

## **Psychology 399: MOTIVES, EMOTIONS, AND TRAITS**

8:30 - 9:50 am, Mondays and Wednesdays, 146 Straub Hall

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**Texts:** Reeve, J. (2009). *Understanding motivation and emotion* (5th 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 399, a new psychology course on motivation, emotion, and personality. Understanding motivation is fundamental to understanding human behavior, including emotion, which is a function in large part of a person's motivational situation. And, personality patterns are built largely on the more enduring motivational and emotional patterns. The purpose of this course is to help you learn ways of thinking usefully and critically (i.e., carefully) about human behavior -- 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. Thus, 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:

- 12% ...credit for four "connecting with readings" responses
- 3% ...class attendance credit
- 5% ...grade on the "prelude" portion of your course paper
- 20% ...grade on final version of your course paper
- 25% ...score on the midterm quiz/exam
- 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 (70% of the point total for the exam) concentrating on key concepts (definitions and examples of them) – followed by two or three essay questions (30% 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 four 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 5-7 but also those from among 1-4 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 four 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, emotional, or personality 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, emotional, or personality 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 somebody – their motivation, emotion, or personality, or those in which someone else misjudged you, 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 four (4) Connecting responses. They should be brought to class and turned in there. The due dates for these are provided in the syllabus (there are *fourteen* due dates -- you need only get a Connecting response in on time to the course TA for *four* 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 **course 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. Overall, the course paper for this class will be an identification of a highly relevant vignette from your personal experience (mainly, from your observations of other people) and then identification of at least two ways of explaining the motivational, emotional, or behavioral phenomena characterizing the vignette, explanations that use material from the course plus a few outside sources.

You will first complete a *“prelude portion” of the paper* in which you identify three potential vignettes. These should be descriptions of three cases in which a person was clearly experiencing some kind of distinct motivation or emotion, or engaging in some behavior (perhaps on a habitual basis), that stands out as needing explanation. “A person” will normally be someone you know, but you are free to describe something about yourself (if so, it is recommended that you give yourself (a) fictitious name(s) and still write a “third person” account using ‘she’ or ‘he’ rather than ‘I’). You will receive feedback from the course instructor and/or TA with regard to which of these vignettes has the best potential for use in the course paper, and possibly some suggestions as to sources to consult. In the final version of the paper, you will choose one of these vignettes and attempt to develop explanations (at least two differing explanations, each of which is plausible if not somewhat probable) for it, using scholarly or scientific sources. The sources can include the textbook and other assigned readings, as well as books and research articles that are not assigned. Note that articles in scientific journals have a high status as sources because they typically must pass peer-review tests before being published. Internet sites and pages can be cited, but are not recommended due to the Internet’s low standards for quality of information (you’ve likely noticed that no editorial office controls what’s on the Internet, or not).

In the *final version of the course paper*, bear in mind what Gracián wrote in 1647: “good things, when short, are twice as good.” The aim is to create a paper that packs a lot 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 six full double-spaced pages in length, not counting reference list, it must be double-spaced throughout, and with a size 12 font. The final version of the course paper is graded on the following criteria:

1. Is typed, readable, free of gross spelling and typographic errors
2. Is well-organized and focused (not rambling, or with irrelevant sections)
3. Includes a well-described vignette – an account of somebody’s motivation, emotion, and/or behavior (perhaps habitual), that calls for explanation
4. Addresses what makes the issue raised by your vignette important, practically and/or scientifically
5. Includes at least two potential explanations of the behavior, motivation, or emotion that are (at least) plausible
6. Makes an argument (preferably convincing) for why these different explanation are *either* competing (only one of them can be right) *or* could potentially both be accurate
7. Makes an argument (preferably convincing) for why one explanation is likely to be better than the other (sorry, but saying both are equally good explanations is too easy, and probably wrong)
8. Defines key terms clearly, especially ambiguous terms
9. Originality – indications are that (at least) the thinking is your own and (at best) it goes beyond and even challenges “conventional wisdom” or “commonsense views”
10. Includes use of scholarly or scientific sources (preferably really good ones!)
11. Has a reference list where the sources cited in the paper are detailed (author, year, title, journal title if any, relevant page numbers) – citation style is not important in this course

Papers (whether the prelude portion 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 (3% of course grade). You get all this credit automatically, unless the instructor experiences repeated (that is, on three or more occasions) difficulties finding you in class sessions.

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.

### **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 399 SCHEDULE: What's Happening When**

Sept. 27	Syllabus; overview of the course <u>Reading Assignment</u> (i.e., for next session): Reeve chs. 1-2
Sept. 29	Major themes and theories of motivation <u>Reading Assignment</u> : Reeve ch. 3
Oct. 4*	Neuroscience of motivation and emotion <u>Reading Assignment</u> : Reeve ch. 4
Oct. 6*	Physiological needs; appetitive behavior (thirst, hunger, sexuality); drug addiction <u>Reading Assignment</u> : Reeve ch. 5
Oct. 11*	Psychological needs: Autonomy, competence, relatedness, security, and meaning <u>Reading Assignment</u> : Reeve ch. 6
Oct. 13*	Intrinsic and extrinsic motivation <u>Reading Assignment</u> : Reeve ch. 7
Oct. 18*	Social needs, implicit motives <u>Reading Assignment</u> : Reeve ch. 8
Oct. 20*	Personal control beliefs
Oct. 25	<b><i>MIDTERM QUIZ/EXAM</i></b> <u>Reading Assignment</u> : Kalat & Shiota, ch. 1; Reeve ch. 11
Oct. 27*	Emotion, its causes, and its relation to motivation

	<u>Reading Assignment:</u> Kalat & Shiota, ch. 2
Nov. 1*	Basic categories, dimensions, and functions of emotion and mood
	<u>Reading Assignment:</u> Reeve ch. 12
Nov. 3*	Biological ,cultural, and cognitive (including expectancies, values, beliefs) aspects of emotion
	<b><i>'PRELUDE' PORTION OF COURSE PAPER is due Nov. 8!</i></b>
	<u>Reading Assignment:</u> Kalat & Shiota, chs. 5, 6
Nov. 8	Varieties of negative emotionality: Distress, fear, anxiety, anger, etc.
	<u>Reading Assignment:</u> Kalat & Shiota, chs. 8, 9
Nov. 10*	Positive emotions; love, compassion, empathy
	<u>Reading Assignment:</u> Reeve ch. 13; Larsen & Buss ch. 13
Nov. 15*	Personality traits/attributes in relation to affect and emotions
	<u>Reading Assignment:</u> Funder chs. 1, 2
Nov. 17*	Personality: Definition and measurement
	<u>Reading Assignment:</u> Funder ch. 4; Carver & Scheier, ch. 7
Nov. 22	Cross-situational consistency; approach and avoidance systems in behavior
	<u>Reading Assignment:</u> Saucier (2009)
Nov. 24*	How personality attributes are structured (cross-culturally); character, competence
	<u>Reading Assignment:</u> Reeve chs. 14-15
Nov. 29*	Do major personality theories help explain affect and motivation?
	<u>Reading Assignment:</u> none
Dec. 1	Integration and review
	<b><i>FINAL VERSION OF COURSE PAPER is due Dec. 1 at beginning of class period!</i></b>
	<b>Dec. 7, Tuesday, 10:15 am ...FINAL EXAM</b>

Note: Readings that are *not* from the Reeve text will be made available via blackboard.

\* Connecting-response due date (there are 14 due dates, you need only submit a satisfactory response for four of the 14 due dates). Connecting responses are submitted at the beginning of class sessions on the day indicated, for the *reading for that day* (found on the line preceding), or if you like for the reading assigned for a *future* class day.

Readings beyond the textbook (all relevant chapters or articles will be posted on blackboard) are from these sources:

- Carver ,C.S. & Scheier, M. F.. (2008). *Perspectives on personality* (6<sup>th</sup> ed.). Boston: Pearson Education.([parts of ch. 5, 7, and 16]
- Funder, D. C. (2010). *The personality puzzle* (5th ed.). New York: Norton
- Kalat, J. W. & Shiota, M. N. (2007). *Emotion*. Belmont, CA: Thomson Wadsworth.
- Larsen, R. J., & Buss, D. M. (2008). *Personality psychology: Domains of knowledge about human nature* (3rd ed.). Boston: McGraw-Hill.
- Saucier, G. (2009). What are the most important dimensions of personality? Evidence from studies of descriptors in diverse languages. *Social and Personality Psychology Compass*, 3/ 4, 620-637.

## **SEVEN 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. Why is it important whether motivation is intrinsic or extrinsic? How can we decide whether an individual at some point in time has relatively intrinsic or relatively extrinsic motivation?
3. What are the most important goals or motives or needs that affect human behavior?
4. What does learning and behavioral conditioning have to do with motivational processes (how are these phenomena related)?
5. How many basic emotions (or, types of mood state) are there, what differentiates them, and how are they related to motivation?
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. What is the best way to conceptualize and measure personality, in such a way that we have the most accurate measurement and the strongest empirical and theoretical relation to the phenomena of emotion and motivation?

*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.*