

# **PSYC\*4750-02, Course Outline: Fall 2016**

## **General Information**

**Course Title:** PSYC\*4750-02 Seminar in Motivation and Emotion

### **Course Description:**

The study of motivation seeks to understand how motivation (the inducement of action, feelings, and thought) leads to behavior, as examined from physiological, psychological, and environmental perspectives. Emotions, serving as motives, help individuals prepare to adjust to various life events. This course examines the topics of motivation and emotion from various subdisciplinary perspectives, adopting a senior seminar format.

**Credit Weight:** 0.5

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

**Semester Offering:** Fall 2016

**Class Schedule and Location:** RICH, Room 2529, Monday 7:00-9:50 PM

## **Instructor Information**

Instructor Name: Dr. Erin Rock

Instructor Email: erock@uoguelph.ca

Office location and office hours: MCKN 3016, Monday 5:30-6:30 PM

## **GTA Information**

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: TBA

## **Course Content**

### **Specific Learning Outcomes:**

Weekly quizzes will assess comprehension and application of learned material as they synthesize textbook material and identify main concepts. On the indicated class periods students will gain oral communication and presentation skills as they present assigned textbook material. This exercise will help students master course material, so that they are able to present it to their peers. In addition to the textbook material, students will also present an original research article related to their textbook section. This will allow further exploration of relevant original research articles of interest and familiarize them with reading these types of publications to extract key points.

As a capstone experience, each student will develop a written research proposal based upon material discussed in class or directly related to motivation and emotion. This exercise will allow students to explore a research question of interest, through application of critical and creative thinking. Students must assess, evaluate, and integrate the current literature and apply this knowledge to develop a unique proposal to investigate their specific research question. Through a writing services workshop geared towards developing and writing this research proposal, students will have the opportunity to improve their literacy skills (research and writing) and apply these skills directly to their research proposal.

### **Lecture Content:**

<b>Week 1</b>	Lecture 1: Sept 12–	Introduction to course, information on assignment of presentation groups/dates/topics Chapter 1 – Introduction Chapter 2 – History
<b>Week 2</b>	Lecture 2: Sept 19–	Chapter 2 – History (continued) Chapter 3 – Evolutionary Antecedents of Motivation <b>(Quiz 1, Chapter 1-3)</b>
<b>Week 3</b>	Lecture 3: Sept 26–	Writing Services Workshop <b>(Quiz 2, on workshop material)</b>
<b>Week 4</b>	Lecture 4: Oct 03–	Chapter 4-Addictions and Addictive Behaviors 1 <sup>st</sup> presentation Drugs of Abuse and Addiction (pp. 81-92) 2 <sup>nd</sup> presentation The Addiction Process (pp. 93-103) 3 <sup>rd</sup> presentation Behavioral Addictions (pp.104-112) <b>(Quiz 3)</b>
<b>Week 5</b>	<b>Oct 10— Holiday--NO CLASSES SCHEDULED -- classes rescheduled to Friday, December 2</b>	
<b>Week 6</b>	Lecture 5: Oct 17–	Chapter 5-Homeostasis 4 <sup>th</sup> presentation Internal Factors (pp. 113-125) 5 <sup>th</sup> presentation Food Characteristics and Eating (pp. 125-132) 6 <sup>th</sup> presentation Person Characteristics (pp. 132-138) <b>(Quiz 4)</b>
<b>Week 7</b>	Lecture 6: Oct 24–	Chapter 6- Behaviour, Arousal, and Affective Valence 7 <sup>th</sup> presentation Arousal & Performance (pp. 139-148) 8 <sup>th</sup> presentation Theories (pp. 148-154) 9 <sup>th</sup> presentation Arousal & Affective Valence (pp. 154-166) <b>(Quiz 5) Preliminary Research Proposals due at beginning of class</b>
<b>Week 8</b>	Lecture 7: Oct 31–	Chapter 7- Stress, Coping and Health 10 <sup>th</sup> presentation Relationship:Life Events & Stress (pp. 167-183) 11 <sup>th</sup> presentation Stressors Affect the Body (pp. 183-189) 12 <sup>th</sup> presentation Variables & Impact of Life Events (pp. 189-197) <b>(Quiz 6)</b>

- Week 9**      Lecture 8: Nov 07–      Chapter 8-Drives and Psychological Needs  
13<sup>th</sup> presentation Drives and Needs (pp. 198-212)  
14<sup>th</sup> presentation Psychological Needs (pp. 212-229)  
Chapter 9-Personality and Motivation  
15<sup>th</sup> presentation Personality Associated Motivation (pp.230-241)  
16<sup>th</sup> presentation Personality Traits Affect Motivation (pp. 241-255)  
**(Quiz 7, Chapters 8 & 9)**
- Week 10**      Lecture 9: Nov 14–      Chapter 10 Extrinsic & Intrinsic Motivation  
17<sup>th</sup> presentation Extrinsic Motivation & Incentive (pp. 256-262)  
18<sup>th</sup> presentation Factors that Affect Incentive Value (pp. 262-274)  
19<sup>th</sup> presentation Intrinsic Motivation (pp. 274-280) **(Quiz 8)**
- Week 11**      Lecture 10: Nov 21–      Chapter 13 Emotions and Moods  
20<sup>th</sup> presentation Characteristics of Emotion (pp. 338-353)  
21<sup>st</sup> presentation Function of Arousal (pp. 353-360)  
22<sup>nd</sup> presentation Moods (pp. 360-366) **(Quiz 9)**
- Week 12**      Lecture 11: Nov 28–      Chapter 14 Emotions as Motives  
23<sup>rd</sup> presentation Appraisals (pp. 367-378)  
24<sup>th</sup> presentation Emotions Motivate Facial Expressions (pp. 378-388)  
25<sup>th</sup> presentation Motivating Function of Emotions (pp. 388-398)  
**(Quiz 10)**
- Week 13**      Lecture 12: Dec 02–      **NOTE THAT THIS IS A FRIDAY**  
Course wrap-up  
**Final Research Proposals due at the beginning of class**

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Quizzes (at the end of class)	Indicated classes (see above)	40% (10 quizzes, 4% each)	textbook material synthesis, main concepts identified and applied
Preliminary Research Proposal	October 24, 2016	5%	Develop research question and discuss how you will test it
Final Research Proposal	December 02, 2016	30%	Critical and creative thinking; learn to assess, evaluate, integrate literature; improve literacy skills

## **Additional Notes:**

### ***Oral presentation (25%):***

In groups of 4, prepare and deliver a lecture-style presentation (using Powerpoint), comprehensively summarizing the assigned textbook material. In addition to covering the textbook material, you must also select and present an original research article (not a review) that is cited within your assigned section, or an article that is directly related to the material discussed in your section.

Summarize the article by discussing the rationale (introduction or background), and the research methods. Focus on the research results by bringing in the actual figures from the article and explain what these findings mean and relate them to your topic. For full marks, students should endeavor to go beyond a surface level presentation. Presentations must engage the audience (ie. incorporate discussion, participation) and be 20-25 min in length to allow time for questions/discussion afterwards. These times will be enforced. The presentation grade will suffer if it is shorter than 20 min or longer than 25 min.

The presentation should be evenly divided so that each partner delivers an equal portion of the oral presentation. How students divide their efforts is entirely up to the group, and it is the group's responsibility to ensure all material is covered. Please see Courselink for Presentation Tips.

**No less than one week before you present**, you must have selected and one group member must have emailed to me the research article (as a .pdf) you have chosen to present. Failure to do so by 7 PM will result in a **5 point** deduction. **No less than 24 hours before you present**, one group member must have emailed me your presentation file (in powerpoint) so that it can be loaded and ready to go for the classroom. Failure to do so by 7 PM will result in a **5 point** deduction.

### ***Quizzes (40%, 10 quizzes, each worth 4%):***

To ensure that students are actively reading the course material so that they can contribute meaningfully to class discussion, at the end of the indicated classes, a 10-min quiz will be given covering material discussed in lectures, presentations, and the assigned readings. There will be a total of 10 quizzes. There will be **no make up quizzes** and I will not be dropping your lowest quiz grade. In the case of an excused absence from class (you must email the instructor for approval), then the next quiz grade can be counted twice. If quiz 10 is missed, the grade from quiz 9 will be counted twice. **Only one excused absence per student will be acceptable.** Attendance at all class meetings is strongly encouraged.

### ***Preliminary Research Proposal (5%):***

Due **Oct 24, 2016** at the **beginning** of class. **No late submissions will be accepted.** Be on time!

Throughout the course you should be thinking of a research question that would extend the findings we discuss in class. The research proposal should arise from the assigned readings and class discussions, but topics directly related to motivation and emotion are also acceptable.

This Preliminary Research Proposal is intended for you to:

- 1) begin thinking about and working on your proposal early
- 2) receive feedback about your proposed topic before you submit your final paper

This Preliminary Research Proposal (max two pages, double spaced, with references on an additional third page) will outline your proposed research topic/question, briefly describe how you will answer this question (methods), along with a list of references containing at least 5 journal article references that are directly relevant to answering your specific research question. A handout detailing requirements will be provided on Courselink.

### ***Final Research Proposal (30%):***

Due **Dec 02, 2016** at the **beginning of class**. Be on time! The paper should be no longer than 10-pages double-spaced (plus references). For each day late, the grade will be penalized by 5 out of the 30 points (~17%).

The written proposal will be in APA style and will include a title page, abstract, introduction, method sections, expected results (including the design of the experiment and how you intend to analyze the results) and references. The introduction should be no longer than 5 pages and will include material from at least 10 primary references (not including those listed above on the course outline) based on a literature search. The method section should specifically tell the reader what you would do, in such a way that another could replicate it. Refer to other journal articles to obtain specific methodological details, but be sure to refer to these references within the methods section. The method section should be complete and written as a proposal (in future tense). More details will be provided in class and posted on Courselink.

## **Course Resources**

### **Required Texts:**

Deckers, L. (2014). *Motivation: Biological, Psychological, and Environmental* (4<sup>th</sup> edition). USA: Pearson Education, Inc.

A copy of the text has been put on reserve in the library.

### **Other Resources:**

Any additional resources will be provided on Courselink.

## **Course Policies**

### **Grading Policies**

#### ***Oral Presentation***

No less than one week before you present, you must have selected and one group member must have emailed to me the research article (as a .pdf) you have chosen to present. Failure to do so by 7 PM will result in a 5 point deduction.

No less than 24 hours before you present, one group member must have emailed me your presentation (in powerpoint) so that it can be loaded and ready to go for the classroom. Failure to do so by 7 PM will result in a 5 point deduction.

#### ***Preliminary Research Proposal***

No late (after the beginning of class at 7 PM) submissions will be accepted.

#### ***Final Research Proposal***

Due Dec 02, 2016 at the beginning of class (at 7 PM). For each day late the grade will be penalized by 5 out of the 30 points.

### **Course Policy on Group Work:**

Students will work in groups for the oral presentations. Each group member must evenly contribute to the presentation preparation, as well as the in-class presentation of the material. Failure to do so will be reflected in a student's grade for this component of the course. Please let me know well before your presentation date if there are any issues in the degree of effort being made by a presenting group member.

### **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 the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@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 **November 04, 2016**. 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. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

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.