

## **Psychology 468 (CRN 42196): MOTIVATION AND EMOTION**

*2:00 - 3:50 pm, Mondays, Tuesdays, Wednesdays, and Thursdays, 107 Esslinger*

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**Office Hours:** Tuesdays 1-2 pm and Wednesdays 1-2 pm, or flexibly by appointment

**Text:** Reeve, J. (2005). Understanding motivation and emotion (4th ed.). Hoboken, NJ:

Wiley *plus additional materials made available via course blackboard site*

### **Course Objectives: What's the Purpose of This Course?**

Welcome to Psychology 468: Motivation and Emotion. Understanding motivation is fundamental to understanding human behavior, including emotion, which is a function in large part of a person's motivational situation. A course in motivation and emotion can be organized in a variety of ways, and to some extent this course will reflect the instructor's background and interest in individual differences, eastern philosophy, culture, and positive psychology. The purpose of this course is to help you learn ways of thinking usefully and critically (i.e., carefully) about human behavior, through understanding motivation and emotion. This is something that is useful not only in psychology and human services professions, but in many areas of human life. The course format is primarily a series of talks (i.e., lecture), with some discussion, in-class exercises, and student presentations.

### **Assignments and Grading**

Your final course grade is based on the following:

- 20% ...final paper and presentation
- 20% ...for exploration paper
- 20% ...daily reading responses
- 25% ...score on the final exam
- 15% ...participation

What follows in this section is more detail on each of these components.

**Class meetings:** Class meetings will include a mixture of lectures and discussion and your attendance and discussion will contribute to your participation grade. Class meetings will be used in several different ways: to explain or demonstrate especially important ideas covered in the readings, to explore extensions or applications of ideas, and to cover important or interesting topics that are not addressed in the assigned readings. Not all important ideas in the readings will be covered in class meetings, and not all important ideas from class meetings will be covered in the readings.

**Website:** The Blackboard website will be used to collect assignments, make announcements, post grades, and take care of other administrative matters. The website is also where you will find all of the lecture slide and additional readings for this class. Log in at <http://blackboard.uoregon.edu>.

**Final Exam:** The final **exam** consists of a multiple choice section concentrating on key concepts (definitions and examples of them) and two or three short essay questions. The short essay questions will be provided with the exam review. No dictionaries, thesauruses, calculators, or electronic devices can be used during the exams, although translating dictionaries can be allowed for those with English fluency issues, conditional on instructor permission. Multiple-choice items especially emphasize material covered in class. **The final is scheduled for 1-3 p.m. on August 16, 2007.**

**Reading responses:** You will answer two or three questions about the assigned reading each day BEFORE class. These questions should encourage you to read before class. In addition to the two or three questions on content you will provide a short response to the reading (something that you found interesting or confusing). For this response, you should select one or a few issues that you found confusing or interesting for further analysis and exploration. Examples of things you can point out for your reading response include:

- raise questions for future research
- offer constructive critiques of the methods or ideas
- identify discrepancies or gaps in theories or things you found confusing
- discuss how concepts from the readings connect to other ideas covered in this course, in other areas of psychology, in your own life, or to current events.

The questions must be answered and submitted via Blackboard no later than 12:00 PM on each day of class (except day 1 and the last day, August 15). The questions and your response should be based on the readings assigned for that day. ***You may skip answering these questions two times during the course with NO penalty.***

I strongly recommend that you write and save your response portion in a word processing program and then paste it into Blackboard. That way you will not lose your work if your browser crashes. Also, be sure to click “Submit” (not “Save”) in Blackboard when you are done. **If the browser crashes or you have any other computer problems, email me immediately and I will go to blackboard and “unlock” it for you.**

**Exploration paper:** This paper is intended to help you develop a more personal connection to the subject matter, by applying concepts learned in the course to your personal experience of yourself and/or other people. There are several choices for how to focus this paper (see end of syllabus). It should have complete sentences, good grammar, reasonable organization, and at least 2 complete double-spaced pages of text. It is due on **August 3, 2007**. ***Please note that this is not a day we meet for class! Please email to me as an attached word document or turn in a paper version to the psychology office and ask them to put it in my box.***

Papers turned in **late** lose 10% of their points for each weekday they are not turned in (starting with the due date).

The **final paper and presentation:** You choose a journal article (either an empirical study or a theory paper) that was not a required reading for the class. Find a paper that describes something you are intrinsically interested in because this will make the assignment fun and will make your presentation enthusiastic!

The **paper portion** of this assignment is a summary of the article you choose, how it relates to the text, and a written version of your presentation (i.e., interesting issues the paper brings up). The paper should be between 3-6 pages and should include three parts: a summary of the article you read, how it relates to the text (e.g., a specific theory), and the key issues you found interesting that you will point out to the class during your presentation. The paper is due at the time of your

presentation.

The **presentation portion** of this assignment involves talking to the class briefly about the research paper that you choose (one that is not required reading for the course). Your five-minute presentation involves briefly describing the article you choose and identifying either (a) an essential issue the paper brings up on which scientists and people might disagree, or (b) the way in which two approaches to an issue differ, or (c) some important matter left out of the assigned readings on the topic that the article covers. In other words, you are not just summarizing the research article, but extracting some key ideas from it that you think the class might find interesting. These presentations will occur during the last week of class.

Your **final grade** in the course will be based on the total of your points from papers, exam, presentation, and sufficient participation. **A** range is 90% or better, **B** range is 80% to 90%, **C** range 70% to 80%, **D** range 60% to 70%, **F**s are less than 60%. '+' and '-' are added to grades if they fall in the top 1/3 or bottom 1/3, respectively, of A, B, C, and D range.

### **Academic Integrity**

This instructor takes academic integrity seriously. Insuring the "validity" of grades requires seeing that they reflect honest work and learning rather than cheating. **Cheating** is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work. Students caught cheating will be given an "**F**" for the course, and UO's student conduct coordinator will be informed. The instructor retains the right to assign seats for tests, to change individual's seating for test security purposes, to require and check ID for admission to tests. "**Plagiarism**" is basically a form of theft: putting your name on work that is (in any part) not yours, where you have not fully identified the source from which you borrowed. Even taking someone else's ideas or paraphrasing their expression, without acknowledgment, is plagiarism. Be aware that the instructor is knowledgeable about computer-age plagiarizing techniques and how to diagnose their use. "Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed" (quote is from Nancy Cotton of Wake Forest U.).

### **Disabilities**

If you have a documented disability and will need accommodations in this course, please make arrangements with me as soon as possible. Please request that the counselor for students with disabilities send me a letter indicating what accommodations you will need. Further information is available online at <http://ds.uoregon.edu>.

### **Changes to this syllabus**

I reserve the right to change any part of this syllabus at any time. You should regularly check the Blackboard website for announcements about any changes.

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### **PSYCHOLOGY 468 SCHEDULE: What's Happening When**

*We will go through the material in this order, but some topics may take more or less time depending on discussion. I reserve the right to change this schedule at any point. Changes will be posted on blackboard.*

- July 23      Syllabus; overview of the course; Major themes and theories of motivation  
Reading Assignment (i.e., for this session): Reeve ch. 1
- July 24      The Brain; Physiological needs and appetitive behavior (hunger, sexuality, drug addiction)  
Reading Assignment: Reeve ch. 2 pg. 36-39, ch. 3 pgs 45-49, 61-66 and ch. 4 pgs 82-99
- July 25      Psychological needs: Autonomy, competence, relatedness...and meaning Reading Assignment: Reeve ch. 5
- July 26      Social needs Reading Assignment: Reeve ch. 7 pages 163-170, 181-193
- July 30      Growth motivation and positive psychology Reading Assignment: ch. 15
- July 31      Intrinsic and extrinsic motivation Reading Assignment: Reeve ch. 6, pgs. 131-148, 157-160
- August 1      Reading Assignment: chap 8, pgs. 191-204, 214-222; Chap 9 pgs. 237-255
- August 2      Motivational aspects of the self Reading Assignment: Reeve ch. 10, pgs. 259-269, 274-285

***EXPLORATION PAPER is due August 3 by 4pm! Please email it to me as an attached word document or turn in a paper version to the psychology office and ask them to put it in my box.***

- August 6      Eastern philosophy and happiness Reading Assignment: Gaskins, R. W. (1999) and Reeve ch. 13, p. 361-366 (only the happiness section)
- August 7      Emotion, its causes, and its relation to motivation Reading Assignment: Reeve ch. 11, pp. 291-301 only
- August 8      Basic categories, dimensions, and functions of emotion and mood Reading Assignment: Reeve ch. 11, pp. 301-321
- August 9      Social and cultural aspects of emotions Reeve ch. 12, pp. 349-357.
- August 13      Personality Reading Assignment: ch. 13, pg. 371-381
- August 14      Unconscious motivation and psychodynamic concepts; Reading Assignment: Reeve ch. 14
- August 15      Conclusions and evaluations
- August 16      **1PM-3PM FINAL EXAM**

**CHOICES FOR THE EXPLORATION PAPER** (due **August 3** by 4pm)! Please email it to me as an attached word document or turn in a paper version to the psychology office and ask them to put it in my box.

This paper is basically a report of what happened when you did one of the following exercises, and especially what thoughts and feelings ensued for you. *Note:* If you consult other people or write about other people for any topic, you should keep those people anonymous in your write-up, and don't give names (initials are OK) to any of the people you describe.

1. What are the patterns of motivation and emotion that have key effects on your relations with in the partners (boyfriends, girlfriends, significant others) you have chosen up till now in your life? Identify at least one person (two or three is better, if possible) who were in the partner role for you at some point, and who you were satisfied with as a partner. Then identify a comparison group of people (at least three) who either were a partner and you became dissatisfied with them, or else you decided you had no interest in having this person become a partner to you. Make a list of relevant tendencies or even single events that each person showed with respect to emotion or motivation (including needs, goals, values, interests, aversions). Then compare the satisfactory-in-partner-role group with the 'unsatisfactory' group. How are the two groups different? What do you think the differences indicate about you, your life, or what is important to you?

2. Write a brief description of two moments in your life when you had very strong positive emotions of any kind, and two moments in your life when you had strong negative emotions of any kind. For each, describe the feeling and what led up to it. Next, describe how motivation was involved (this may be a goal or need that was fulfilled or blocked, a goal or need that was dispensed with [let go of], a new goal or need that developed and was evident afterward, or any other way in which you think motivation might have been involved). Take the four descriptions together and offer any conclusions about what the four of them suggest about you, your life, or what is important to you.

3. Think about someone you have been with in a very large number of times and situations, so that you know this person better than virtually anyone. Describe two situations in which the person had very strong positive emotions of any kind, and two situations in which the person had strong negative emotions of any kind. For each, describe the emotion as specifically as you can distinguish it, and also what appears to have led up to it. Next, describe how *you think* motivation was involved (this may be a goal or need that was fulfilled or blocked, a goal or need that was dispensed with [let go of], a new goal or need that developed and was evident afterward, or any other way in which you think motivation might have been involved), and how confident you are about your view. Take the four descriptions together and offer any conclusions about what the four of them suggest about this person or this person's life, or about what *you think* of the person.

4. Describe three interpersonal situations that have occurred in your life in which the following happened: You thought the other person had a motivation similar to yours, and then later (whether gradually or suddenly) you realized the other person's motivation was different than yours, and this had important consequences for your relationship or friendship or a project you were working on together. For each situation, describe in as much detail as possible how you "diagnosed" that the other person's motivation was different than yours. Taking the examples together, offer any conclusions about how one person can learn accurately what another person's motivation really is.

