needs**

#### **(pick two or add your own)**

Antonucci, T. C., Akiyama, H., & Takahashi, K. (2004). Attachment and close relationships across the lifespan. *Attachment and Human Development, 6*, 33-370. doi: 10.1080/1461673042000303136.

Faye, C., & Sharpe, D. (2008). Academic motivation in university: The role of basic psychological needs and identity formation. *Canadian Journal of Behavioral Science, 40*, 189-199. doi: 10.1037/a0012858

Furrer, C. & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology, 95*, 148-162. doi: 10.1037/0022-0663.95.1.148

Guay, F., Marsh, H. W., Senécal, C., & Dowson, M. (2008). Representations of relatedness with parents and friends and autonomous academic motivation during the late-adolescence-early adulthood period: Reciprocal or unidirectional effects? *British Journal of Educational Psychology, 78*, 621-637. doi:10.1348/000709908X280971

Hughes, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology, 99*, 39-51. doi: 10.1037/0022-0663.99.1.39

Suizzo, M., (2007). Parents' goals and values for children: Dimensions of independence and interdependence across four U. S. ethnic groups. *Journal of Cross-Cultural Psychology, 38*, 506-530. doi: 10.1177/0022022107302365

Wentzel, K. R. (1994). Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology, 86*, 173-182.

Zimmer-Gembeck, M. J., Chipuer, H. M., Hanisch, M., Creed, P. A., McGregor, L. (2006). Relationships at school and stage-environment fit as resources for adolescent engagement and achievement. *Journal of Adolescence, 29*, 911-933. doi: 10.1016/j.adolescence.2006.04.008

### **February 25<sup>th</sup> Identity—Culture**

Adams, G., Markus, H.R. (2001). Culture as patterns: An alternative approach to the problem of reification. *Culture and Psychology, 7*, 283-296. doi: 10.1177/1354067X0173002

Bhatia, S. (2002). Acculturation, dialogical voices and the construction of the diasporic self. *Theory and Psychology, 12*, 55-77. doi: 10.1177/0959354302121004

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