

Motivation & Emotion – Psychology 468

Fall 2004

When: Tue & Thurs 10-11:20 a.m.

Where: 142 Straub Hall

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Office Hours: Tues 11:30-12:30, Thurs 11:30-12:30, and by appointment

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|----------------------------------------------|----------------------------------------|
| ◆ Why did I do that? | ◆ Did he notice I was blushing? |
| ◆ Can I stop procrastinating? | ◆ Why can't I stay on a diet? |
| ◆ Why does my heart seem to control my head? | ◆ Can I learn to love public speaking? |

THE COURSE

With only 10 weeks in which to answer these and other exciting questions related to Motivation and Emotion, this course will merely scratch the surface of Motivation and Emotion research from its earliest and crudest methods and theories to the latest and most innovative questions and paradigms.

I hope to provide insight into the development of the *science* of Motivation and Emotion by examining the triumphs and tribulations of some early ideas and theories as well as the role technology has played in improving research methods. Along the way, we will focus on some of the hottest, most interesting, and controversial topics in Motivation and Emotion including Individual Differences in Motivation and Emotion, Emotion and Psychopathology, Sexuality, Addiction, and Neuroscience. Through class demonstrations, I will also introduce you to a variety of research methods in the field including facial judgment tasks, psychophysiology, diary studies, and cross-cultural research methods.

PHILOSOPHY OF TEACHING

Science is not a body of knowledge, but rather one way of gathering knowledge about the world. Thus, it is my hope that you will leave this course with as many questions as you do answers. I know this may sound scary, as most of us have been taught that in order to get a good grade we just need to learn the right answers. But what many people do not realize is that there is a high turn over rate in scientific knowledge, and we will be exploring this turn over in our examination of Motivation and Emotion.

This does not mean you do not need to learn some of the important names, theories, and ideas in the study of motivation and emotion (what are often referred to as “facts”). But in addition, you will be evaluated on your ability to critically think about how researchers have pursued these topics, and, most importantly, to apply that knowledge to your own theorizing about motivation and emotion.

With this philosophy in mind, as well as our vast knowledge of the impact of individual differences, I am extraordinarily conscious of the differences between people (e.g., learning strategies, interest, motivation, goals, etc.). In an attempt to embrace those differences, you will have a little extra control over your grade. I am of the belief that the most important goal for any course should be an understanding and appreciation of the “Big Picture,” and as such your grades will be most heavily based on the assignment that I believe most taps that knowledge: the term project/paper. Aside from the text readings, this will be your only required out-of-class assignment. As such, everyone will have a lot of time and opportunity to excel. You will have the choice to do the project/paper alone or in a group of up to 5 people (but you **MUST** decide fairly early on in the course which option you'll choose; details discussed below). This assignment will be worth a total of 35% of your grade, and the remainder of your grade will be fairly evenly based on the midterm (20%), the final exam (25%), and class participation (20%). To help balance the playing field, and to make sure that motivation and effort count at least as much as test-taking skills, both exams will also be open-note.

CLASS POLICIES:

1. Although email is a convenient way to communicate with me, it is better to talk about some topics in person. One of these topics is your grade. **I will not discuss your grade with you via email**, but you may make an appointment with me regarding your grade via email.
2. Please do not come to me and tell me that you need to get an A+ in this class because you want to get into graduate school, become an astronaut, or win a Nobel Prize. When you do that, you are implying that your grade is somehow my responsibility. It is not. It is my responsibility to be fair and responsive to your concerns and questions, and I PROMISE YOU that you will never receive a grade from me that is unfair. If I do make an error (which is entirely possible), please talk to me immediately about the problem. If you can't reach me immediately, DON'T PANIC! Nothing (and, boy, do I ever mean NOTHING) is irreparable.
3. I am very strict about deadlines and due dates, and given that there are very few grading opportunities in this class I will not accept any late assignments (and all assignments are due **AT THE BEGINNING OF CLASS**). However, I also have a heart. If you have a major life catastrophe that keeps you from performing well, please let me know when it occurs – not at the end of the term when it will be too late.
4. Your grade will be partially based on your participation in class demonstrations and discussions. Hopefully, your internal motivation to attend class will surpass this external motivator. If it does not, however, and you consistently miss class, let this be your warning: your grade will suffer tremendously. Beyond the actual points awarded for participation, absences will also put you at a huge disadvantage on the exams and term project/paper. Finally, because late arrivals/early departures disrupt everyone's learning experience, I will not tolerate habitual tardiness. If this course does not fit your life and work schedules, then please have a heart and drop the class.
5. Finally, a note about cheating and plagiarism. **Don't do it.** If you do, you will fail the assignment and possibly the entire course. This will make me very sad and disappointed, and it will make you angry and embarrassed. Let's try to avoid those emotions at all costs! If you have questions about what constitutes cheating or plagiarism, ask me or consult the U of O catalog.

MATERIALS

Textbook

Reeve, Johnmarshall (1994). *Understanding Motivation and Emotion* (4th Ed.). New Jersey: John Wiley & Sons, Inc.

NOTE: This is a very easy-to-read book, and I am not assigning any outside reading; therefore, I expect you to have read all assigned chapters prior to the class for which it is assigned.

BLACKBOARD

Logging On: You MUST have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://bb1.uoregon.edu>
 - Username: your email address (e.g., spederso@darkwing)
 - Password: your email password

Announcements: This page will come up once you have entered the *Motivation & Emotion* site. Check it regularly for class announcements. This is especially true if you miss class

Course Documents: Lecture Notes are here, which will be posted on a weekly basis by Sunday evenings.

Assignments: On-line quizzes (optional) and all detailed instructions for the project/paper are here.

Communication: Email me or other class members; you can also post any questions or comments you may have about a particular topic or the course in general on the Discussion Board.

Student Tools: This is where you can check your grade.

EVALUATION (1000 points total)

Midterm

200 points (20% of final grade)

The midterm will take place on *Tuesday, November 2* and will cover all readings and lectures up to that date.

The midterm will consist of multiple choice, short answer, and essay questions. Because notes are always available in the real-world, this exam will be open note. However, with the hope of motivating you to use studying strategies that emphasize your integration of the text, lecture material, demonstrations, and discussions, you will not be allowed to use your text.

Final Exam

250 points (25% of final grade)

The final exam will take place on *Wednesday, December 8 @ 8 AM*. It will be cumulative, but will focus more heavily on lectures and readings after the midterm. Similar to the midterm, the final exam will consist of multiple choice, short answer, and essay questions and will follow the same open-note policies.

Class Participation

200 points (20% of final grade)

This class (and any class, in my opinion) will be much more enjoyable and informative if we all participate.

Throughout the course, there will be opportunities for you to participate in demonstrations and small group exercises. On those occasions, you will turn in a brief documentation of your experience. You will be awarded a maximum of 200 points for participation if you have turned in all of these documents and spoke up in class/class discussions at least once.

Term Paper/Project

350 points (35% final grade)

To demonstrate your knowledge of emotion and motivation and your ability to integrate what you learned from lectures, the readings, and class demonstrations, you will design and create your own research-based motivation or emotion diary (5%). You will then record your motivations/emotions for an entire week (at least 5 entries per day; 5%). You will then summarize your data (descriptive stats) and analyze the data (inferential stats) to test at least two empirically-based hypotheses (5%). Finally, you will write-up your diary study in an APA-style paper (approximately 3-5 pages for an individual project; 25%). **Detailed instructions are on Blackboard, but an outline of the due dates appears below:**

Team Formation: Week 2, Thursday, October 5

Diary Draft: Week 4, Thursday, October 21

Data Recording and Entry: Week 8, Thursday, November 18

Term Paper: Week 10, Thursday, December 2

Extra Credit

(up to 5% of final grade; 25 points each for Midterm and Final)

On-line Quizzes: These quizzes cover the reading material for each week and can be found under **Assignments on Blackboard**. Their purpose is to encourage you to stay on top of the reading, and will consist of 10 multiple choice and/or true/false questions. You may take the quizzes open-book (but not open classmates) **at anytime during that week before Sunday at Midnight**. You will be forced to complete the exam once it's been launched and you will have only ONE TRY, so be sure to check your answers before submitting your quiz. You will earn extra credit points toward your midterm and final exam grades based on your average score for the quizzes leading up to each exam. **Your lowest quiz score or a missing score will be dropped from the calculation.** For example, if you earn an A average (90% or better) on 4 out of the 5 quizzes leading up to the midterm, you will earn 25 extra points toward your exam score, and a B average (80% or better) will earn you 15 extra points.

GRADING SCHEDULE (Total Points = 1000)

A+ = 98%	B+ = 88%	C+ = 78%	D+ = 68%
A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%

The fine print. I reserve the right to raise grades that are within a point or two of the next highest grade for any or all of the following: having fun with the class, adding insightful comments, being respectful to classmates, and not ticking me off. Things that are sure to tick me off: cheating, plagiarizing, lying, disrupting class, lame excuses, late excuses, toilet-papering my house, and asking, "I wasn't in class last week, did I miss anything important?"

Course Schedule

Date	Topic	Reading Due	Assignment
T: 9/28	Introduction to Course	Syllabus/Schedule	
U: 9/30	What is Motivation?	Chapter 1	Quiz Ch 1 – by 10/3 @ Midnight
T: 10/5	What is Emotion?	Chapter 11	
U: 10/7	Mind the Gap: Issues in Motivation & Emotion Science	Chapter 12	Quiz Chs 11 & 12 (10/10) Project Declaration due
T: 10/12	Motivated & Emotional Brain	Chapter 3	
U: 10/14	Motivated & Emotional Body		Quiz Ch 3 (10/17)
T: 10/19	Physiological Needs	Chapter 4	
U: 10/21	Psychological Needs	Chapter 5	Quiz Chs 4 & 5 (10/24) Diary Drafts due
T: 10/26	Intrinsic/Extrinsic Motivation	Chapter 6	
U: 10/28	Wrap-up & Review		Quiz Ch 6 (10/31)
T: 11/2	MIDTERM		
U: 11/2	Social Needs	Chapter 7	Quiz Ch 7 (11/9)
T: 11/9	Goals	Chapter 8	
U: 11/11	Personal Control Beliefs	Chapter 9	Quiz Chs 8 & 9 (11/16)
T: 11/16	The Self	Chapter 10	
U: 11/18	Emotion, Stress, & Cognition		Quiz Ch 10 (11/23) Data Entry due
T: 11/23	Personality	Chapter 13	
U: 11/25	THANKSGIVING		Quiz on Chapter 13 (11/30*)
T: 11/30	Psychological Well-Being	Chapter 15	
U: 12/2	Catch-up, Wrap-up, Review		Quiz Chs 15 (12/5) Papers due
W: 12/8	FINAL EXAM @ 8 AM		

*Note: So that we all may have something to say when asked the question, “What are you most thankful for?” you have 2 extra days to complete the Blackboard Quiz for chapter 13.