**META-COGNITION, MOTIVATION, & AFFECT, 2011 SPRING**

**INSTRUCTOR: RYAN S.J.d. BAKER**

**TOPIC LECTURE AND PAPER**

**TOPIC LECTURE:**  Date of your choice

**TOPIC PAPER:** Due Wednesday, April 20

In this assignment, you will study a topic of importance to the class, and present to the class on it. Afterwards, you will submit a paper on this topic. This assignment must be done individually.

The set of potential topics is the following class lectures: Help-Seeking, Planning, Metacognitive-SRL Scaffolding, Expectancy-Value Theories, Achievement Goals/Goal Orientation, Extrinsic/Intrinsic Motivation, Interest, Self-Efficacy, Attribution Theory, Self-Theories, Basic Emotions, Flow/Concentration/Joy/Delight, Frustration/Anxiety/Boredom, Affect and Achievement Goals, Affect Detection, Affective/Motivational Agents, Educational Games/Serious Games, Gaming the System, Off-Task Behavior/Carelesness, Procrastination, Drop-out

**Class Lecture:** You will present a full course lecture on the topic of your choice, including leading class discussion on the topic. Your lecture will need to include discussion of the theoretical context and practical implications of the topic, discussion of valid measures of constructs within the topic, key scientific studies and results, and key open questions. Your lecture should extend significantly beyond the officially assigned papers, and should involve the significant use of several additional key papers in the field, which you should find via independent literature review. You will be graded on the quality and depth of your research survey and analysis of the area, your communication of key ideas, and your successful management of class discussion. In addition to your official grade from Professor Baker, you will also receive ungraded comments and suggestions from the rest of the class.

**Topic Paper:** You will write a review of research in the same area as your class lecture. It should be of the same academic style (but does not need to be of the same length and depth) as articles in the *Review of Educational Research.* Your review should be approximately 8-10 pages long, in 12-point Times New Roman, single-spaced. You will not be graded down if your paper is too long, but you will be graded down if your paper is too short. You will be graded on the quality, breadth, and depth of your research survey and analysis of the area, and the quality of the communication in your review.