

Psychology 399: MOTIVES, EMOTIONS, AND TRAITS

2:00 – 3:20 pm, Tuesdays and Thursdays, 128 Chiles

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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. Personality patterns are built largely on the more enduring motivational and emotional patterns, and the ways in which they are self-regulated. The course's purpose: 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 life. The course format is primarily a series of talks (i.e., lecture), with discussion and in-class exercises. The course's exercises-and-discussion component is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides. So attendance at class sessions is an important component of the 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
- 4% ...class attendance credit
- 4% ...grade on the outline/abstract in advance 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; e-mailed versions are generally not accepted. The due dates for these are provided in the syllabus (there are *fifteen* due dates -- you need only get a Connecting response in on time to the course TA for *four* of these dates, so you have lots of choices unless you wait till the end of the term). 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. The topics for course papers are based on exercises done in the early part of the term, in class; the exercises will identify various types of behavior, emotion, and motivation (e.g., up to three such instances) that students in the class have found to be rather puzzling and in need of explanation. Once these are reduced to a set of approximately 10 distinct topics each with one assigned article, and you will have a choice of which topic to focus your paper on. In the paper you can, if relevant, describe a vignette from your own experience and observations of people, but the main substance will be identification of at least two ways of explaining the motivational, emotional, or behavioral phenomena characterizing the kind of behavior, motive, or emotion on which the topic focuses. Your explanations can use material from the course but should also use the assigned article and at least one other source.

The first step is to read the assigned article. It will help your paper in the long run if you develop a very carefully thought-out response to it – what you agree with and don't, what you think is well-supported by evidence and what isn't, what seems logical or illogical, what might be left out. In your best judgment, identify what you think is the most essential issue on your topic that is incompletely addressed by the assigned article. Next, find at least one other source, and for each source ask similar questions. Having done this, you are ready to start working on your *research-paper outline or abstract*. This outline must all fit on one side of one sheet of paper. For the outline/abstract only it is OK to use single-spacing if you wish. In all other respects, the same criteria as for the final research-paper are useful to determine how good your outline/abstract is.

As for the *final research-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 five full double-spaced pages in length, not counting reference list, it must be double-spaced throughout, and with a size 12 font. You should include (cite, discuss) the assigned article plus at least one other source; you are free to change what you identify as the additional source after you turn in the outline. Ideally, the additional source will be a journal article and not a book, book chapter, or internet site or page (Why? Because the best source is a scientifically peer-reviewed source.). But this is not a “critique the article” assignment – instead you are to use these articles in the course of trying to answer in the best possible way the basic question posed by the research-paper topic. Keep focus on that question.

The final research-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. Addresses what makes this issue (or paper topic) important, practically and/or scientifically
4. Defines key terms clearly, especially potentially ambiguous terms that will be used frequently in the paper, and/or identifies key assumptions
5. Considers a plurality of views, that is, identifies differing points of view, or a major issue that is unresolved or on which there is disagreement. Sets out clearly and effectively the arguments in favor of and against varying (that means at least two) approaches, ways of thinking about an issue, or ways of answering the main question. (In preparing paper, you should seek out competing views.)
6. Applies critical thinking to the research approaches described. This might include: how good is the supporting evidence (or the rationale), how good is this evidence (or rationale) is, whether some other reasonable interpretation of findings is plausible but has not been ruled out, and other issues.
7. Attempts to synthesize and (even better) does actually effectively synthesize the

arguments and evidence, combining all of the discussion into a reasonable conclusion
8. Originality – indications are that (at least) the thinking is your own and (at best) it goes beyond and even challenges the “conventional wisdom” or “commonsense view” on aspects of the topic

9. Includes use of the assigned article and one additional source

10. The citations and reference list are preferably in APA style, but for 300-level courses this style is not required. See <http://libweb.uoregon.edu/guides/psychology> for help on APA styles and on finding articles. 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 (4% of course grade). You get half this credit (2% of course grade) automatically, unless the instructor experiences repeated (that is, on three or more occasions) difficulties finding you in class sessions, or you are observed (again, repeatedly) to disrupt class sessions with late entries or early exits. The other 2% is earned by your participating (once during the term) after invitation in brief focus groups convened during class; in such a focus group you come in front of the class for a few (2+) minutes with at least two other students and share thoughts and experiences in response to instructor prompts and questions, relevant to some material we are discussing. These are not quizzes or oral exams, you don't need to prepare anything, prompts and questions are generally addressed to the group of students up front (or if they have nothing to say in response, then to the class as a whole) rather than to any individual person (there is no attempt to 'put you on the spot'). The goal: to inject fresh perspectives from class-member's input in a way other than usual class discussions.

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%, **Fs** 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

April 2	Syllabus; overview of the course <u>Reading Assignment</u> (i.e., for upcoming session): Reeve chs. 1-2
April 4	Major themes and theories of motivation <u>Reading Assignment</u> : Reeve ch. 3
April 9*	Neuroscience of motivation and emotion <u>Reading Assignment</u> : Reeve ch. 4
April 11*	Physiological needs; appetitive behavior (thirst, hunger, sexuality); drug addiction <u>Reading Assignment</u> : Reeve ch. 5
April 16*	Psychological needs: Autonomy, competence, relatedness, security, and meaning <u>Reading Assignment</u> : Reeve ch. 6
April 18*	Intrinsic and extrinsic motivation <u>Reading Assignment</u> : Reeve ch. 7
April 23*	Social needs, implicit motives <u>Reading Assignment</u> : Reeve ch. 8
April 25*	Goal setting, goal striving, and personal control beliefs
April 30	<i>MIDTERM QUIZ/EXAM</i> <u>Reading Assignment</u> : Kalat & Shiota, ch. 1; Reeve ch. 11
May 2*	Emotion, its causes, and its relation to motivation <u>Reading Assignment</u> : Kalat & Shiota, ch. 2
May 7*	Basic categories, dimensions, and functions of emotion and mood <u>Reading Assignment</u> : Reeve ch. 12
May 9*	Biological, cultural, and cognitive (including expectancies, values, beliefs) aspects of emotion <i>OUTLINE/ABSTRACT OF COURSE PAPER is due May 14!</i> <u>Reading Assignment</u> : Kalat & Shiota, chs. 5, 6
May 14	Varieties of negative emotionality: Distress, fear, anxiety, anger, etc. <u>Reading Assignment</u> : Kalat & Shiota, chs. 8, 9

- May 16* Positive emotions; love, compassion, empathy
Reading Assignment: Reeve ch. 13; Larsen & Buss ch. 13
- May 21* Personality traits/attributes in relation to affect and emotions
Reading Assignment: Funder ch. 2
- May 23* Personality: Definition and measurement
Reading Assignment: Funder ch. 4; Carver & Scheier, ch. 7
- May 28* Cross-situational consistency; approach and avoidance systems in behavior
Reading Assignment: Saucier (2009)
- May 30* How personality attributes are structured (cross-culturally); character, competence
Reading Assignment: TBA
- June 4 Prosocial self-regulation, virtues, and morality in relation to motives and emotion
Reading Assignment: Reeve chs. 14-15
- June 6* Do major personality theories explain affect and motivation? Integration, review

FINAL VERSION OF COURSE PAPER is due June 6 at beginning of class period!

June 11, Tuesday, 1 pmFINAL EXAM

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

* Connecting-response due date (there are 15 due dates, you need only submit a satisfactory response for four of the 15 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* (6th 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 (by what criteria) can we assess whether an individual at some point in time has relatively intrinsic or relatively extrinsic motivation?
3. What are the most important goals, motives, needs, or values 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 each essay question, you will be instructed to make your response include both a summary statement (in 20 words or less, ALL IN CAPS – or else clearly underlined or circled) 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.