

Syllabus

PSY 468: Motivation and Emotion, Winter 2015
Tuesday and Thursday, 8:30-9:50am, Jan 5 – March 12
Lawrence 115

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Office hours: Monday 2-3, Tuesday 10-11, other times by appointment

Course Overview

The purpose of this course is to explore the modern psychological study of motivation and emotion. To that end, we will examine relevant concepts, ideas, and theories through a combination of in-class discussion and reading of relevant psychological literature. Motivation and emotion are broad topics in psychology, and old theories are continuously discarded or modified as new research and theories emerge. You should *not* expect, at the end of this course, to understand motivation and emotion in their entirety. Instead, you should expect to have a reasonable familiarity with the research in these fields, such that you can be an informed consumer of new research, and apply what you have learned to other areas.

Learning Objectives

There are three primary learning objectives for this course. By the end of the course, you should be able to:

- 1) Discuss some of the most prominent theories and findings in the fields of motivation and emotion, using research to support your claims.
- 2) Critically read new research in motivation and emotion, evaluating the quality and appropriateness of methods, data analysis, and scientific reasoning.
- 3) Apply your knowledge of the psychology of motivation and emotion to other subjects, and to real-world situations.

Course Components

Readings: This course has **no textbook**. Motivation and Emotion are often taught as separate courses, and there are very few textbooks which cover both, none of which, in my opinion, warrant a substantial expenditure on your part. Instead, before each class session, you will read the article(s) posted for that day on Blackboard, which will be relevant to that day's topic. You should read each article *before* the class for which it is posted (this is why there is no reading for the first day of class!) The articles include a mix of primary research (describing studies firsthand), and theoretical pieces. These are *not* designed to be comprehensive, but rather to highlight particularly interesting or important topics. You should bear this in mind as you read the articles, paying attention to the specifics of each, rather than

focusing exclusively on how each fits into the larger emotion/motivation framework. The two exams for the class will test your knowledge of the theories, findings, and methodologies in these papers, so you must read them to do well!

Class meetings: Class meetings are an integral part of this course. You should not plan on taking this course if you intend to miss more than one or two classes. During class, we will, among other things, discuss and clarify the readings for that day. In addition, classes will count toward your final grade through class participation. Often, we will complete in-class exercises either independently or in small groups. Turning in these assignments will contribute substantially to your overall grade, so it is important to be in class!

Article review – In Week 6, you will turn in a brief (3 pages) review of an article of your choosing. You must select an article and have it approved by me via email by the Friday of Week 4 (**Friday, January 30th**). Articles may cover a broad range of topics, so long as they concern motivation and emotion. In your article review, you will first summarize your article (1 page), and then critique it (1 page), by discussing its theoretical and/or methodological strengths and weaknesses. Finally, you will discuss why your article is relevant to motivation and/or emotion and/or the world at large. (1 page) This assignment will be due in class on **Thursday February 12** (Week 6). More information about this assignment will be given in class during week 2.

Paper – During this course, you will be responsible for preparing a term paper of roughly five pages (double-spaced), not including references. This paper is meant as a way for you to explore the research on motivation and emotion on your own. Your paper should identify an unanswered question in motivation and emotion (either one we've discussed in class, or one of your own choosing), and attempt to address this question through a combination of research and persuasive argument. Great papers will be well thought out and clearly written, and provide fascinating insight into the chosen topic. Great papers will also be started *well before the due date*. Papers are due on the Friday of week 9, **Friday March 6 at 6:00pm**. No exceptions. More information about this assignment will be given in class during week 4.

Examinations – Finally, there will be two exams in this class, the first on **Thursday, Feb 5**, and the second on the last day of class, **Thursday March 12**. These exams will be primarily (if not entirely) multiple choice, and will cover the various papers we read for this course, focusing on the background for the paper, methodology and findings, and/or theoretical discussion. Each test will be worth 20% of your grade. The tests are NOT cumulative (that is, the first test will cover the first half of the class, and the second test will cover the second half of the class.)

Grading

Grades in this course are determined by a combination of these components:

Article Presentation – 10%

Participation – 20%

Tests – 40% (20% each)

Paper – 30%

Final grades will be distributed as follows:

A+	98+
A	92 - 97.99
A-	90 - 91.99
B+	88 – 89.99
B	82 – 87.99
B-	80 – 81.99
C+	78 – 79.99
C	72 – 77.99
C-	70 - 71.99
D+	68 – 69.99
D	62 – 67.99
D-	60 – 61.99
F	< 60

Tips for Doing Well in this Course

Of course, I would love if everybody did well in this course, but that is usually not possible. This is intended to be a challenging course that covers a substantial amount of material. Unfortunately, it is possible that not everybody will succeed. To ensure that you maximize your chances for success, I recommend following these suggestions, which seem to have been helpful for other students in the past:

- Be on time, and don't miss class: This one is probably the most obvious, but it's essential. You are responsible for knowing content from class discussions, and if you miss them, it can be difficult to learn on your own. Especially on the quarter system, where the term goes by very quickly, it can be really easy to fall behind. If you have to miss class, I highly recommend you get notes from another student, and/or talk to me outside of class to make sure you catch up.
- Do your readings early: Being prepared for class means doing the readings. Not only will this facilitate interesting class discussions, but it will help you

learn the material better. You will get much more out of discussions if you have already familiarized yourself with the topic before we discuss it. Furthermore, it is difficult to ask questions about confusing aspects of the papers if you haven't read the papers yet.

- Ask questions!: This material can be difficult, and even those of us who study it are still trying to make sense of it all. If you don't understand something, ask! If you're not asking questions, I'm worried that you're asleep, and that makes me nervous. If you have a question, other people probably have the same question, so please ask away!
- Communicate outside of class: I try to be readily available to communicate via email, and to meet with students in my office outside of class. I will do my best to respond on the same day to any email sent before 8:00pm. I will also do my best to meet with you in my office any day of the week (not weekends, sorry) as long as you give me 24 hours notice. If you are struggling with the material, I strongly encourage you to be proactive, and meet with me *ASAP* so that we can try to clear up whatever is confusing. As a teacher, there are few things as frustrating as when a student comes to me at the end of the term worried about his or her grade, when the student hasn't let me know earlier in the term that he or she is struggling. If you are having difficulty with the material, that's ok, it's difficult stuff. But I can't help if you don't let me know!
- Work with others: Finally, please work with others in this course. Discuss material with each other outside of class. Study together for the final. Learning from each other will reinforce what you already know, and will help you learn what you don't. The more ways you can have a concept explained to you the better, so discuss the material with your peers!

Other Topics

Accessibility: It is my utmost desire that this class be equally accessible to all students regardless of medical issue, disability, or other issue. If there is a way that I can make this class more accessible to you, please let me know ASAP, and I will do everything I can to be accommodating. You may also contact the University of Oregon Accessible Education Center at uoaec@uoregon.edu or 541-346-1155.

Missing/Late Assignments: Late work will not be accepted, unless there are very extenuating circumstances. You have ample time to work on your paper and article discussion, so there is no reason for either to be late. If you need to miss one of the two tests, you must let me know NOW, at the start of the term so we can make other accommodations. If you wait until later in the term to tell me you can't make a test, I may not be able to accommodate a make-up.

Academic Misconduct: Academic misconduct includes any attempt to get academic credit for something other than your own work. This can involve plagiarism, copying answers, or other forms of cheating. I do not expect to encounter any academic misconduct in this course, because I assume my students to be honest. Penalties for cheating can include an F in the course and/or censure from the university. Furthermore, I am *required* to report any academic misconduct to the university whether I want to or not. Please don't make me do it. If you have any questions about whether or not something is acceptable, it is always a good idea to ask. You can't get in trouble just for asking.

Changes to the Syllabus: I reserve the right to make changes to the syllabus during the course. If I update the syllabus, I will post the updated version on Blackboard, and make an announcement to the class to let you know of the change.

Course Topics

Week	Date	Topic	Assignments Due
Week 1	Jan 6	Intro	
	Jan 8	Fundamental Motives	
Week 2	Jan 13	Basic Emotions	
	Jan 15	Needs and Drives	
Week 3	Jan 20	Psychological Needs and Drives	
	Jan 22	Conditioning	
Week 4	Jan 27	Addiction	
	Jan 29	Habit	Article selected by 1/30/15
Week 5	Feb 3	Emotions and Rationality	
	Feb 5	Test 1	Test 1
Week 6	Feb 10	Emotions as motives	
	Feb 12	Consciousness and Intention	Article review due
Week 7	Feb 17	Self-control	Paper topic due
	Feb 19	Self-control II	
Week 8	Feb 24	Willpower	
	Feb 26	Willpower II	
Week 9	Mar 3	Happiness	
	Mar 5	Well-being	Paper due @ 6:00 Friday March 6
Week 10	Mar 10	Purpose and Meaning	
	Mar 12	Test 2	Test 2
Final	N/A	N/A	N/A