

Appendix: Emotions and Transfer Coding Glossary

This coding glossary was developed to systematically analyze our five-year data set for the impact of emotions on self-reported transfer and writing development. (We also examined student writing in a separate analysis for direct writing transfer.) The glossary derives from a number of sources, described in the literature review. We will note that this is our full coding glossary; this includes material that we coded but that did not appear in the article itself.

Term	Definition	Example
Emotion	“episodes of coordinated changes in several components . . . in response to external or internal events of major significance to the organism” (Scherer 139).	“I was nervous about writing my paper.”
Activity emotion	An emotion that relates to an achievement activity, such as taking a test or writing a paper (Pekrun).	“I was excited/scared about writing that paper.”
Outcome emotion	An emotion that relates to the direct outcome of an achievement activity (Pekrun).	“I was so demoralized after getting my paper back.”
Prospective outcome emotion	An emotion that relates to the direct outcome of an achievement activity where the outcome is not yet known (Pekrun).	“I am really nervous about the paper I just turned in, and I am scared that I will receive a poor grade.”
Retrospective outcome emotion	An emotion that relates to the direct outcome of an achievement activity where the outcome has already happened (Pekrun).	“I was really happy about the grade I received on that paper.”

Disruptive	Could disrupt writing process, relationship to writing, writing knowledge, or writing performance. Negative emotions, like anxiety, may be disruptive or generative (Driscoll and Wells).	“I hated this, so I procrastinated and wrote it the night before it was due. It’s not nearly as good as it could have been.”
Generative	Could enhance writing process, relationship to writing, writing knowledge, or writing performance (Driscoll and Wells).	“I was really excited about this, so I worked on it extra hard.”
Transfer disruptive emotion	Could disrupt writing process, relationship to writing, writing knowledge, or writing performance and the ability to transfer these knowledge, processes and performances from one context to the next (Driscoll and Wells; Driscoll).	“I hated that class; the teacher really wasn’t helpful and made me feel confused. I have no desire to use it again.”
Transfer generative emotion	Could enhance writing process, relationship to writing, writing knowledge, or writing performance and the ability to transfer these components from one context to the next (Driscoll and Wells; Driscoll).	“I really liked that class. It was fun, I’ve learned a lot, and I’ll totally take that with me.”
Emotional disposition	Student’s habitual behavior to elicit or avoid emotional states. Not tied to a specific activity or emotion (Scherer; Driscoll and Wells).	“I often do X to avoid being frustrated.”
Control (metacognition)	Student takes action to avoid unpleasant emotion or takes action to encourage a positive feeling (metacognitive move; Gorzelsky et al.)	“I engaged in X behavior to avoid feeling anxious. I worked really hard to get a good grade on this project because getting good grades makes me feel good.”

Monitoring (metacognition)	Student recognizes an emotionally charged situation and is able to provide analysis of it but does not rise to the level of control (i.e., doing something active about it; Gorzelsky et al).	“I really didn’t have enough time to absorb the material. I felt really overwhelmed and I think that was hindering my learning process.”
Impact of faculty – positive	When a faculty member’s behaviors and actions in a classroom shift a student’s emotions in a positive direction (derived from data).	“I thought I was going to hate the class, but the professor was so great that I loved it.”
Impact of faculty - negative	When a faculty member’s behaviors and actions in a classroom shift a student’s emotions in a negative direction (derived from data).	“I really felt good about my writing until this professor ripped it apart. Now I feel bad about it.”
Internal locus of control	Student recognizes that their own behaviors caused strong emotions (Driscoll and Wells).	“I really was stressed out, and it was totally my fault because I didn’t ask for help.”
Lack of emotional investment	Student demonstrates a lack of emotional investment (not interested, I don’t care) in subject matter (derived from data).	“I really didn’t care about this paper.”
Adding emotion into writing	Student describes using emotional strategies in writing (derived from data).	“You need to use different words, sounding like not boring, sounding like you are really passionate about what you want to do. You have to learn how to be passionate in your writing because when you are writing, you don’t hear a voice.”
Emotions about content	Student describes emotions towards specific paper content (derived from data).	“I really liked this paper because I was able to learn about something I’m passionate about.”

Impact of peers— positive	When a peer's behaviors and actions in a classroom shift a student's emotions in a positive direction (derived from data).	“I liked the feedback my group members gave me. It gave me confidence in revision.”
Impact of peers— negative	When a peer's behaviors and actions in a classroom shift a student's emotions in a negative direction (derived from data).	“I disliked the feedback my group gave me. It made me scared to turn in my final paper.”
Teacher's emotions toward writing that impact student development	When a teacher really likes or dislikes a piece of student writing and makes this clear to the student (derived from data).	“My teacher didn't really like my topic or my paper, and I had to change it around so they would like it a certain way. I didn't want to do it that way and I didn't like the paper. I'm not sure what I learned from doing it.”
Specific emotions coded (as stated by the student): anger, annoyance, anxiety, apathy, blame, boredom, comfort, confidence, confusion, dislike, embarrassment, enjoyment, envy, excitement, exhaustion, fear, frustration, fun, gratitude, guilt, happy, hatred, hopeful, hopelessness, intimidated, like, love, nervous, overwhelmed, passionate, pride, relaxed, saddened, shame, stressed, surprised, uncertain, upset, vulnerable, worried, depressed, desperate, determined, distracted.		