

PSYC*4750*01, Course Outline: Winter 2019

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: W19

Class Schedule and Location: MWF 9:30-10:20, MCKN 117

Instructor Information

Instructor Name: Dr. Jennifer Murray

Instructor Email: jmurr@uoguelph.ca

Office location and office hours: MCKN 4001; ext. 56330; meeting by email arrangement

GTA Information

GTA Name: **TBC**

GTA Email: **TBC**

GTA office location and office hours: **TBC**

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)

Lecture Content:

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 Quizzes, Literature Summaries, and Student Presentations **will not be altered**.

Date	Content Summary	Related Reading
Jan 7	Introduction and Conceptualization	
Jan 9	Conceptualization and Historical Antecedents	
Jan 11	Historical Antecedents	
Jan 14	Ethology and Instinct	
Jan 16	Motor Initiation I	
Jan 18	Motor Initiation II	
Jan 21	Homeostasis I	
Jan 23	Homeostasis II	
Jan 25	Literature Summary 1 due Attention and Arousal I	
Jan 30	Attention and Arousal II	
Feb 1	Quiz 1	
Feb 4	Stress and Coping I	
Feb 6	Stress and Coping II	
Feb 8	Stress and Coping III	
Feb 11	Stress and Coping IV	
Feb 13	Conditioning Processes I	
Feb 15	Literature Summary 2 due Incentive Motivation	
Feb 18*	No Class; Winter Break	
Feb 20*	No Class; Winter Break	
Feb 22*	No Class; Winter Break	
Feb 25	Addiction I	
Feb 27	Addiction I	
Mar 1	Quiz 2	
Mar 4	Risk and Reward	
Mar 6	Decision Making I	
Mar 8	Decision Making II	
Mar 11	Literature Summary 3 due Decision Making III	

Date	Content Summary	Related Reading
Mar 13	Behavioural Economics I	
Mar 15	Behavioural Economics II	
Mar 18	Behavioural Economics III	
Mar 20	Emotion I	
Mar 22	Emotion II	
Mar 25	Fear and Anxiety I	
Mar 27	Fear and Anxiety II	
Mar 29	Quiz 3	
Apr 1	<i>Student Presentations</i>	
Apr 3	<i>Student Presentations</i>	
Apr 5	<i>Student Presentations</i>	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Literature Summary 1	Jan 25	5%	1-15
Quiz 1	Feb 1	15%	1-10, 12-15
Literature Summary 2	Feb 15	5%	1-15
Quiz 2	Mar 1	15%	1-10, 12-15
Literature Summary 3	Mar 11	5%	1-15
Quiz 3	Mar 29	15%	1-10, 12-15
Final Exam (cumulative)	April 16 (08:30)	40%	1-15

Additional Notes:

The Quizzes and Final Exam will be multiple choice. Questions will be derived from lectures and related readings. Up to 30% of questions may be derived directly from readings and may not have been explicitly discussed in class. Short segments of scientific literature provided directly within the exams may 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)
 (Dias-Ferreira et al., 2009)

Summary 2:

(Suo et al., 2013)
 (Snyder, Soumier, Brewer, Pickel, & Cameron, 2011)
 (Robinson & Berridge, 2013)

Summary 3:

(Terracciano, Löckenhoff, Crum, Bienvenu, & Costa, 2008)

(Shin, Hong, & Jeon, 2012)

(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.

Up to 30 students may do an oral literature summary on a journal article during the final week of class. This presentation will *replace one written literature summary* and will be assessed according to the same rubric as the written literature summaries. If you register for one of these oral student presentations, then you *do not need to write* one literature summary. Sign-up will begin at a well-advertised designated time early in the semester. Details will be provided in class.

Final examination date and time: Tues April 16th, 08:30-10:30 AM

Final exam weighting: 40%

[Examination Regulations](#)

Course Resources

There is no required textbook for this course.

Related readings in the form of book chapters and journal articles will be provided via CourseLink.

Other Resources:

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 for reinforcing understanding, 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 **2% of the overall 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 68 questions are answered accurately by one individual in the class by the end of the semester, then 68 accurately-answered questions are required for replacing a full 2% of the course grade. In this example, if you answered 34 questions correctly, then you can replace up to 1% of your course grade. As this is *not a compulsory activity* in the class, there will be no accommodations made for any missed questions for any purpose.

iClickers can be purchased in the bookstore or an app can be downloaded on your phone. More information about iClicker will be provided in the first lecture.

CourseLink will be used to provide the readings. Additionally, a Forum under the Discussions tab has been started labelled 'Questions & Answers'. Use this to engage with your peers in the classroom. You are welcome to initiate Threads within that Forum. Often, one student's struggle with a topic can help reveal gaps in the knowledge of others, and an exchange of ideas improves the experience of learning for everyone. Your participation in this is fully voluntary, however, as it is a very useful tool for reinforcing understanding, I will incentivize this peer engagement as a form of ***extra credit***. The way this will work is as follows: the TAs and myself will monitor student engagement. At the end of the semester, engagement in class discussions will be quantified and replace up to **1% of the overall course grade** in a method similar to that described for iClicker. This quantification will depend in large part on the number of Threads and Replies in which you participate (numbers we can see in CourseLink). However, quality of discussion *will* count, and anyone observed to be abusing the system (e.g., repeated copy/pasting or comments with no added content) will forfeit the extra credit solely at my discretion. Again, this is *not compulsory*, but I recommend you 'change your notification settings' in the Subscriptions sub-tab of Discussions in order to be informed of engagement opportunities in which to participate.

Course Policies

Examination Policies

Exams given during the semester begin at the start of class. Any student who arrives to sit the exam more than 20 minutes after the class start time will **not be permitted to sit the exam**. This policy **also applies to students sitting the exam at SAS**. There will be no exceptions. For the final exam, University policy will be followed.

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 research:

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 5% 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:

[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 **Friday March 8th, 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.