

The University of North Carolina at Greensboro  
School of Education  
Department of Curriculum and Instruction

**Seminar in Student Motivation & Cognition**  
**CUI 748-01**  
**Fall 2006**

**Instructor:** Beverly S. Faircloth, Ph.D.  
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**Class Meeting:** Monday 5:00 - 8:00 p.m.  
247 Curry

**Course Description:**

This course is a doctoral seminar focusing on research of student cognition and motivation. We will examine different learning and motivation theories and research. Particular emphasis will be placed on how findings from different studies apply to practical educational problems.

**UNCG Undergraduate Bulletin Course Description:** Designed to develop and demonstrate understanding of current theory and research findings in cognition and motivation as they apply to the development of various instructional approaches and activities.

**UNCG Teachers Academy Mission Statement:**

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

**Seminar Objectives**

- We will analyze and evaluate how different theorists conceptualize motivation and explain its effects, and the implications of those theories for classroom instruction (i.e., what types of cognitive strategies do they suggest, what achievement effects do they anticipate?), as well as considering the intersections between diverse theories.
- We will analyze and evaluate how different learning theorists explain students' classroom learning and motivation.

- We will analyze and evaluate the recommendations that different theorists make for how classroom teachers should motivate students, select curricular materials, present instructional material, and assess classroom learning.
- We will analyze and evaluate the role of culture, race, and ethnicity as they relate directly to theory and research in motivation and learning.

**Required Text:**

Pajares, F & Urdan, T. (2003) *Adolescence and education* (Vol. 2). Information Age Publishing.

Additional required readings (listed on the syllabus) are available through Blackboard. (*Readings are subject to change as the course develops.*)

**Optional Texts**

Brophy, J. (1997). *Motivating Students to Learn*. Harper Collins

Juvonen, J & Wentzel, K.R. (1996). *Social Motivation: Understanding Children's School Adjustment*. New York: Cambridge.

Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in Education: Theory, Research, and Applications*. Merrill: Columbus, OH

Wigfield, A. & Eccles, J.S. (2001). *Development of Achievement Motivation*. New York: Academic Press.

**Instructional Practices:**

This course is a doctoral seminar structured around in-depth review and discussion of chapters and articles focused on theories and research of student learning and motivation. Each seminar member will come to class well prepared to discuss key issues, questions, applications, and integration of the concepts addressed in the course readings and will take responsibility for leading one week's discussion. Each member will also have the opportunity to consider one topic more systematically by researching a topic of interest, writing a research paper synthesizing that research, and present their findings to our class.

**Assignments:**

- **Weekly Response Papers (30pts):**  
Because the course is built on in-depth discussion, thoughtful consideration of weekly readings and the educational issues addressed is essential. In order to generate meaningful class-wide reflection on the readings, each class member will:
  - ❖ WRITE weekly responses to the week's readings. Response papers will consist of your reaction to the week's readings, including what they mean, how they relate to one another and other course topics, and how this interpretation relates to your professional experiences and interests. Response papers must be posted no later than midnight on the Saturday before that class meeting.
  - ❖ POST response paper on that week's Blackboard Discussion Board
  - ❖ READ no less than three other students' response papers.

- **Seminar Leadership (30pts)**

Over the course of the semester, each student will have an opportunity to lead one seminar discussion on a particular topic of interest to them. In other words, we will all share the responsibility of constructing our classmates's understanding and application of the course material. Each seminar leader will need to:

- ❖ Read thoroughly all assigned readings for the week
- ❖ Consider additional readings or experiences that may inform our understanding
- ❖ Read all posted response papers for that week
- ❖ Prepare a list of discussion questions to guide our discussion (submit copy to instructor)
- ❖ Contact the instructor during the week prior to the seminar to discuss questions/issues

- **Research Paper (40pts)**

Each student will submit and present a research paper on a topic relevant to motivation or cognition that is of interest to you. You will need to select an educational question or issue early in the semester, identify and synthesize relevant research, identifying strengths and weaknesses of the literature, and suggest directions for future research. The length of the paper will vary depending on the topic, but a rough guideline is between 30 – 35 pages, double-spaced. The paper must be in APA format. You will turn in evidence of progress periodically during the semester (as assigned on course calendar.)

### **Course policies**

- Attendance is assumed and expected.
- The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in class discussions. Therefore, active participation is essential and expected. Quality participation will be assumed to include:
  - ❖ On-time attendance at each class meeting
  - ❖ Preparation and understanding of the assigned readings
  - ❖ Asking of thoughtful questions
  - ❖ Responding to other students' comments in a constructive and respectful manner
  - ❖ Contributing regularly without dominating
  - ❖ Silencing of cell phones
- All work turned in is expected to be of professional quality. This means that it must be free of typos, grammatical errors, and slang, and that written and oral presentation will be coherent and follow a logical progression. All papers must be typed/word-processed using a standard font in 11/12 pt., double-spaced, with 1 inch margins. The research paper must follow APA format.
- All class members are expected to abide by the UNCG Academic Integrity Policy as well as the UNCG Student Code of Conduct. The integrity policy may be viewed and downloaded at the following URL: <http://academicintegrity.uncg.edu/>. The Code of Conduct may be viewed and downloaded from: <http://studentconduct.uncg.edu/policy/code/>.
- UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must register with the office of Disability Services located in Room 217 of the Elliott University Center. If you have difficulty with the course or anticipate difficulty with the course due to a disability that you have registered with the University, unfamiliarity with English, or other special issues, please see me as soon as possible so that we can work together to find a solution. [www.uncg.edu/ods](http://www.uncg.edu/ods)

**CUI 748 Calendar & Readings Fall 2006**

Date	Topic	Assignment Due
<b>August 14 - Session 1</b>	<b>Introduction &amp; Overview of Course</b>	<b>No readings assigned</b>
<b>August 21 - Session 2</b>	<b>Overview, History, &amp; the Expectancy-Value Model</b>	
TEXT: Chapter 3		
Becker, B. E., & Luthar S. (2002). Social emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. <i>Educational Psychologist</i> , 37, 197-214.		
Graham, S. & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner & R. Calfee (Eds.), <i>Handbook of educational psychology</i> (63-84). New York: MacMillan.		
Stipek, D. (1996). Motivation and instruction. In D. C. Berliner & R. Calfee (Eds.), <i>Handbook of educational psychology</i> (85-113). New York: MacMillan.		
<b>August 28 - Session 3</b>	<b>Self-Efficacy, Attributions &amp; Ability Self-Conceptions</b>	<b>1 page summary of research topic due</b>
TEXT: Chapter 2		
Schunk, D. (1991). Self-efficacy and academic motivation. <i>Educational Psychologist</i> , 26, 207-231.		
Schunk, D., Rice, J.M. (1987). Enhancing comprehension skill and self-efficacy with strategy value information. <i>Journal of Reading Behavior</i> , 3, 285-302.		
<b>September 4</b> <b>* University Holiday – No Class *</b>		
<b>September 11 - Session 4</b>	<b>Self-Regulation</b>	
TEXT: Chapter 1		
Pintrich, P., DeGroot, E. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. <i>Journal of Educational Psychology</i> , Vol. 82, No. 1, 33-40.		
Sternberg, R. J. (1998). Principles of teaching for successful intelligence. <i>Educational Psychologist</i> , 33, 65-72.		
Zimmerman, B. J. (1998) Academic studying and the development of personal skill: A self-regulatory perspective. <i>Educational Psychologist</i> , 33, 73-86.		
Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), <i>Handbook of self-regulation</i> (13-39). New York: Academic Press.		
<b>September 18 - Session 5</b>	<b>Self-worth</b>	

Covington, M.V. (1984). The self-worth theory of achievement motivation: Findings and Implications. *The Elementary School Journal*, 85, No. 1, 7-37.

Flink, Boggiano, Barrett (1990). Controlling teaching strategies: Undermining children's self-determination and performance. *Journal of Personality and Social Psychology*, Vol. 59, No. 5, 916-924.

Harter, S. (1996). Teacher and classmate influences on scholastic motivation, self-esteem, and level of voice in adolescents. In Juvonen, J & Wentzel, K.R. (Editors). *Social Motivation: Understanding Children's School Adjustment* (Chapter 2: 11-42). New York: Cambridge.

Midgley, C., Arunkumar, R., & Urdan, T. (1996). "If I Don't Do Well Tomorrow, There's a Reason": Predictors of Adolescents' Use of Academic Self-handicapping Strategies. *Journal of Educational Psychology*, Vol. 88, No. 3, 423-434.

**September 25 - Session 6 Goals & Goal Orientation**

TEXT: Chapter 5

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

Meece, J. L. (1991). The Classroom Context and Students' Motivational Goals. In M. L. Maehr & P. R. Pintrich (Eds.) *Advances in Motivation and Achievement*, Vol. 7, 261-285.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (451-501). New York: Academic Press.

**October 2 - Session 7 Intrinsic Motivation, Self Determination, & Perceived Control**

**Working  
reference list  
due**

TEXT: Chapter 6 & 7

Deci, E., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26, 323-346.

Csikszentmihalyi, M. (1990). Literacy and Intrinsic Motivation. *Daedalus*, 119, 115-140.

Pintrich, P. R., Schunk, D. H. (1996). *Motivation in Education: Theory, research, and applications*. Columbus, OH: Merrill. Chapter 6 Intrinsic Motivation

**October 9**

**\* University Holiday – No Class \***

**October 16 - Session 8 Interest, Affect, & Flow**

TEXT: Chapter 9

Finn, J. (1989). Withdrawing from school. *Review of Educational Research*, 59(2), 117-142.

Wigfield, A. & Eccles, J. (1989). Test anxiety in elementary and secondary school students, *Educational Psychologist*, 24, 159-184.

### **October 23 - Session 9 Teachers, Classrooms, & Schools**

Ames, C. (1990). Motivation: What Teachers Need to Know. *Teachers College Record*, 91, 409-421.

Eccles, J., Lord, S., & Midgley, C. (1991). What are we doing to early adolescents? The impact of educational contexts on early adolescents. *American Journal of Education*, 99, 521-542.

Miller, S. D. & Meece, J. L. (1997). Enhancing elementary students' motivation to read and write: A classroom intervention study. *The Journal of Educational Research*, 89, 286-299.

Murdock, T., & Miller, A. (2003). Teachers as sources of middle school students' motivational identity: Variable-centered analytic approaches. *The Elementary School Journal*, 103, 383-400.

Turner, J. C., Meyer, D. K., Midgley, C., & Patrick, H. (2003). Teacher discourse and sixth graders' reported affect and achievement behaviors in two high/mastery/high performance mathematics classrooms. *The Elementary School Journal*, 103, 357-382.

### **October 30 - Session 10 Academic Tasks (T) & Classroom Applications**

(T) Blumenfeld, P. C., Mergendollar, J., & Swarthout, D. (1987). Task as a heuristic for understanding student learning and motivation. *Journal of Curriculum Studies*, 19, 135-148

(T) Doyle, W. (1983). Academic work. *Review of Educational Research*, 53, 159-199.

(T) Miller, S. D. (2003). How high- and low-challenge tasks affect motivation and learning: Implications for struggling learners. *Reading and Writing Quarterly: Overcoming Learning Difficulties* 19(1), 39-57.

(T) Miller, S. D. & Meece, J. L. (1999) Students' motivational preferences for different reading and writing tasks. *Elementary School Journal*, 19-36

Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M. & Palincsar, A. S. (1991). Motivating project-based learning: sustaining the doing, supporting the learning, *Educational Psychologist*, 26, 369-398.

Guthrie, J., (1996). Growth of literacy engagement: changes in motivations and strategies during concept-oriented reading instruction. *National Reading Research Center*, Research Report #53.

Maehr, M. L., Midgley C., & Urdan, T. (1992). School leader as motivator. *Educational Administration Quarterly*, 28, 410-429.

Stipek, D., de al Sota, A. & Weishaupt, L. (1999). Life lessons: An embedded classroom approach to preventing high-risk behaviors among preadolescents. *The Elementary School Journal*; 433-451.

**November 6 - Session 11 Social Influences**

TEXT: Chapter 10

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.

Hymel, S., Comfort, C. Schonert-Reichl, K., McDougald, P. (1996). Academic failure and school dropout: The influence of peers. In J. Juvonen & K.R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 313-345). New York: Cambridge University Press.

Osterman, K. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367.

Roeser, R. W., Midgley, C., & Urdan, T.C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88, (3), 408-422.

Ryan, A. & Patrick, H. (2001). The classroom social environment and changes in adolescent motivation and engagement during middle school. *American Educational Research Journal*, 38 (2), pp. 437-460.

Ryan, R.M. & Stiller, J.D. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, 14(2), 226-250.

**November 13 - Session 12 Multicultural Issues**

**Paper due for peer review**

Cooper, C., Jackson, J., Azmitia, M., & Lopez, E. (1998). Multiple selves, multiple worlds: Three useful strategies for research with ethnic minority youth on identity, relationships, and opportunity structures. In V.C. McLoyd & L. Steinberg, (1998). *Studying minority adolescents: Conceptual, methodological, & theoretical issues* (pp. 111-126). Mahweh, NJ: Laurence Erlbaum.

Graham, S., Taylor, A., & Hudley, C. (1998). Exploring Achievement Values Among Ethnic Minority Early Adolescents. *Journal of Educational Psychology*, 90, 606-620.

Graham, S. (1994). Motivation in African Americans. *Review of Educational Research*, Vol. 64, No. 1, 55-117.

Phelan, P., Yu, H.C., & Davidson, A. (1994). Navigating the psychosocial pressure of adolescence: The voices and experiences of high school youth. *American Educational Research Journal*, 31, (2), 415-447.

**November 20 - Session 13 Alternative Viewpoints**

**Paper returned**

TEXT: Chapter 12

Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: confronting the dilemmas of race, culture, and language diversity in teacher education. *American Educational Research Journal* 32 (3), 493-522.

Fairbanks, C. M. (2000). Fostering adolescents' literacy engagements: "Kid's business" and critical inquiry. *Reading Research and Instruction* 40(1), 35-50.

Gindis, B. (1995). The social/cultural implication of disability: Vygotsky's paradigm for special education. *Educational Psychologist*, 30, 77-81.

Woodside-Jiron, H.J., Johnston, P., & Day, J. (2001). Teaching and learning literate epistemologies. *Journal of Educational Psychology* 93(1), 223-33.

Oldfather, P., Dahl, K. (1994). Toward a social constructivist reconceptualization of intrinsic motivation for literacy learning. *Journal of Reading Behavior*, Vol. 26, No. 2, 139-158.

**November 27 - Session 14 RESEARCH PRESENTATIONS**

**No readings assigned**

**December 8 - Session 15 RESEARCH PRESENTATIONS**

**No readings assigned  
Final paper due**

Assignments and schedule are subject to change as the semester progresses.

## References

- Ames, C. (1990). Motivation: What teachers need to know. *Teachers College Record*, 91, 409-421.
- Ames, C. (1992). Classrooms: Goals, structures, and students motivation, *Journal of Educational Psychology*, 84, 261-271.
- Ames, C. (199X). Achievement goals and the classroom motivational climate. . In D. Schunk & J. L. Meece (Eds.) *Student perceptions in the classroom: Causes and consequences*. Hillsdale, NJ: Erlbaum.
- Ames, C., & Ames, R. (1984). *Research on Motivation in Education: Student Motivation (Vol. 1)*. New York: Academic Press.
- Ames, C., & Ames, R. (1985). *Research on Motivation in Education: The Classroom Milieu (Vol. 2)*. New York: Academic Press.
- Ames, C., & Ames, R. (1989). *Research on Motivation in Education: Goals & Cognitions (Vol. 3)*. New York: Academic Press.
- Ames, C. & Archer, J. (1988). Achievement goals in the classroom: Student learning strategies and motivational processes. *Journal of Educational Psychology*, 80, 260-267.
- Anderman, E. M. & Maehr, M. L. (1994). Motivation and schooling in the middle grades. *Review of Educational Research*, 64, 287-309.
- Blumenfeld, P. C. (1992). Classroom learning and motivation: Clarifying and expanding goal theory. *Journal of Educational Psychology*, 84, 272-281.
- Blumenfeld, P. C., Mergendollar, J., & Swarthout, D. (1987). Task as a heuristic for understanding students learning and motivation. *Journal of Curriculum Studies*, 19, 13--148.
- Blumenfeld, P., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26, 369-398.
- Brophy, J. (1983). Conceptualizing student motivation. *Educational Psychologist*, 83, 200-215.
- Brophy, J. (1985). Teachers' expectations, motives, and goals for working with problem students. *Research on motivation in education, Volume 2: The classroom milieu*. New York: Academic Press 175-214.
- Brophy, J. (198X). Synthesis of research on strategies for motivating students to learn.
- Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: confronting the dilemmas of race, culture, and language diversity in teacher education. *American Educational Research Journal* 32 (3), 493-522.
- Connell, J. & Wellborn, J. (1991). Competence, autonomy and relatedness: A motivational

- analysis of self-system processes. In M.R. Gunnar & L.A. Sroufe (Eds.), *Self-processes and development*. Hillsdale, N.J.: Erlbaum.
- Cooper, C., Jackson, J., Azmitia, M., & Lopez, E. (1998). Multiple selves, multiple worlds: Three useful strategies for research with ethnic minority youth on identity, relationships, and opportunity structures. In V.C. McLoyd & L. Steinberg, (1998). *Studying minority adolescents: Conceptual, methodological, & theoretical issues* (pp. 111-126). Mahwah, NJ: Lawrence Erlbaum.
- Corno, J. (1986). The metacognitive control components of self-regulated learning.
- Covington, M. V. & Beery, R. G. (1976). *Self-Worth and School Learning*. New York: Holt, Rhinehart, & Winston.
- Csikszentmihalyi, M. (1990). Literacy and intrinsic motivation. *Daedalus*, 119, 115-140
- Deci, E., Vallerand, R., Pelletier, L., & Ryan, R. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26(3 & 4), 325-346.
- Eccles, J., Lord, S., & Midgley, C. (1991). What are we doing to early adolescents? The impact of educational contexts on early adolescents. *American Journal of Education*, 99, 521-542.
- Eccles, J., Midgley, C., & Adler, T. (1984). Grade-related changes in the school environment: Effects on achievement motivation. In J. Nichols (Ed.) *Advances in motivation and achievement: The development of achievement motivation* (Vol. 3, pp. 283-331). Greenwich, CT: JAI Press.
- Eccles, J., Midgley, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C., & MacIver D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families, *American Psychologist*, 48, 90-101.
- Feldlaufer, H., Midgley, C., Eccles, J. S. (1988). Student, teacher, and observer perceptions of the classroom environment before and after the transition to junior high school. *Journal of Early Adolescence*, 8, 133-156.
- Fine, M. (1986). Why urban adolescents drop into and out of public high school. *Teachers College Record*, 87(3), 393-409.
- Finn, J. (1989). Withdrawing from school. *Review of Educational Research*, 59(2), 117-142.
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- 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.
- Goodenow, Carol (1993 b). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *Journal of Early Adolescence*, 13, 21-43.
- Graham, S. (1994). Motivation in African Americans. *Review of Educational Research*, 64, 55-117.

- Hamm, J.V. & Faircloth, B. S. (2005b). The role of friendship in sense of school belonging. In Way, N. & Hamm, J.V. (Eds.), *The Experience of Close Friendships in Adolescence*. New Directions for Child and Adolescent Development, no. 107. San Francisco: Jossey-Bass.
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- Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivation and informational components. *Developmental Psychology*, 17, 300-312.
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- Kinderman, T. A. (1993). Natural peer groups as contexts for individual development: The case of children's motivation in school. *Developmental Psychology*, 29(6), 970-977.
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- Lee, O., & Anderson, C. W. (1993). Task engagement and conceptual change in middle school science classrooms. *American Educational Research Journal*, 30, 585-610.
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- Marshall, H. H. (1994). *Redefining student learning: Roots of educational change*. Norwood, NJ: Ablex.
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- Meece, J. L. (1995). *Motivating Students to Learn: Going Beyond Incentive Systems*. Unpublished manuscript.
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- Newman, R. S. (1991). Goals and self-regulated learning: What motivates children to seek academic help? In *Advances in motivation and achievement*, Volume 7, 11-183.
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- Pintrich, P. R., & DeGroot, E. (1990). Motivational and self-regulated learning components of classroom academic performance, *Journal of Educational Psychology*, 82, 33-40.
- Pintrich, P. R., Brown, D. R., & Weinstien, C. E. (1994). *Student motivation, cognition, and learning: Essays in honor of Wilbert J. McKeachie*. Hillsdale, NJ: LEA.
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- Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement and achievement in school. *Educational Psychologist*, 35(2), 101-111.

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- Ryan, A. & Patrick, H. (2001). The classroom social environment and changes in adolescent motivation and engagement during middle school. *American Educational Research Journal*, 38 (2), pp. 437-460.
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- Schunk, D H, & Zimmerman, B. J. (1994). *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: LEA.
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