

# Psy 468: Motivation & Emotion: Summer 2011

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Office hours: by appointment

CRN: 42514  
Time: M-Th 2-3:50 PM  
Location: 142 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 the big questions in emotion and motivation. For example: What drives human behavior? 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 changes, 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 end 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.

### 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. Although this is a lecture, participation is welcome and encouraged during this time. 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, extensive-

ly, 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.

Written Responses (homework): For each lecture, you will write a one page, typed, double-spaced response to a theoretical question that will be posted to Blackboard. These questions are meant to stimulate thinking and aid in discussion for each class. Bring a hard copy to class- you will turn them in at the end of each class. Emailed assignments will not be accepted more than once per student during the term.

Show-and-Tell (in-class presentations): Once during the term, you will prepare a 5-10 minute presentation related to the topic of the day, but not covered in the textbook. Preferably, this will be related to emotion research in some way; it could be a journal article, a blog post, or news story about new findings, or something you learned about in a different class. You could also choose to show a short video and talk about how it illustrates some of the points made in the text. There are many options- you can talk to me about what you might like to do, and you will submit a short proposal the day before. In addition, after your presentation, you will write a 1-2 page description of what you presented on, and how it ties in to the class. The goal of this assignment is to connect the topics with something that you personally find interesting, and to share that with the rest of the class (who will also hopefully find it interesting as well).

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.

### **Grading**

Grading will be based on the following criteria:

- 75% exams (3 content exams x 20%, 1 final x 15%)
- 10% written responses (homework)
- 10% show-and-tell presentation and related class discussion
- 5% contribution grade: class attendance/participation/behavior/attitude/respect

Exams (75%): There will be three 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. These exams will be one hour long, and will consist of a mixture of multiple choice, definitions, and short essays. These will each be worth 20% of the final grade. For Exams 1 and 2, lecture will be held after the exam for the second hour of the class period.

The final exam will take place after Exam 3, and will be worth 15% of the final grade. The final will assess your understanding and integration of concepts from the entire course (focusing on main ideas, not details), and will consist of a small number of 3-5 short and long essays.

Written Responses (10%): These responses are your daily homework (see above). Written responses are 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 at the *end* of the next day's lecture, so you can refer to it during class discussion. Your grade on the homework will be based on how many assignments you turn in: 1 point on your final grade for each passing assignment for a maximum of 10 points. 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. However, because there are 13 possible responses, you may skip three without penalty.

Show-and-Tell (10%): You will sign up for your class presentation during the first week of class. Your grade will be based out of 10 points, broken down as follows:

- 2 points: Turn in a one-paragraph plan to me (by email) by *midnight (12 AM)* the night before the class. It should describe what you are planning to present, and why. Include any links or documents that are relevant.
- 4 points: Give your 5-10 minute in-class presentation (absolutely no longer than 10 minutes). Grades will be based on how well the presentation relates to the topic of the day, how well you integrate the material covered in the reading and lecture, and effort put forth.
- 4 points: Turn in a 1-2 page typed, double-spaced after-class written report (by email), describing what you learned by integrating this new information into the material from the textbook and lecture. Grades will be based on your demonstrated understanding of the material, and how well you connect it to the text and lecture. This will be due 48 hours after your presentation (4 pm, two days later), although you can turn it in early (while the information is fresh).

Contribution (Attendance, Participation, Attitude, and Respect) (5%): 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 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

<b>Date</b>	<b>Topic</b>	<b>Reading (due by beginning of class)</b>
M 6/20	Syllabus & intro	Text Ch. 1
Tu 6/21	Evolution	Text Ch. 2 *
W 6/22	Culture	Text Ch. 3 *
Th 6/23	Communication	Keltner Ch. 4 (on Blackboard) *
M 6/27	EXAM 1 Physiology	Text Ch. 4 *
Tu 6/28	Brain mechanisms	Text Ch. 5 *
W 6/29	Incentives, goals, and motives	Deckers (selections, on Blackboard) *
Th 6/30	Self- and emotion regulation	Text Ch. 6 *
M 7/4	NO CLASS (holiday)	
Tu 7/5	EXAM 2 Development	Text Ch. 12 *
W 7/6	Cognition	Text Ch. 14 *
Th 7/7	Morality and social processes	Keltner Ch. 8 (on Blackboard) *
M 7/11	Personality and individual differences	Text Ch. 13 *
Tu 7/12	Psychopathology	Text Ch. 15 *
W 7/13	Well-being	Text Ch. 10 (optional) *
Th 7/14	EXAM 3 FINAL EXAM	

\* Indicates a reading response is due.

This schedule is subject to change. Updates will be announced in class and posted to Blackboard.