

PSYC*4750*01, Course Outline: Fall 2015

General Information

Course Title: Motivation and Emotion

Course Description: This course provides an overview of human 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 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): Department of Psychology

Semester Offering: F15

Class Schedule and Location: Tue, Thu: 2:30 - 03:50PM, MCKN, Room 120

Instructor Information

Instructor Name: Mark Fenske, PhD

Instructor Email: mfenske@uoguelph.ca

Office location and office hours: Room 4001 - MacKinnon Extension, Thu: 1:00 – 2:00PM

GTA Information

GTA Name: Blaire Dube

GTA Email: bdube@uoguelph.ca

GTA office location and office hours: TBA

GTA Name: Elizabeth Clancy

GTA Email: clancye@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

Upon the successful completion of this course, you should have:

- 1) acquired an understanding of major advances within cognitive and social psychology, emotion theory, and social-affective neuroscience regarding the study of human motivation and emotion.
- 2) gained an ability to critically assess the usefulness of research methods and experimental designs for revealing the psychological and neural substrates of motivation- and emotion-driven thoughts and behaviour.
- 3) learned how to apply research methods and experimental techniques to design and report a scientific study into how motivation/emotion influences human thought, feelings, and/or behaviour.
- 4) realized the value of using multiple converging approaches to examine links between the neural and cognitive mechanisms of motivation/emotion.
- 5) expanded your communication skills to be able to describe ways in which motivation/emotion research can be applied to promote successful outcomes in day-to-day activities.

Lecture Content:

Date	Topic	Readings
Sep. 10	Introduction to the course	Ch. 1
Sep. 15	Motivational science / history	Ch. 2
Sep. 17	Motivation / emotion and the brain	Ch. 3
Sep. 22-24	Functions of Emotion / Mood	Ch. 12-14
Sep. 29	Physiological needs: Hunger/Thirst	Ch. 4
Oct. 01	Physiological needs: Sex	TBA
Oct. 06	Motivational value: Neuroeconomics	TBA
Oct. 08	Midterm Exam I	TBA
Oct. 13	No class	
Oct. 15	Regulating emotion / motivation	Ch. 12
Oct. 20	Music (Newspaper Project: Due)	TBA
Oct. 27	Extrinsic motivation	Ch. 5
Oct. 29	Psychological/Social needs	Ch. 6-7
Nov. 03	No class	
Nov. 05	Boredom	TBA
Nov. 10	Goals / Mindsets	Ch. 8-9
Nov. 12	Self-related processes	Ch. 10-11
Nov. 17	Improving self-control	TBA
Nov. 19-24	Addiction	TBA
Nov. 26	Midterm Exam II	
Dec. 01	Unconscious motivation (Research Project: Due)	Ch. 16
Dec. 03	Implicit / explicit motivation-emotion	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam I	Oct. 08	25	1, 2, 4, 5
Newspaper Column	Oct. 20	20	1, 2, 5
Midterm Exam II	Nov. 26	25	1, 2, 4, 5
Research Project	Dec. 01	30	1, 2, 3

Additional Notes:

Lecture Content: The list of topics and readings for the dates indicated above represents a tentative course schedule that is subject to change throughout the semester.

Midterm Exams: Exams will be designed to assess students' understanding of all material covered in readings (text and supplementary articles) and in-class lectures. The exams are not cumulative in nature, and the format of each exam will be a mixture of multiple-choice and/or short written-answer questions. Exam content will cover both readings and lectures.

Assignment - Newspaper Column: Each student will be required to translate and make accessible to the public-at-large a set of key scientific findings on an emotion/motivation-related topic of their choice. The resulting written overview will take the form of a newspaper column. This project is designed to provide you with experience in the art of knowledge translation by requiring that you conduct a literature search, then read and summarize journal articles in a way that could be understood (and that would be of interest!) if read by a general audience without a background in psychology or neuroscience. The final column must not exceed 600 words.

Assignment - Research Review/Proposal: Each student will be required to write a brief overview of an area of memory research, identify a question of interest within the area, and propose an experiment to address the question of interest. This project is designed to provide you with experience in conducting a literature search, reading and summarizing journal articles, generating hypotheses, and applying your knowledge of cognitive psychology and/or cognitive-neuroscience techniques, research methods and data analysis to design a study that will test your hypotheses. The proposal must be typed and should adhere to APA format guidelines. The resulting paper must not exceed 20 double-spaced pages, including the title page, abstract, references, and any tables or figures.

Course Resources

Required Texts:

Reeve, J. (2014). *Understanding Motivation and Emotion* (6th edition). New York: John Wiley and Sons, Inc. (Available through Course Reserve at McLaughlin Library).

Other Resources:

Additional readings will be announced and made accessible through CourseLink.

Course Policies

Grading Policies

Completed assignments must be submitted directly to the instructor at the beginning of class on the due date indicated above. Early submissions are welcome, but must be made directly to the instructor. Late submissions and those submitted in any other way will not be accepted. **Failure to submit an assignment on time will result in a grade of zero for that assignment.** Additional grade-related information can be found in the calendar under [Undergraduate Grading Procedures](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml):
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

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, Appeals and Petitions:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

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](https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-amisconduct.shtml) is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-amisconduct.shtml>

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 the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the [Student Accessibility Services Website: http://www.uoguelph.ca/csd/](http://www.uoguelph.ca/csd/)

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 November 6, 2015. For regulations and procedures for Dropping Courses, see the [Current Undergraduate Calendar: https://www.uoguelph.ca/registrar/calendars/undergraduate/current/](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/)