

PSYC*4750, Course Outline: Winter 2020

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. This course examines the topics of motivation and emotion from various subdisciplinary perspectives, adopting a senior seminar format and problem-centered approach

Credit Weight: 0 .50

Academic Department (or campus): Psychology

Semester Offering: W20

Class Schedule and Location: MWF 9:30-10:20, ROZH102

Instructor Information

Instructor Name: Elizabeth Clancy

Instructor Email: clancye@uoguelph.ca

Office location and office hours: MCKN 4022; ext. TBA; meeting by email arrangement

GTA Information

GTA Name: Monique Carvalho

GTA Email: mcarvalho@uoguelph.ca

GTA office location and office hours: TBD

GTA Name: Thomas Lapointe

GTA Email: tlapoint@uoguelph.ca

GTA office location and office hours: TBD

GTA Name: Ethan Huff

GTA Email: ehuff@uoguelph.ca

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. LO 1.1 – Depth & Breadth of Understanding (3 – master)
2. LO 1.2 – Inquiry Analysis (3 – master)
3. LO 1.3 – Problem Solving (3 – master)
4. LO 1.4 – Creativity (2 – reinforce)
5. LO 2.1 – Information Literacy (3 – master)
6. LO 2.2 – Methodological Literacy (3 – master)
7. LO 2.3 – Quantitative Literacy (2 – reinforce)
8. LO 2.5 – Visual Literacy (2 – reinforce)
9. LO 3.1 – Global/Cultural Understanding (2 – reinforce)
10. LO 3.5 – Intercultural/Diversity Competence (2 – reinforce)
11. LO 4.2 – Written (3 – mastery)
12. LO 4.3 – Reading (3 – mastery)
13. LO 4.4 – Integrative (2 – reinforce)
14. LO 5.2 – Ethical Reasoning (2 – reinforce)
15. LO 5.3 – Ethical Issues in Research (2 – reinforce)

Schedule:

The following outlines the anticipated progression of the course. I reserve the right to revise this schedule as necessary. Related readings will be recommended as the course progresses. Any changes will be provided on a continuously-updated outline. Dates for Assessments **will not be altered**.

Date	Content Summary	Related Reading
Jan 6	Introduction and Conceptualization	Chapter 1
Jan 8	Motivational science / history	Chapter 2 pg. 30-51
Jan 10	Motivational science / history	Chapter 3 pg. 65-70
Jan 13	Motivation / emotion and the brain	Chapter 2 pg. 52-57 Chapter 13 pg. 407-422
Jan 15	Motivation / emotion and the brain	Chapter 14
Jan 17	Motivation / emotion and the brain	
Jan 20	Mood and Emotion Regulation	Chapter 13 pg. 422-435, Morawetz, et al., 2017, Effective Amygdala-Prefrontal connectivity...
Jan 22	Mood and Emotion Regulation	

Date	Content Summary	Related Reading
Jan 24	Mood and Motivation: Boredom	Eastwood, et al., 2012. The Unengaged Mind: Defining Boredom in Terms of Attention. Danckert & Merrifield, 2018. Boredom, Sustained Attention and the Default Mode Network.
Jan 27	Intrinsic/extrinsic Motivation	Chapter 10, Chapter 11
Jan 29	Intrinsic/extrinsic Motivation	Chapter 10, Chapter 11
Jan 31	Intrinsic/extrinsic Motivation	Chapter 10, Chapter 11
Feb 3	<i>In-class review session</i>	
Feb 5	Midterm 1	
Feb 7	Guest Lecture TBA	
Feb 10	Arousal	Chapter 6, Chapter 3 pg. 82-92
Feb 12	Arousal	
Feb 14	Music (midterm 1 grades will be returned by this date (40 th day of class))	Zald, 2003: The Human Amygdala and the Emotional Evaluation of Sensory Stimuli
Feb 17*	No Class: Winter Break	
Feb 19*	No Class: Winter Break	
Feb 21*	No Class: Winter Break	
Feb 24	In-class review session – Music Assignment Due	
Feb 26	Physiological Needs: Sex	Chapter 3 pg. 70-81 and TBA
Feb 28	Motivational Value: Neuroeconomics - Mini Assignment Overview	Chapter 12
Mar 2	Homeostasis	Chapter 5
Mar 4	Homeostasis Continued	Rijn, et al., 2016, Neural Processing of Calories in Brain.....
Mar 6	Homeostasis/ Addiction	Chapter 4
Mar 9	Improving Self Control - Mini Assignment Due	Driscoll et al., 2018. Less Approach, More Avoidance: Response Inhibition has Motivational Consequences....
Mar 11	Psychological Needs and Motives	Chapter 8, Chapter 9
Mar 13	Psychological Needs and Motives	Petro et al., 2018, Individual Differences in Valence Bias: fMRI evidence of the Initial Negativity Hypothesis
Mar 16	Stress and Coping- Mini Assignment Returned	Chapter 7
Mar 18	Unconscious Motivation	TBA

Date	Content Summary	Related Reading
Mar 20	In-class review session	
Mar 23	Midterm 2	
Mar 25	Searching for and reading scientific literature	
Mar 27	Conditioning Processes	Schultz (2007) <i>TRENDS in Neuroscience</i>
Mar 30	Conditioning Processes II	
Apr 1	Motor Initiation	Carli et al (1985) <i>Nature</i>
Apr 3	TBA- Major Assignment Due	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm 1	Feb 5	20%	1-10, 12-15
Midterm 2	Mar 23	20%	1-10, 12-15
Music Project	February 24	15%	1-13
Mini	Mar 9	5%	1-15
Major	April 3	40%	1-15

Additional Notes:

Lecture Content: The list of topics and readings for the dates indicated below 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 – Music Project: Each student will be required to 1) 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 2) 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 articles while considering the scientific basis of common human experiences. The final summary must not exceed 6 double-spaced pages, including the title page and references.

Assignment – Initial (Mini) Research Review/Proposal: Each student will be required to write a brief overview of an area of motivation/emotion research in the final assignment of the course. This assignment is a brief summary of initial considerations of that assignment. The Initial Research Review/Proposal will be no longer than one page but include brief —yet comprehensive and informative — content on 1) the topic of research (should be a narrow research question), 2) the hypotheses of the project, 3) research approach and methodology, 4)

contribution to science/psychology, 5) possible limitations. This initial proposal will be graded with the intent of giving constructive feedback about intended research topics/methods prior to the final assignment. It is possible that instructors will deem a topic proposed in this initial assignment inappropriate for the final. If so, another topic must be selected and used in completion of the final research review/proposal.

Assignment – (Major) Research Review/Proposal: Each student will be required to write a brief overview of an area of motivation/emotion research (literature review of prior research and theory), identify a question of interest within the area (identify a currently unexplored aspect of research/research question), 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 psychology and/or cognitive-affective neuroscience techniques, research methods and data analysis to design a study that will test your hypotheses. The proposal 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:

Deckers, L. (2018). Motivation: Biological, Psychological, and Environmental (5th edition). USA: Pearson Education, Inc.
Library reserve TBA

Additional 'journal article' assigned readings as listed in course outline and posted to courselink

Course Policies

Grading Policies

Music Project: Due Feb 24, 2020 at 9:30 AM. The assignment is due in class, with the expectation of discussion with peers in a mini-presentation format. No late submissions will be accepted without prior approval from the instructor for pertinent, extenuating circumstances.

Initial Research Proposal: Due March 9, 2020 at 9:30 AM. The assignment is due in class, with the expectation of discussion with peers in a mini-presentation format (date of discussion TBA). No late submissions will be accepted without prior approval from the instructor for pertinent, extenuating circumstances.

Final Research Proposal: Due April 3, 2020 by 11:59 PM). For each day late, the grade will be penalized by 5 out of the 40 points. Late submissions are penalized up to 3 days (15 marks), at which time the grade received past this point will be a zero.

[Undergraduate Grading Procedures](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

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 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 April 03, 2020 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40th class](#) day. [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.