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
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.
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.

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

<table>
<thead>
<tr>
<th>Assignment or Test</th>
<th>Due Date</th>
<th>Contribution to Final Mark (%)</th>
<th>Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Summary 1</td>
<td>January 25</td>
<td>10%</td>
<td>1-5</td>
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<tr>
<td>Literature Summary 2</td>
<td>February 15</td>
<td>10%</td>
<td>1-5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>March 1</td>
<td>20%</td>
<td>1-5</td>
</tr>
<tr>
<td>Literature Summary 3</td>
<td>March 15</td>
<td>10%</td>
<td>1-5</td>
</tr>
<tr>
<td>Literature Summary 4</td>
<td>April 5</td>
<td>10%</td>
<td>1-5</td>
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<tr>
<td>Final Exam (cumulative)</td>
<td>TBD</td>
<td>40%</td>
<td>1-5</td>
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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:


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


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


**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

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: 
[A link to the 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 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 9th, 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.