

Psy 468: Motivation & Emotion

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Office hours: 30 minutes after class or by appointment

Summer 2010, 7/19- 8/11
CRN: 42328
Meeting time: 2:00-3:50 M-Th
Meeting place: 360 Condon

Overview

In this class we will examine the topics of motivation and emotion by exploring a series of questions of contemporary importance. Questions range from “What is an emotion?” to “Do emotions make us irrational?” Lectures and readings will address these questions from a variety of perspectives, including evolutionary, cognitive, and social. Emphasis will be placed on current issues and areas of active investigation among researchers, which means that you should not always expect a definitive answer to each question, but rather a lively discussion about possible answers.

Format

Class meetings: Class meetings will include a mixture of lecture and discussion. In general, the first half of each class meeting will involve a lecture by your instructor. The purpose of these lectures will be to provide an introduction to the question of the day, and an integrated overview of some perspectives that address that question. Although this is a lecture, participation is welcome and encouraged during this time. The second half of each class meeting will involve a group discussion related directly to the readings from the night before. This is meant to be a collaborative, active discussion, with the goal of exploring the daily question as fairly, extensively, and helpfully as possible. Discussion will take on a number of forms; possibilities include structured debates, informal class brainstorming, and small group activities.

Readings: There is no assigned textbook for this course. Instead, a set of .pdf articles and/or chapters will be made accessible for you, and you are expected to read the assigned materials as you would read a textbook. The readings will cover important topics related to the lectures. In order to participate and benefit fully from the lectures and discussions, you are expected to complete the readings *before* the class meeting for which they are assigned. You will have 1-3 readings due before each class period. In some cases, you may have the opportunity to choose from among several readings, based on your own personal interests. In other cases, everyone will read the same article(s).

Reading responses (QOTPs): It is essential that you read your articles before the class, and come to class prepared to discuss, defend, or critique them. In order to help you develop your ideas and opinions before class, every night you will complete a 1-2 page QOTP assignment: you will discuss one Question, one Quote, and several Talking Points from the article. Please see the QOTP handout for more information. You can write about what you found interesting, provocative, confusing, or controversial. You can write about what you agree and/or disagree with, and give your reasons why. You can suggest ideas for how to test a theory presented, or pose future questions to address. The reading responses will graded (i.e., will be assigned a letter grade) and will be due at 11 am on the day of class at the latest. This is so that I may prepare the day’s discus-

sion points based on what seems to be of most interest to the group, and to update the lecture to address major points of interest or confusion.

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 readings for this class. Log in at <http://blackboard.uoregon.edu>. Announcements will also be made via email, so make sure you check the email account that is associated with Blackboard *at least* once a day.

Requirements and Grading

Grading will be based on the following criteria:

- 30% graded online reading responses (QQTs)
- 30% take-home midterm
- 30% in-class final
- 10% contribution grade: class attendance/participation/attitude/respect

Online reading responses (30%): Reading responses (QQT's) will be graded on a letter-grade basis, depending on the amount of time and effort put into reading and comprehending the article, thoughtful analysis of the topics described and arguments put forth, quality of questions raised and their contribution to moving class discussion forward, and writing quality. See the QQT handout for more information.

Online reading responses are due for each class (14 assignments), and will be submitted via Blackboard (not email). Things come up—sickness, emergency, work overload, your birthday, etc. Therefore, you get *one* free pass- one day on which you can turn in nothing, and this will not affect your grade. For every missed assignment after the first, you will receive no credit. Late assignments will not be accepted for credit (you will receive a zero). You also get to drop your lowest graded reading response, whether this is a second missed assignment or your weakest graded assignment (total = 12 graded responses).

Exams (60%): There will be two exams in this class: one midterm and one final (each worth 30% of the final grade). Both exams will include a combination of multiple-choice, short-answer, short-essay, and long-essay questions.

- The midterm will be a take-home exam. You may use your notes from lecture, discussion, and readings, but you must complete the exam on your own, without consulting other people, either enrolled or not enrolled in the class. The exam will be posted to Blackboard after class on Thursday, July 29th, and will need to be completed within 24 hours. The midterm will cover material from the first two weeks of class.
- The final will be given on Thursday (8/12) from 3:15-5:15 pm in 360 Condon, as assigned by the university. The final will cover material from the entire class, although the content will be weighted towards the second two weeks of class.

Contribution (Attendance, Participation, Attitude, and Respect) (10%): Because this course relies heavily on interaction among class participants, it is essential that each member of the class contribute meaningfully and respectfully. The purpose of this element is to foster a supportive environment that is conducive to the highest degree of learning possible. Some behaviors that go into this part of the portion of the grade include, but are not limited to:

- Attend class and pay attention. Class time is for learning, not for emailing, Facebooking, texting, or sleeping. If you are busy doing other things, you are most likely distracting the other students and the instructor.
- Be respectful in verbal communications. You do not need to agree with what someone else is saying, but you should listen to them and respond without personal insults or aggressive or condescending tones.
- Be respectful in emails and other written communications. This means addressing the person you are writing to properly, and being clear and precise in your requests or comments. In reading responses, address the content of the article rather than attacking the author personally.
- If you find that you are struggling with the material, or are not performing at the level at which you think you should be, discuss this with me. I am most interested in helping you learn. Talk with me as soon as you find yourself struggling, rather than waiting until the end of the term.

Academic Integrity

I take academic integrity seriously, and will not tolerate any instance of cheating or plagiarism. **Cheating** is defined as providing information to, or receiving information from, another person on an exam or other assignment. **Plagiarism** is defined as passing off the work of another as your own, without properly giving credit. This includes, but is not limited to, directly copying others' writing (in whole or in part) or paraphrasing others' writing or ideas without citing properly. In these cases "other people" can include other students in the class, other students or non-students not in the class, and authors of scholarly or mass media work (journal articles, chapters, newspaper reporters, bloggers, Wikipedia editors). Rely on your own ideas and words, and support them with properly cited scholarly sources (journal articles, textbooks, book chapters) or popular press media (websites, newspapers). If you are unsure about what is appropriate or allowed, please ask! The UO library website has a helpful page that describes when you need to give credit: <http://libweb.uoregon.edu/guides/plagiarism/students>

All instances of cheating and plagiarism will have serious consequences. At a minimum, you will receive a zero on the assignment and be reported to the university's student conduct coordinator, even if it is your first offense. If the offense is serious, you may also receive an "F" in the course. Repeat offenders will fail the course. Turning in work that is not your own—whether on a reading response, take-home exam, or in-class exam—is not acceptable.

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.

Schedule of Assignments

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	1 st day of class	QQTP 1 due	QQTP 2 due	QQTP 3 due	
Week 2	QQTP 4 due	QQTP 5 due	QQTP 6 due	QQTP 7 due	Take home midterm due
Week 3	QQTP 8 due	QQTP 9 due	QQTP 10 due	QQTP 11 due	
Week 4	QQTP 12 due	QQTP 13 due	QQTP 14 due	Final exam 3:15-5:15 pm	

Notes: QQTP's are due by 11 am on the day of class (3 hours before class starts). Late assignments will be assigned a grade of zero, although you may still receive feedback on the content.

Schedule of Lectures

	Topic
Week 1	What is an emotion?
Mon.	Introduction to class
Tue.	What is an emotion: History and science
Wed.	What is an emotion: Models of emotion
Thu.	What is an emotion: Individual and cultural differences
Week 2	Why do we have emotions?
Mon.	Functions of emotion: Evolution
Tue.	Functions of emotion: Cognition
Wed.	Functions of emotion: Morality
Thu.	Functions of emotion: Social relationships
Fri.	MIDTERM DUE, 4 pm
Week 3	What is motivation?
Mon.	Motivation: Needs, wants, goals, and values
Tue.	Motivation: Conscious and unconscious motivations
Wed.	Motivation: Personal and social motivations
Thu.	Motivation: Self- and emotion-regulation
Week 4	How do motivation and emotion influence mental and physical health?
Mon.	Health: Motivation and well-being
Tue.	Health: Emotions and clinical disorders
Wed.	Health: Emotions and well-being/happiness
Thu.	FINAL EXAM 3:15-5:15 pm, 360 Condon