

## **Psy 468— Motivation & Emotion Fall 2011— Course Syllabus**

Instructor: Kimberly Angelo

CRN: 16634

Email: [kangelo@uoregon.edu](mailto:kangelo@uoregon.edu)

Class: M & W 10-11:20, 112 Lillis

Office hours: Wed 3-4, Fri 11-12

Office location: 377 Straub

### **Textbook**

Required text: *Emotion*, Shiota & Kalat (2<sup>nd</sup> ed.).

An e-textbook is available at a lower cost at the publisher's website:

[http://www.coursesmart.com/9780495912880?\\_professorview=false&\\_instructor=2604646](http://www.coursesmart.com/9780495912880?_professorview=false&_instructor=2604646)

Additional required materials- book chapters and scholarly articles- will be made available on Blackboard, in .pdf format.

### **Overview**

The topics of emotion and motivation cut across all areas of psychology, from neuroscience to culture. We will begin the class by examining big questions in emotion and motivation, such as “What drives human behavior?” and “What are emotions, and are they helpful or harmful?” We will examine these questions from two major perspectives in the study of emotion and motivation: evolution and social constructivism, and compare and contrast their answers. We will then examine some of the components of emotion: the bases of emotion and motivation in the brain, physiological processes, communication of emotion, motivation and action tendencies, and emotion regulation. In the second half of the course, we will examine emotion and motivation from different perspectives within psychology: developmental psychology, social psychology, personality, and clinical psychology. We will wrap up the course by discussing the roles of emotion and motivation in human well-being.

## **Format**

**Readings:** Readings will come from two sources: the textbook and .pdf articles that are posted to Blackboard. The required textbook is *Emotion, 2<sup>nd</sup> edition* (Shiota & Kalat, 2012, Wadsworth Publishing). Additional readings to address topics of motivation will be made available on Blackboard well in advance. All posted readings are required unless otherwise noted. Readings should be completed before the class to which they are assigned.

### **Class meetings:**

- **Lecture:** Class meetings will include a mixture of lecture and discussion. The purpose of the lectures will be to provide an introduction to the topic of the day, and an integrated overview of theory and research on the topic. Powerpoint slides will be posted before class, but will serve only to structure your own notes; you should expect to take your own notes during lecture.
- **Discussion:** Each class meeting will also involve periods of group discussion related directly to the readings from the night before and the topic of the day. This is meant to be a collaborative, active discussion, with the goal of exploring the important questions 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.
- **Videos:** We will also be watching videos during class, which will both supplement material in readings and lectures, and serve as sources of information themselves. If you miss a class and were not able to see a video, you should contact me and make an appointment to watch the missed video sometime before the next exam.

**Website:** The Blackboard website will be used to make announcements, post lecture slides, handouts, and grades, and take care of other administrative matters. The website is also where you will find all of the readings for this class and the nightly homework assignments. 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.

### **Assignments:**

- **Written Responses:** These responses are your homework. Written responses are to be 1-2 typed (double-spaced) pages in response to questions posted on Blackboard. These questions are meant to prepare you for class discussion on the following day by connecting the topic to your own theories, experience, and personal philosophies. A passing response will integrate the reading and your own thoughts. You should show that you have read the material and have spent some time thinking about it. You will *turn in your responses in hard copy at the end of the assigned day's lecture*, so you can refer to it during class discussion. You may email an assignment *once* during the term. After that, emailed assignments will not be accepted. To earn full credit for the term, you must turn in *10 responses out of the 16 possible*. Your grade on the homework will be based on how many acceptable assignments you turn in. Half credit will be awarded for assignments that are turned in that do not demonstrate sufficient thought or connection to the reading. Homework may not be turned in late or made up.

- Term Project: The purpose of the term project is to allow you to connect the class topics with something that you personally find interesting, and to explore deeper into the topic to learn about something that is *not directly covered in the textbook*. It must involve research in some way, whether drawing on empirical journal articles, a news story or blog post about new findings, or connecting something you learned in a different class. You may choose between two formats:
  - *Presentation*: You will prepare a 10-15 minute presentation related to one of the lectures, but not covered in the textbook. This topic must be related to psychological research or practices in some way. The presentation project consists of three parts:
    1. Proposal: a 1-page, typed proposal including the topic of your proposed presentation, a summary of any materials you plan to use (or a link to an online source- video, blog post, etc), and an explanation of how the topic relates to motivation and emotion and the topic of the day you want to present on (e.g., physiology, development, social psychology). This is due by Friday, October 7<sup>th</sup> (the end of week 2). These may be emailed to me as attachments.
    2. Presentation: you will make a presentation to the class. You may use Powerpoint slides, short videos, or other presentation tools, but they are not necessary. The main point is to educate and interest the class in something not covered in the textbook or lecture, and to connect the class topics with the real world.
    3. Follow-up paper: a 2-3 page typed analysis paper in APA format, written after your presentation and the day's lecture, integrating your chosen topic with material learned in the course, and with empirical sources. This must include reference to *at least one empirical journal article*, even if you did not present on one. How does your presentation connect with the readings and the lecture? Grades will be based on thoroughness, thoughtfulness, and clarity of the connections made.
  - Note: With 50 students in the class, we have time for a limited number of presentations. Only *one or two* presentations can be made per class, so you will need to sell your idea. The proposals that are the most well thought-out, interesting, and informative will be chosen. However, this should not discourage you from writing a proposal. You can even write more than one to increase your chances. If your proposal is not chosen, you will write the paper.
  - *Paper*: This is a more traditional term-style paper, 5-6 pages long, in APA format, on a topic related to motivation and emotion that you find interesting that is not covered in the textbook or lecture, or that *is* covered, but that you want to learn about in more depth. You can draw from the same sources as the presentations- empirical research, news or blog posts, or something you have learned about in another class. You will utilize at least *three empirical journal articles*. A 1-page proposal— including your proposed topic, your source of inspiration, and your plan of action—will be due by Monday, November 7, but may be turned in earlier. The final paper is due on the last day of class, Wednesday, November 30, and must be turned in in hard copy. A rubric with more formal instructions will be handed out to guide your proposal and paper.

If you are having trouble choosing a topic or narrowing down your focus, please come talk to me!

**Exams:** There will be four semi-cumulative exams in this class. Each will cover material since the last exam, but since many of the themes continue throughout the class, you will also need to build on some of the main ideas from earlier parts of the course. Exams will consist of a mixture of multiple choice, fill-in-the-blank, definitions, and short essays. The first three will be held during scheduled lecture time, with no lecture afterwards. The fourth exam will occur during the final exam period, but will be the same format and length as the first three. Makeup exams will be held only in extreme circumstances. They must be taken as soon as possible after the scheduled exam, and will consist of essay questions.

**Contribution (Attendance, Participation, Attitude, and Respect):** 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, spending time on Facebook, texting, or sleeping. If you are busy doing other things, you are not only missing information, you are also likely to be 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, if you disagree with the author, 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.

### **Grading**

Grading will be based on the following criteria:

Exams	400 points (4 x 100 points each)
Term Project	100 points
Written Responses	100 points (10 x 10 points each)
Contribution	50 points
<hr/>	
Total	650 points

### **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.

### **Accommodations**

Non-native speakers of English may use language translation devices during exams, but devices that access the internet, such as smartphones, laptops, etc. are not permitted. Please speak with me before the exam.

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.

### **Important Dates**

<b>Week</b>	<b>Day</b>	<b>Date</b>	
1	Mon	9/26	First day of class
2	Fri	10/7	Presentation proposal due
4	Mon	10/17	Exam 1
6	Wed	11/2	Exam 2
7	Mon	11/7	Paper proposal due
9	Mon	11/21	Exam 3
10	Wed	11/30	Paper due
Finals	Thu	12/8	Exam 4

## Psy 468-- Fall 2011-- Lecture Schedule

Week	Monday	Wednesday
1	Syllabus & Overview	Introduction Chapter 1
2	Evolution Chapter 2	Culture Chapter 3
3	Communication 1 Keltner Chapter 4 (p. 83-100)	Communication 2 Keltner Chapter 4 (p. 100-113)
4	<b>**Exam 1**</b>	Physiology Chapter 4
5	Brain Chapter 5	Cognition Chapter 14
6	Regulation Chapter 6, Baumeister et al. (2007)	<b>**Exam 2**</b>
7	Development Chapter 12	Personality Chapter 13
8	Social Chapter 9	Morality Chapter 11
9	<b>**Exam 3**</b>	Psychopathology 1 Chapter 15
10	Psychopathology 2 Chapter 15	Well-being Chapter 10
Finals	Thursday, Dec. 8 <sup>th</sup> 10:15 AM  <b>**Exam 4**</b>	

\* Notes: Schedule is subject to change; updates will be posted on Blackboard. Readings should be completed before class, and are from the textbook (Shiota & Kalat, 2<sup>nd</sup> ed.) unless noted.