

PSYC*4750*01, Course Outline: Winter 2023

General Information

Course Title: 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 fields of biological, cognitive, and social psychology, emotion theory, and cognitive-affective neuroscience.

Credit Weight: 0.50

Academic Department: Department of Psychology

Semester Offering: Winter 2023

Class Schedule and Location: M/W/F 8:30 AM - 9:20 AM in MCKN Room 117

Instructor Information

Instructor Name: Dr. Mark Fenske

Instructor Email: mfenske@uoguelph.ca

Office location and office hours: Room 3020 - MacKinnon Extension, TBA

GTA Information

GTA Name: Donnelle Dimarco

GTA Email: dimarcod@uoguelph.ca

GTA office location and office hours: TBA

GTA Name: Jessica Kespe

GTA Email: jkespe@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

Critical & Creative Thinking:

Depth & Breadth of Understanding (Master)

Inquiry & Analysis (Master)

Problem Solving (Master)

Literacy:

Information (Master)
Methodological (Master)
Quantitative (Reinforce)

Communication:

Oral (Master)
Written (Master)
Reading (Master)
Integrative (Master)

Professional and Ethical Behaviour:

Ethical Reasoning (Reinforce)
Ethical Issues in Research (Reinforce)

These Learning Outcomes will be achieved through the successful completion of the following Objectives. By the end of this course you should be able to:

- 1) understand contemporary methods and recent advances within cognitive and social psychology, emotion theory, and cognitive-affective neuroscience regarding the study of human motivation and emotion.
- 2) demonstrate critical assessments of the usefulness of experimental designs and research techniques for revealing the psychological and neural substrates of motivation- and emotion-driven thoughts and behaviour.
- 3) show an ability to articulate the value of collaboration across scientific disciplines and the use of multiple converging approaches to address complex scientific questions.
- 4) demonstrate and assess the written, oral, and visual communication skills needed to effectively convey to others how research findings can help us understand how motivation/emotion influences human thought, feelings, and behaviour and can otherwise aid successful outcomes in day-to-day activities.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm Exam	Jan. 18	10	1, 2
Music Project	Feb. 10	10	1, 2, 3, 4
Video presentation	TBA	20	1, 2, 3, 4
Group-led Discussion	TBA	5	1, 2, 3, 4
Article Questions	Before each 'videos' class	10 (best 10 of 12)	1, 2
PEAR Video Assessments	End of each 'videos' class	10 (best 20 of 23)	1, 2, 4
Newspaper Assignment	Mar. 20	10	1, 2, 3, 4

Additional Notes:

Midterm Exam: The Midterm exam will assess students' understanding of all material covered in the readings and in-class lectures on Theory and Methods. The format of the exam will be multiple-choice questions. Exam content will cover both lectures and any assigned readings.

Assignment – Music Project: Each student will be required to identify an auditory stimulus (i.e., a song or piece of music) that has the capacity to strongly elicit an emotional or motivational response, and briefly summarize the scientific research that best explains how the perceptual, conceptual, and/or other musical aspects of the chosen auditory stimulus are able to evoke such effects. This project is designed to provide you with experience in conducting a literature search and reading and summarizing the resulting journal article(s) while considering the scientific basis of common human experiences. The final summary must not exceed 600 words, not including your title and references.

Assignment – Video Presentation: Each student will be required to create and display in class a 5-minute (or shorter) video presentation that highlights an empirical research paper. Possible topics will be provided in the assignment outline. This project requires you to search for and select a journal article reporting research using one or more cognitive-behavioural, psychophysiological, and/or cognitive-neuroscience techniques to address a critical research question within your assigned topic, and then develop an understanding of how your chosen study fits within the context of prior research within that area. Such background knowledge will be critical for determining which details are crucial for understanding the advance in knowledge made by the study, and how to best translate this information to make it accessible to your classmates. The selected journal article must be uploaded to the corresponding CourseLink Dropbox at least one week prior to the scheduled date of the video presentation, along with a 'burning question' for classmates to consider while reading the article. Each video will be assessed for how effectively it communicates the key objectives, findings and significance of the research reported in the chosen article, and for the extent to which it does so in a clear, concise, and engaging / entertaining way. Creativity is encouraged. This project is designed to enhance your inquiry and analysis skills, your depth and breadth of understanding, and your conceptual, methodological and quantitative literacy, while developing valuable visual and oral communication skills.

Assignment – Group-led Discussion: In addition to the video presentation, each video creator will be responsible for working with the other students whose videos are shown on the same day to develop and lead a post-presentation discussion. As part of this process, each student must submit, along with their selected journal article (i.e., one week prior to the scheduled date of their video presentation), a 'burning question' for the class to consider while reading the article and watching their video. Each group-led discussion will be assessed for the extent to which it highlights connections among the various theoretical perspectives, methodological approaches and findings presented in the different videos and the broader significance of the group's area of research. This project is designed to enhance your inquiry and analysis skills,

your depth and breadth of understanding, and your conceptual, and methodological, and quantitative literacy, while developing your inter-personal communication skills.

Assignment – Article Short-Answer Questions: For each class involving student presentations, a subset of the students not giving a presentation that day will be assigned one of the empirical research articles selected by the student presenters for that class. You will be told in advance the specific classes for which you will be assigned an article to read. You must then read each assigned article and provide brief written answers to a short series of questions about the content of the article prior to the class it is scheduled to be presented in. The questions will be posted and answered using the Quiz function on the CourseLink page before each of these classes. To account for the possibility of missed short-answer submissions due to sickness, only the best 10 of the 12-total possible submissions will count towards your final grade. If you miss completing and submitting answers to the questions about one of the articles, this will be treated as one of the grades to be dropped—you do NOT need to provide documentation, nor inform the instructor. If you fail to submit article-question answers three times, each additional missed submission will be given a grade of zero and count as such toward your final grade.

Assignment – PEAR Video-presentation Assessments: Each student will be required to watch and listen to every video presentation (aside from their own) and provide their assessment of its effectiveness via the Peer Evaluation, Assessment and Review (PEAR) Tool. To account for the possibility of missed opportunities to observe videos and submit assessments due to sickness, only the best 20 of the 23-total possible forms will count towards your final grade. If you miss submitting a set of assessments, this will be treated as one of the grades to be dropped—you do NOT need to provide documentation, nor inform the instructor. If you fail to submit a set of assessments three times, each additional missed submission will be given a grade of zero and count as such toward your final grade.

Assignment – Newspaper Column: Each student will be required to translate and make accessible to the public-at-large a set of key cognitive-affective findings on a 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 column must be typed and must not exceed 600 words.

Course Schedule: This is tentative and subject to change throughout the semester.

Date	Topic
Jan. 09	Introduction: Video+Discussion topic selection / music
Jan. 11	Theory and Methods: Cognitive-behavioural
Jan. 13	Theory and Methods: Psychophysiology
Jan. 16	Theory and Methods: Neuroimaging
Jan. 18	Exam: Midterm

Jan. 20	Preparing video / newspaper assignment
Jan. 23	Videos-class 1: emotion: visceral feelings
Jan. 25	Videos-class 2: emotion: expression - gaze
Jan. 27	Videos-class 3: emotion - expression - voice
Jan. 30	Videos-class 4: emotion: expression - face
Feb. 01	Videos-class 5: emotion: expression - body
Feb. 03	Summary & Discussion: Feelings and expressions
Feb. 06	Videos-class 6: social evaluations - assessments
Feb. 08	Videos-class 7 social evaluations - uncanny valley
Feb. 10	No class (music assignment due)
Feb. 13	Videos-class 8: social evaluations - contagious
Feb. 15	Videos-class 9: social evaluations - connections
Feb. 17	Summary & Discussion: Social evaluations
Feb. 20-24	No class: WINTER BREAK
Feb. 27	Videos-class 10: affective engagement - states
Mar. 01	Videos-class 11: affective engagement - focus
Mar. 03	Videos-class 12: affective engagement - attention
Mar. 06	Videos-class 13: affective engagement - memory
Mar. 08	Summary & Discussion: Affective engagement
Mar. 10	Videos-class 14: motivated behaviour – eating/drinking
Mar. 13	Videos-class 15: motivated behaviour - sex
Mar. 15	Videos-class 16: motivated behaviour – drug use
Mar. 17	Videos-class 17: motivated behaviour - gambling
Mar. 20	Summary & Discussion: motivated (newspaper assignment due)
Mar. 22	Videos-class 18: regulation - emotion
Mar. 24	Videos-class 19: regulation - inhibitory
Mar. 27	Videos-class 20: regulation - behavioural
Mar. 29	Summary & Discussion: Regulation
Mar. 31	Videos-class 21: motivating behaviour - self
Apr. 03	Videos-class 22 motivating behaviour - success
Apr. 05	Videos-class 23: motivating behaviour - economic
Apr. 07	No class: HOLIDAY
Apr. 10	Summary & Discussion: Motivating behaviour

Course Resources

Required Texts:

There is no course textbook.

Other Resources:

All readings will be announced and made accessible through CourseLink.

Course Policies

Grading Policies

Completed assignments must be submitted by the due date indicated above. Early submissions are welcome. Late submissions 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](#).

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](#).

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.

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 (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see 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 April 10, 2023. For regulations and procedures for Dropping Courses, see the [Current Undergraduate Calendar](#).

Additional Course Information

Plagiarism Detection Software

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 advanced detection algorithms to identify plagiarism committed through the use of artificial intelligence (e.g., AI chat bots). Your instructor will also 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 academic misconduct. In this course, you may screen your own assignments through Turnitin multiple times 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.