

# **PSYC\*4750\*01, Course Outline: Winter 2018**

## **General Information**

**Course Title:** PSYC\*4750\*01 Seminar in Motivation and Emotion

### **Course Description:**

This course provides an in-depth examination of motivation and emotion— the neurocognitive mechanisms and corresponding subjective feelings that focus thoughts and behaviours in an adaptive way toward some objects and events in the environment and away from others. The course material and assignments will cover what is known about motivation and emotion from research in the overlapping fields of cognitive and social psychology, emotion theory, and cognitive-affective neuroscience.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter 2018

**Class Schedule and Location:** ROZH, Room 102, Tue & Thur: 2:30-3:50 PM

## **Instructor Information**

Instructor Name: Dr. Jennifer Murray

Instructor Email: [jmurr@uoguelph.ca](mailto:jmurr@uoguelph.ca)

Office location and office hours: MCKN 3020; ext. 56330; meeting by email arrangement

## **GTA Information**

GTA Name: TBD

GTA Email: TBD

GTA office location and office hours: TBD

## **Course Content**

### **Specific Learning Outcomes:**

By the end of this course, successful students should be able to:

1. Critically assess scientific literature related to motivation and emotion.
2. Contrast theoretical approaches for investigating motivation within observable behavior.
3. Conceptualize the notion that motivation is derived from interactions between internal and psychophysical sources.
4. Describe the neural mechanisms of distinct sources of motivation.
5. Explain the impact of individual variation on motivation.

## Lecture Content:

The following outlines the expected progression of the course. I reserve the right to revise this schedule as necessary. Readings should ideally be conducted in advance of the course lectures.

Jan 9	Lecture 1: Introduction and Conceptualization	Chapter 1 P&G
Jan 11	Lecture 2: Research Methods and Science Literacy	Chapter 5 Carlson
Jan 16	Lecture 3: Theory and Approach	Chapter 2 P&G
Jan 18	Lecture 4: Homeostasis I	Chapter 4 P&G Chapter 5 Deckers
Jan 23	Lecture 5: Homeostasis II	
Jan 25	Literature Summary 1 due Lecture 6: Sleep and Arousal I	Chapter 3 P&G
Jan 30	Lecture 7: Sleep and Arousal II	
Feb 1	Lecture 8: Stress and Coping I	Chapter 7 Deckers
Feb 6	Lecture 9: Stress and Coping II	
Feb 8	Lecture 10: Conditioning Processes I	Chapter 5 P&G
Feb 13	Lecture 11: Conditioning Processes II	
Feb 15	Literature Summary 2 due Lecture 12: Incentive Motivation	Chapter 6 P&G
Feb 20*	No Class; Winter Break	
Feb 22*	No Class; Winter Break	
Feb 27	Discussion Session	
Mar 1	Midterm Exam	
Mar 6	Lecture 13: Novelty and Sensation Seeking	Chapter 7 P&G
Mar 8	Lecture 14: Addiction I	Chapter 4 Deckers
Mar 13	Lecture 15: Addiction II	
Mar 15	Literature Summary 3 due Lecture 16: Addiction III	
Mar 20	Lecture 17: Choice – Risk and Reward	Chapter 12 Deckers
Mar 22	Lecture 18: Choice – Economics	
Mar 27	Lecture 19: Choice – Affective Influence	Chapter 12 P&G
Mar 29	Lecture 20: Emotional Motivation	
Apr 3	Lecture 21: Emotional Motivation	
Apr 5	Literature Summary 4 due Discussion Session	

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Literature Summary 1	January 25	10%	1-5
Literature Summary 2	February 15	10%	1-5
Midterm Exam	March 1	20%	1-5
Literature Summary 3	March 15	10%	1-5
Literature Summary 4	April 5	10%	1-5
Final Exam (cumulative)	TBD	40%	1-5

### Additional Notes:

The Midterm and Final exams will be a mixture of multiple choice and short-answer questions. Questions will be derived from lectures and assigned readings. Short segments of scientific literature provided directly within the exams will also be used as a source of questions.

Literature summaries are to be based on primary research articles provided in the list below. Students must select one article from each topical list:

#### Summary 1:

(Carlin et al., 2016)

(Cuthbert, Foster, & Ramdath, 2017)

#### Summary 2:

(Dias-Ferreira et al., 2009)

(Suo et al., 2013)

(Snyder, Soumier, Brewer, Pickel, & Cameron, 2011)

#### Summary 3:

(Terracciano, Löckenhoff, Crum, Bienvenu, & Costa, 2008)

(Shin, Hong, & Jeon, 2012)

(Robinson & Berridge, 2013)

#### Summary 4:

(Minhas & Leri, 2014)

(Sellitto, Ciaramelli, & di Pellegrino, 2010)

Each Literature Summary should be approximately 2-3 pages, double-spaced, plus a title page with your name, student ID, and a citation of the article upon which you are writing. Your summary should include an overview of the article and include a discussion of the authors' interpretations of their findings as well as a discussion of the broader impact of the science on society.

**Final examination date and time: TBD**

**Final exam weighting: 40%**

[Examination Regulations](#)

## Course Resources

### Required Texts:

Petri, H. & Govern, J (2013) *Motivation: Theory, Research, and Application*. 6<sup>th</sup> Edition.

**Other required book chapters** will be provided on Slack (see 'Other Resources' below) and CourseLink:

Carlson, NR (2014) Chapter 5: Methods and Strategies of Research, in: *Foundations of Behavioral Neuroscience*, 9<sup>th</sup> Edition, Pearson.

Deckers, L (2014) Chapter 4: Addictions and Addictive Behaviors, in: *Motivation: Biological, Psychological, and Environmental*. 4th Edition, Pearson Education, Inc.

Deckers, L (2014) Chapter 5: Homeostasis: Temperature, Thirst, Hunger, and Eating, in: *Motivation: Biological, Psychological, and Environmental*. 4th Edition, Pearson Education, Inc.

Deckers, L (2014) Chapter 7: Stress, Coping, and Health, in: *Motivation: Biological, Psychological, and Environmental*. 4th Edition, Pearson Education, Inc.

Deckers, L (2014) Chapter 12: Economics of Motivation, in: *Motivation: Biological, Psychological, and Environmental*. 4th Edition, Pearson Education, Inc.

**Articles** that are options for literature summary assignments will be provided on Slack and CourseLink:

Carlin, J. L., McKee, S. E., Hill-Smith, T., Grissom, N. M., George, R., Lucki, I., & Reyes, T. M. (2016). Removal of high-fat diet after chronic exposure drives binge behavior and dopaminergic dysregulation in female mice. *Neuroscience*, 326, 170–179. <https://doi.org/10.1016/j.neuroscience.2016.04.002>

Cuthbert, C. E., Foster, J. E., & Ramdath, D. D. (2017). A maternal high-fat, high-sucrose diet alters insulin sensitivity and expression of insulin signalling and lipid metabolism genes and proteins in male rat offspring: effect of folic acid supplementation. *British Journal of Nutrition*, 118(8), 580–588. <https://doi.org/10.1017/S0007114517002501>

Dias-Ferreira, E., Sousa, J. C., Melo, I., Morgado, P., Mesquita, A. R., Cerqueira, J. J., ... Sousa, N. (2009). Chronic stress causes frontostriatal reorganization and affects decision-making. *Science (New York, N.Y.)*, 325(5940), 621–5. <https://doi.org/10.1126/science.1171203>

Minhas, M., & Leri, F. (2014). The Effect Of Heroin Dependence On Resumption Of Heroin Self-Administration In Rats. *Drug and Alcohol Dependence*, 138, 24–31. <https://doi.org/10.1016/j.drugalcdep.2014.01.007>

Robinson, M. J. F., & Berridge, K. C. (2013). Instant Transformation of Learned Repulsion into Motivational "Wanting." *Current Biology*, 23(4), 282–289. <https://doi.org/10.1016/j.cub.2013.01.016>

Sellitto, M., Ciaramelli, E., & di Pellegrino, G. (2010). Myopic discounting of future rewards after medial orbitofrontal damage in humans. *The Journal of Neuroscience : The Official Journal of the Society for Neuroscience*, 30(49), 16429–36. <https://doi.org/10.1523/JNEUROSCI.2516-10.2010>

- Shin, S. H., Hong, H. G., & Jeon, S.-M. (2012). Personality and alcohol use: the role of impulsivity. *Addictive Behaviors, 37*(1), 102–7.  
<https://doi.org/10.1016/j.addbeh.2011.09.006>
- Snyder, J. S., Soumier, A., Brewer, M., Pickel, J., & Cameron, H. a. (2011). Adult hippocampal neurogenesis buffers stress responses and depressive behaviour. *Nature, 476*(7361), 458–61. <https://doi.org/10.1038/nature10287>
- Suo, L., Zhao, L., Si, J., Liu, J., Zhu, W., Chai, B., ... Lu, L. (2013). Predictable chronic mild stress in adolescence increases resilience in adulthood. *Neuropsychopharmacology : Official Publication of the American College of Neuropsychopharmacology, 38*(8), 1387–400.  
<https://doi.org/10.1038/npp.2013.67>
- Terracciano, A., Löckenhoff, C. E., Crum, R. M., Bienvenu, O. J., & Costa, P. T. (2008). Five-Factor Model personality profiles of drug users. *BMC Psychiatry, 8*, 22.  
<https://doi.org/10.1186/1471-244X-8-22>

### **Other Resources:**

**Slack** is an online workspace that can be accessed via internet browser or a downloaded app onto your smartphone or other device. Additional course materials will be available on it (as well as CourseLink). While not mandatory, I recommend using it to more fully engage with your peers about the class.

You can log in using your uoguelph.ca email address and entering the following url:  
[psyc4750w18.slack.com](https://psyc4750w18.slack.com)

More information about Slack will be provided in the first lecture.

**iClicker** software will be incorporated throughout the semester to poll student learning in the class during lectures. Your participation in this is fully voluntary, however, as it is a very useful tool, I will incentivize its use as a form of extra credit. The way this will work is as follows: At the end of the semester, credits earned using iClicker for general participation and answer accuracy can replace up to 10% of the course grade. The number of accurately-answered questions required for full replacement will be based on the highest number of accurately-answered questions within the class. For instance, if 100 questions are answered accurately by one individual in the class by the end of the semester, then 100 accurately-answered questions are required for replacing a full 10% of the course grade. In this example, if you answered 40 questions correctly, then you can replace up to 4% of your course grade.

More information about iClicker will be provided in the first lecture.

## **Course Policies**

### **Grading Policies**

Literature summaries are to be submitted electronically by the start of class on the date they are due. Beginning 1 min after class start (according to the time-stamp of submission, each 24-hr delay will result in 25% automatic deduction in the overall available grade for the summary. A summary submitted 3 days and 1 minute past the due date **will not be graded**.

Literature summaries will be graded according to the following rubric:

50% clarity in demonstrating an understanding of the published:

Purpose (10%)

Methods (20%)

Findings (10%)

Discussion (10%)

25% assessment of the authors' interpretation of what they found within the broader research context

25% assessment of the potential impact of the research on society

Each literature summary is worth 10% of the overall grade.

### **[Undergraduate Grading Procedures](#)**

**Course Policy regarding use of electronic devices and recording of lectures:**

***Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.***

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

**[Academic Consideration, Appeals and Petitions](#)**

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is March 9<sup>th</sup>, 2018. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)

### **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work

carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.