

January, 2009

Jennifer Henderlong Corpus

Department of Psychology
Reed College
3203 SE Woodstock Blvd.
Portland, OR 97202

Email: henderlj@reed.edu
Phone: (503) 517-7475
Fax: (503) 777-7785
<http://academic.reed.edu/motivation>

Education

Ph.D., Developmental Psychology, Stanford University, 2000

B.A., Psychology, The University of Michigan, highest distinction and highest honors, 1995

Professional Experience

Associate Professor, Department of Psychology, Reed College, 2007-present

Assistant Professor, Department of Psychology, Reed College, 2001-2007

National Institute of Mental Health Postdoctoral Fellow, University of California – Los Angeles, 2000-2001

Fellowships and Grants

National Academy of Education/Spencer Postdoctoral Fellowship, 2005-2006, "*Predictors and Consequences of Children's Intrinsic and Extrinsic Motivational Orientations: A Developmental Perspective*" (\$55,000)

Mellon Foundation Paid Leave Award, 2005-2006 (awarded, not accepted), "*Intrinsic and Extrinsic Motivation: A Developmental and Contextual Analysis*" (Full salary for one semester)

Reed College Faculty Summer Scholarship Funds, 2005-2006, "*Intrinsic and Extrinsic Motivational Orientations: Within-grade Changes, Contextual Precursors, and Academic Outcomes*" (\$3000)

Reed College Stillman Drake Funds, 2004-2005, "*Intrinsic and Extrinsic Motivation: Survey and Experimental Approaches*" (\$1115)

Mellon Faculty Partnership Grant (Faculty Partner: Anne O. Eisbach, Quinnipiac University), 2004 (\$1700)

Reed College Stillman Drake Funds, 2003-2004, "*Intrinsic Motivation: Tracking Developmental Change and Enhancing Through Appropriate Feedback*" (\$1000)

Reed College Faculty Summer Scholarship Funds, 2002-2003, "*Enhancing Intrinsic Motivation: Experimental and Survey Approaches*" (\$2470)

NIMH Individual National Research Service Award, 2000-2003, "*The Complex Effects of Praise on Children's Motivation*" (Three years of postdoctoral funding awarded, one year accepted)

Spencer Dissertation Fellowship for Research Related to Education, 1999-2000, "*Beneficial and Detrimental Effects of Praise on Children's Motivation: Performance versus Person Feedback*" (\$20,000)

NIMH Individual National Research Service Award, 1999-2000, "*The Effects of Praise on Children's Motivation*" (One year of predoctoral funding awarded, not accepted)

Stanford University Graduate Research Opportunity Grant, 1998, "*Beneficial and Detrimental Effects of Praise on Children's Motivation: Performance versus Person Feedback*" (\$1800)

National Science Foundation Graduate Research Fellowship, 1996-1999

NIMH Training Fellowship, 1995-1996

Research Interests

Intrinsic and extrinsic motivations in academic settings: Origins, development, and relations to other psychological constructs.

Praise and its influence on children's motivation: Developmental, situational, and personality moderators.

Children's understanding of motivation: Strategies, reflection, and relations to learning and performance.

Academic Honors

Stanford Centennial Teaching Assistant Award, 1998

Phi Beta Kappa, The University of Michigan, 1995

James B. Angell Scholar, The University of Michigan, 1994, 1995

William J. Branstrom Freshman Prize, The University of Michigan, 1992

Publications (Reed student co-authors underlined)

- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (in press). Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology*.
- Cooper, C. A., & Corpus, J. H. (in press). Learners' developing knowledge of strategies for regulating motivation. *Journal of Applied Developmental Psychology*.
- Corpus, J. H., & Lepper, M. R. (2007). The effects of person versus performance praise on children's motivation: Gender and age as moderating factors. *Educational Psychology, 27*, 1-22.
- Corpus, J. H., Ogle, C. M., & Love-Geiger, K. E. (2006). The effects of social-comparison versus mastery praise on children's intrinsic motivation. *Motivation and Emotion, 30*, 335-345.
- Lesko, A. C., & Corpus, J. H. (2006). Discounting the difficult: How high math-identified women respond to stereotype threat. *Sex Roles, 54*, 113-125.
- Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology, 97*, 184-196.
- Corpus, J. H., & Eisbach, A. O. (2005). A live demonstration to enhance interest and understanding in child development. *Journal of Instructional Psychology, 32*, 35-43.
- Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin, 128*, 774-795.
- Lepper, M. R., & Henderlong, J. (2002). Motivation: Instruction. In J. W. Guthrie (Ed.), *Encyclopedia of Education, 2nd Edition*. New York: Macmillan Reference.
- Lepper, M. R., & Henderlong, J. (2000). The little engine that had an incremental theory...: An essay review of *Self-theories* by Carol S. Dweck. *Human Development, 43*, 186-190.
- 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: Academic Press.

Lepper, M. R., Henderlong, J., & Gingras, I. (1999). Understanding the effects of extrinsic rewards on intrinsic motivation – Uses and abuses of meta-analysis: Comment on Deci, Koestner, and Ryan (1999). *Psychological Bulletin*, 125, 669-676.

Henderlong, J., & Paris, S. G. (1996). Children's motivation to explore partially-completed exhibits in hands-on museums. *Contemporary Educational Psychology*, 21, 111-128.

Paris, S. G., Troop, W. P., Henderlong, J., & Sulfaro, M. M. (1994). Children's explorations in a hands-on science museum. *The Kamehameha Journal of Education*, 5, 83-92.

Manuscripts in Preparation

Hayenga, A. O., & Corpus, J. H. (2009). *Profiles of intrinsic and extrinsic motivations: A holistic study of motivation and achievement*. Manuscript in preparation.

Corpus, J. H., & Hayenga, A. O. (2009). *Predictors of motivational change: Identifying an adaptive constellation of beliefs and goals*. Manuscript in preparation.

Professional Presentations (Reed student co-authors underlined)

Briggs, K., Fyfe, A., Moss, A., Robboy, J., Snelling, J., & Corpus, J. H. (under review). *Parent involvement and child enthusiasm in early literacy activities*. Poster submitted for the annual meeting of the Western Psychological Association, Portland, OR.

Nash, W. N., & Corpus, J. H. (under review). *Curiosity and sensation seeking in middle school: Motivational profiles and academic achievement*. Poster submitted for the annual meeting of the Western Psychological Association, Portland, OR.

Powers, J. L., & Corpus, J. H. (under review). *The Way the Ball Bounces: Mindfulness, Motivation, and Juggling*. Poster submitted for the annual meeting of the Western Psychological Association, Portland, OR.

Corpus, J. H., & Hayenga, A. O. (2009, April). *Dangerous mindsets: Beliefs about intelligence predict motivational change*. Poster accepted for the biennial meeting of the Society for Research in Child Development, Denver, CO.

Hayenga, A. O., & Corpus, J. H. (2009, April). *Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school*. Poster accepted for the biennial meeting of the Society for Research in Child Development, Denver, CO.

- Corpus, J. H., Hayenga, A. O., & McClintic-Gilbert, M. S. (2007, April). *Contextual predictors of within-grade changes in children's intrinsic and extrinsic motivational orientations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2007, April). *A longitudinal analysis of children's achievement goals: Between- versus within-year shifts*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Koren, M., Go, J., Troxel, N., & Corpus, J. H. (2007, February). *Short skirts and sexual motives: Courtship behaviors and clothing choice among adolescent females*. Paper presented at the Oregon Academy of Science Psychology section, Monmouth, Oregon.
- Corpus, J. H. (2006, October). *Understanding developmental shifts in children's intrinsic and extrinsic motivations to learn*. Paper presented at the annual meeting of the National Academy of Education, Boulder, Colorado.
- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2006, April). *Understanding intrinsic and extrinsic motivation: Age differences and links to children's beliefs and goals*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Love, K. E., & Corpus, J. H. (2005, April). *The socialization of gender differences in scientific exploration*. Poster presented at the annual meeting of the Western Psychological Association, Portland, Oregon.
- Corpus, J. H., Love, K. E., & Ogle, C. M. (2005, April). *Social-comparison praise undermines intrinsic motivation when children later doubt their ability*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Ramsdell, P. E., & Corpus, J. H. (2005, April). *Early adolescents' learning behaviors in group situations: The impact of social goals and group composition*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Corpus, J. H., & Eisbach, A. O. (2005, April). *Enhancing interest and understanding in developmental psychology: A live demonstration*. Poster presented at the first annual SRCDC Biennial Developmental Science Teaching Institute, Atlanta, Georgia.
- Chang, L. J., & Corpus, J. H. (November, 2004). *Cheating and self-handicapping: An examination of the relationship between academic dishonesty, self-handicapping behaviors, motivational goals, self-esteem, and academic integrity*. Paper presented

- at the first annual Psychology Poster Session at the New School for Social Research, New York, NY.
- Corpus, J. H., Tomlinson, T. D., & Stanton, P. R. (2004, April). *Does social-comparison praise undermine children's intrinsic motivation?* Poster presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Denmark, N. M., & Corpus, J. H. (2004, February). *Perceived relatedness and college students' emotional and academic well-being.* Paper presented at the Oregon Academy of Science Psychology section, Portland, Oregon.
- Henderlong, J. (2003, April). *The effects of praise on children's intrinsic motivation: The role of relationships.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.
- Lee, S. Y., Henderlong, J., & Oleson, K. C. (2003, February). *Self-monitoring and strategic self-presentation in the domain of dress.* Paper presented at the Oregon Academy of Science Psychology section, McMinnville, Oregon.
- Lesko, A. C., & Henderlong, J. (2003, February). *Women and stereotype threat: An examination of performance, coping strategies, and self-esteem.* Poster presented at the annual meeting of the Society for Personality and Social Psychology, Los Angeles, California.
- Henderlong, J., & Lepper, M. R. (2001, April). *The effects of praise on preschool children's motivation: Person, product, and process feedback.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.
- Henderlong, J., & Lepper, M. R. (2001, April). *Parental beliefs about the effects of praise on children's motivation.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.
- Henderlong, J. (2001, February). *Positive and negative effects of praise on children's motivation: A developmental investigation.* Invited research presentation at the Applied Human Development Colloquium Series, University of California, Los Angeles.
- Henderlong, J., & Lepper, M. R. (2000, April). *The effects of praise on children's motivation: Person, product, and process feedback.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Henderlong, J. (1999, April). *The effects of person versus performance praise on children's motivation.* Paper presented at the annual Stanford-Berkeley Conference in Developmental Psychology, Berkeley, CA.

- Henderlong, J., & Lepper, M. R. (1999, April). *What does it mean to be smart?: An interview study on children's beliefs about intelligence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, New Mexico.
- Henderlong, J., & Lepper, M. R. (1999, April). *The effects of self-reflection on children's motivation: Gender as a moderator*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, New Mexico.
- Henderlong, J., & Lepper, M. R. (1997, April). *Conceptions of intelligence and children's motivational orientations: A developmental perspective*. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.
- Henderlong, J. (1996, May). *A developmental investigation of children's theories of intelligence and motivational orientations*. Paper presented at the annual Stanford-Berkeley Conference in Developmental Psychology, Stanford, CA.
- Paris, S. G., Troop, W. P., Henderlong, J., & Sulfaro, M. M. (1995, March). *Children's motivation and learning in science museums*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Professional Activities and Service

Professional Service

- Ad Hoc Reviewer, *Developmental Psychology, Journal of Educational Psychology, Motivation and Emotion, Psychological Research, International Journal of Behavioural Development, Basic and Applied Social Psychology*
- Reviewer, Annual Meeting of the American Educational Research Association, Motivation in Education Special Interest Group, 2004, 2005
- Editorial Consultant, *Readings on the Development of Children* (4th ed.), Gauvain and Cole
- Grand Awards Judge, Intel International Science and Engineering Fair, May 2004
- Honors Examiner, Swarthmore College, May 2001
- Consultant, Center for Teaching and Learning, Stanford University, 1999-2000

Reed College Committee Work

- Human Subjects Research Committee, 2002-2005; 2006-2007
Chair, 2008-2009
- Chair, Division of Philosophy, Religion, Psychology, and Linguistics, 2006-2007
- Appeals Board, 2006-2007
- Graduate Studies Committee, 2003-2005
- McGill Lawrence Internship Award Selection Committee, 2003
- Search Committees, 2002-2007 (7 faculty appointments)
- Drug and Alcohol Committee, 2002-2003
- Secretary, Division of Philosophy, Religion, and Psychology, 2002-2003

Courses Taught

Introductory Psychology
Developmental Psychology
Cognitive Development
Socialization of the Child
Motivation in Educational Contexts

Senior Theses Supervised

- Baikie-Rick, R. (2009). The Effects of Competition and Positive Group Stereotypes on Creativity and Intrinsic Motivation.
- Yen, T. (2009). Strategies for Regulating Motivation: The Role of Interest Expectations.
- Powers, J. (2008). The Way the Ball Bounces: Seeking Direct Connections Between Intrinsic Motivation and Mindfulness as Well as Investigating the Presence of Both in Jugglers
- Hayenga, A. (2007). Profiles of Intrinsic and Extrinsic Motivations: A Holistic Study of Motivation and its Correlates.
- Nash, W. (2007). Curiosity and Sensation Seeking in Middle School: Motivational Profiles and Academic Achievement.
- Weintraub, N. (2007). Unwanted Options: Choice Behavior and Autonomy.
- McClintic-Gilbert, M. (2006). The Relationships Among Early Adolescents' Motivational Orientations, Learning Strategies, and Academic Achievement.
- Alvarez, C. (2005). Ability Praise: A Possible Cause of Self-Handicapping as Mediated Through Contingent Self-Worth.
- Guerrero, C. (2005). A Longitudinal Approach to Intrinsic and Extrinsic Motivation: The Middle School Transition.
- Love, K. (2005). The Impact of Beliefs: Does Shaping Theory of Intelligence Make a Difference for Motivation?
- Trimble, C. (2005). Motivational Regulation Strategies in Elementary School Populations.
- Blake, D. (2004). Praise You Like I Should: The Motivational Consequences of Ability, Effort, and Strategy Praise for Middle School Students.
- Burzo, J. (2004). Us vs. Them: Group Membership and Blame Attribution.

- Ramsdell, P. (2004). Early Adolescents' Learning Behaviors in Group Situations: The Impact of Social Goals and Group Composition.
- Stevens-Bollen, T. (2004). Beliefs About the Global and Stable Nature of Disability: A Developmental Investigation.
- Tanner, N. (2004). Increasing Intrinsic Motivation and Creativity for High and Low Interest Tasks.
- Clark, J. (2003). Enhancing Creativity: Searching for the Implicit Roots of a Creative Lightning Storm.
- Denmark, N. (2003). Perceived Relatedness and Students' Emotional and Academic Well-Being.
- Jillson, C. (2003). Immunizing Students Against the Negative Effects of Reward on Creativity.
- Chang, L. (2002). Cheating and Self-Handicapping: An Examination of the Relationships Between Academic Dishonesty, Self-Handicapping Behaviors, Motivational Goals, Self-Esteem, and Academic Integrity.
- Chung, J. (2002). The Influence of Parenting Styles on Adolescent Academic Outcomes: A Cross-Cultural Study.
- Lee, S. (2002). Self-presentation and Dress: Why We Dress the Way We Do.
- Lesko, A. (2002). Women and Stereotype Threat: An Examination of Performance, Self-Esteem, and Coping Strategies.
- Scott, J. (2002). Why Don't You Participate? Competence, Autonomy, and Relatedness in Humanities 110 Conferences at Reed College.
- U, H. (2002). Trichotomous Goal Theory and Achievement in Caucasians and Asian Americans.