

Psychology 468: MOTIVATION AND EMOTION

12:00 - 1:20 pm, Tuesdays and Thursdays, 110 Willamette Hall

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Texts: Reeve, J. (2009). Understanding motivation and emotion (5th ed.). Hoboken, NJ: Wiley
Kalat, J. W. & Shiota, M. N. (2007). Emotion. Belmont, CA: Thomson Wadsworth.
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. 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 – something 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, and in-class exercises. The exercises-and-discussion component of course is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides; attendance at class sessions is an important component of the course experience. *The course has extensive readings, and you're expected to read everything assigned.*

Assignments and Grading

Your **final course grade** is based on the following:

- 9% ...credit for three "connecting with readings" responses
- 2% ...class attendance credit
- 2% ...presence in class for the panel discussion of your research topic
- 7% ...grade on outline/abstract of your research paper
- 20% ...grade on final version of research paper
- 25% ...score on the midterm quiz
- 35% ...score on final exam

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

The two **exams** are similar in format. Each exam consists of a multiple choice section (50% of the point total for the exam) concentrating on key concepts (definitions and examples of them) – followed by two or three essay questions (50% of the point total for the exam). The essay questions are drawn from the list at the end of the syllabus.

For the **midterm**, the essay questions will be drawn from among the first five big questions at the end of this syllabus; the other sections of the exam will be based on readings and class content up to the midterm exam. For the **final exam**, the essay questions will be drawn from among those not included on the midterm, including not only questions 6-8 but also those from among 1-5 that were not on the midterm. The other sections of the exam will be based primarily on readings and class content after the midterm and up to the final exam, but will inevitably include

some reference to the earlier part of the course. 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 both in the assigned readings and in class.

“Connecting with reading” responses are responses to assigned readings. Their purpose is to stimulate students to actively engage with readings and thus also be earlier and better prepared for class (and exams). To get full credit, you must complete three of these satisfactorily during the term. The length for a Connecting response is exactly one (full, can be single- or double-spaced) page of typed, machine-printed, or clearly handwritten text for each. Each Connecting response must be based on the assigned readings corresponding to a due date for the Connecting response. For each Connecting response, you must refer to the content in the assigned reading for that due date (citing specifically one or more pages in the reading). You are free to choose what you write about, but here are some suggestions of things that work well for this assignment – any of these approaches might work well for structuring one Connecting response:

- a. Think about how content in readings can be applied to understanding the motivational and emotional patterns of significant others in your life (boyfriend, girlfriend, spouse, partner, etc.) both in present and in past (i.e., those with whom your relationship ended).
- b. Think about how content in readings can be applied to understanding the motivational and emotional patterns of the person you know best (who may be a friend, parent, or sibling).
- c. Think about times, moments, or situations in your life when you had a very clear motivation that led you to a clear course of action or reaction, and describe how something in the reading can help in understanding the reactions and actions you had.
- d. Think about times, moments, or situations in your life when you had a very strong emotion, and describe how something in the reading can help in understanding that emotion.
- e. Think about times, moments, or situations in which you misjudged another person’s motivation or emotion, or those in which someone else misjudged your motivation or emotion, and describe how something in the reading can help in understanding what was going on.
- f. Describe an idea or finding that you think is very important and explain why you think it is important.
- g. Describe an idea or finding that you think is questionable and explain why it’s questionable.

It will help you in preparing these assignments if you approach your reading for this course continually asking yourself “How does this apply to my life experience, the experience of those I know well, and my experience in human relationships, and how does it relate to what I already know?” Obviously, you can use personal anecdotes in Connecting responses. It is often useful to compare two people, or two times or situations or emotions; you need not focus on just one.

You are assigned to turn in three (3) Connecting responses. They should be turned in to the course TA (brought to class, or e-mailed as attachments). The due dates for these are provided in the syllabus (there are *ten* due dates -- you need only get a Connecting response in on time to the course TA for *three* of these dates). Responses should have complete sentences, good grammar, reasonable organization, at least two paragraphs, and fill a page (but not go beyond one page); you are free to use single- or double-spacing (or anything in between, such as 1.5 spacing, etc.). Connecting responses are graded on a “pass versus no-pass” basis. Late Connecting responses are not accepted for credit, since a late paper would defeat part of the purpose of a Connecting response as defined above. If you miss the deadline for one Connecting response, you are advised to simply prepare a Connecting response for the next deadline (due date) instead.

The **research paper** is designed to improve on features of traditional term papers in advancing student learning. I have found that students learn more from the writing experience when they

have the opportunity to make use of feedback and be part of a discussion before an “audience.” The topic for the paper is chosen by you from a limited “menu,” and there will be no more than approximately ten different topics done by members of the whole class. Having a limited number of topics allows us to have some student presentations at the end of the course, encouraging greater depth of exploration. The limited menu is based in part on student feedback in the first weeks of the course, as to their particular areas of interest.

The research paper is to be focused on a review of two assigned articles and at least two additional articles you locate yourself. Two of the articles are assigned (go with the topic). You are free to choose the additional articles. This is a somewhat structured research-paper assignment. Multiple students will be working on the same topic, but there is no joint or group product and no group grade for the research paper. Because papers on one topic are evaluated simultaneously you ought to make certain that, if you are influenced by the thoughts of other students, you acknowledge that contribution accurately and openly (see note on “plagiarism” below). Originality is one of the grading criteria (see below).

Your research-paper outline (or abstract) is to be an organized collection of your initial ideas about what your final paper will say. This outline or abstract must all fit on one side of one sheet of paper. For the outline/abstract only it is acceptable to use single-spacing if you wish. The outline/abstract is graded based on meeting minimum requirements for the assignment, a different and also less stringent standard than that used in grading the final version of the research paper.

The required *additional articles* can be key articles from the reference list of either article that you find adds useful information for your paper, or it can be any other article you think adds useful information or adds to your discussion of the topic. These must be journal articles, not a book, book chapter, or internet site or page. (Why? Because you should identify a scientifically peer-reviewed source.) It is not strictly required that you use or reference these additional articles in the outline – you can add it after that.

For the final version of the research-paper, as Gracián wrote in 1647: “good things, when short, are twice as good.” Aim to create a paper that packs plenty of valuable thinking into a relatively brief space. It should be a minimum of three full double-spaced pages in length (not counting reference list), and at a maximum it should not exceed 8 full double-spaced pages in length, not counting reference list, and it must be double-spaced throughout, and should use a size 12 font.

The best research papers use the articles to try to arrive at the best possible answer to the basic question posed by the topic. They typically identify different approaches taken to the topic, or some issues pertinent to the topic that people or scientists disagree on, or identify some anomaly (inconsistency, weakness, or limitation) in an existing paradigm (widely accepted way of carrying out science or organizing scientific knowledge). It’s recommended that your paper do the following six things in sequence: (1) identify what makes the topic important; (2) describe the assigned articles (and if applicable or discernible the paradigm it/they represents) in terms of their contribution to the topic; (3) evaluate these articles by identifying their strengths and limitations or weaknesses (this may involve its assumptions or premises, its methodology, or other features) in how they address your topic; (4) describe additional articles that don’t have some of the assigned articles’ limitations or weaknesses, or that have differing strengths, again with a description of what is in them, followed by an evaluation of its strengths and limitations/weaknesses in relation to your topic; and (5) draw conclusions about the topic, making supportable inferences regarding the topic, its central question, and/or useful future

directions for research.

In addition to the “doing the five things” described in the previous paragraph, the research-paper outline and the final research-paper are graded on the following criteria: (6) Is typed, readable, free of gross spelling and typographic errors; (7) is well-organized and focused and therefore the reasoning is easy to follow; (8) defines key terms clearly, especially those that can be ambiguous, and/or identifies key assumptions; (9) includes at least two additional articles that add additional information or perspective; (10) is original – indications are that the thinking is your own; (11) has its citations and reference list in APA style; see UO Libraries’ Citation Style Guide available online. <http://libweb.uoregon.edu/guides/citing/>) Do not include binders or covers on the papers when you turn them in, and no title page is necessary.

Papers (whether the outline/abstract or final version of the research paper) turned in **late** lose 10% of their points for each weekday they are not turned in (starting with the due date). In general, with *some* course requirements, alternative arrangements for due dates may be possible with an authoritative excuse *if* presented in advance of an absence.

There is a bit of credit for attendance (2% of course grade). You get this credit automatically, unless the instructor experiences repeated (that is, on three or more occasions) difficulties finding you in class sessions. Panel discussion credit (another 2%) is earned if you’re in class when we discuss your research-paper topic (whether or not you ultimately say anything in the discussion).

Your ***final grade*** in the course will be based on the total of your points from papers, exams, 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.

Special Requirements for Graduate Students (Psychology 568)

There will be special requirements for graduate students taking the course as Psychology 568. 568 students will meet at additional times outside the class time, either in-person or electronically. 568 students are expected to attend a group graduate-student meeting with the instructor early in the quarter (typically in the third or fourth week of the term).

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.).

PSYCHOLOGY 468 SCHEDULE: What's Happening When

March 31	Syllabus; overview of the course <u>Reading Assignment</u> (i.e., for next session): Reeve chs. 1-2
April 2	Major themes and theories of motivation; assessment exercises <u>Reading Assignment</u> : Reeve ch. 3
Apr. 7	Neuroscience of motivation and emotion <u>Reading Assignment</u> : Reeve ch. 4
Apr. 9*	Physiological needs; appetitive behavior (thirst, hunger, sexuality); drug addiction <u>Reading Assignment</u> : Reeve ch. 5
Apr. 14*	Psychological needs: Autonomy, competence, relatedness, security, and meaning <u>Reading Assignment</u> : Reeve ch. 6
Apr. 16	Intrinsic and extrinsic motivation <u>Reading Assignment</u> : Reeve ch. 7
Apr. 21	Social needs, implicit motives <u>Reading Assignment</u> : Beck (2004, pp. 178-194, pp. 201-243)
April 23*	Rewards as reinforcers and incentives; escape, fear, avoidance learning; BIS/BAS <u>Reading Assignment</u> : Reeve ch. 8
April 28	Personal control beliefs
April 30	MIDTERM EXAM <u>Reading Assignment</u> : Reeve ch. 9-10
May 5*	Plans, goals, intentions; information-processing motives, and motivational aspects of the self <u>Reading Assignment</u> : Kalat & Shiota, ch. 1; Reeve ch. 11
May 7*	Emotion, its causes, and its relation to motivation <i>OUTLINE/ABSTRACT OF RESEARCH PAPER is due May 12!</i> <u>Reading Assignment</u> : Kalat & Shiota, ch. 2
May 12	Basic categories, dimensions, and functions of emotion and mood <u>Reading Assignment</u> : Reeve ch. 12; Kalat & Shiota, ch. 3
May 14	Biological, cultural, and cognitive (including expectancies, values, beliefs) aspects of emotion <u>Reading Assignment</u> : Kalat & Shiota, chs. 5, 7, and 11
May 19*	“Internalizing” emotionality: Distress, fear, anxiety, sadness, shame, guilt <u>Reading Assignment</u> : Kalat & Shiota, chs. 6 and 10
May 21*	Anger, disgust, and contempt <u>Reading Assignment</u> : Kalat & Shiota, ch. 8, Reeve ch. 13
May 26	Positive emotions, happiness, and arousal; panel discussions <u>Reading Assignment</u> : Kalat & Shiota, chs. 4 and 9
May 28*	Love, compassion, empathy; emotional development; panel discussions <u>Reading Assignment</u> : Reeve ch. 14; Kalat & Shiota, ch. 15
June 2*	Unconscious motivation and psychodynamic concepts; panel discussions <u>Reading Assignment</u> : Reeve ch. 15-16
June 4*	Growth motivation and positive psychology; synoptic understanding of motivation
<i>FINAL VERSION OF RESEARCH PAPER is due June 4 at beginning of class period!</i> June 12, Friday, 8:00 am ...FINAL EXAM	

* Connecting-response due date (there are ten due dates, you need only submit a satisfactory response for three of the ten due dates). Connecting responses are submitted to the course TA.

EIGHT BIG QUESTIONS: General essay questions for the midterm and final exam

1. What are the most important things scientists have learned about how motivation and emotion are related to the brain?
2. Which motivational systems are the most homeostatic and which are the least homeostatic?
3. Why is it important whether motivation is intrinsic or extrinsic? What affects whether an individual has relatively intrinsic or relatively extrinsic motivation?
4. What are the most important goals or motives or needs that affect human behavior?
5. How are learning and behavioral conditioning an outcome of motivational processes, and how are they instead something that has an effect on motivational processes?
6. How do cognitive variables impact emotion and motivation, what kind of cognitive variables have the most important impact, and is the impact more on a conscious or unconscious level?
7. How many basic emotions (or, types of mood state) are there, what differentiates them, and how are they related to motivation?
8. What kind of motivation (or what kind of goals) leads to the best outcomes, and to what degree does this depend on the situation?

Note: For to each essay question, you will be instructed to make your response include both a summary statement (in 20 words or less, ALL IN CAPS) as well as a more detailed account or explanation. The summary statement can be at the beginning, or at the end, it's your choice.