

# PSYC\*4750, Course Outline: Winter 2020

## General Information

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**DUE to the COVID-19 pandemic, this course is offered in an alternative format.**

**Alternative Delivery Synchronous – AD-S Virtual: day and time for class lecture**

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**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, AD-S Virtual (class links to be provided), lectures and meetings will be recorded and made available on courselink, however, it is expected that lectures/meetings be attended (via online meeting) by all enrolled students during their standard meeting time.

## Instructor Information

Instructor Name: Elizabeth Clancy

Instructor Email: [clancye@uoguelph.ca](mailto:clancye@uoguelph.ca).

Instructor Communication Policy: I encourage you to ask questions about the course content/delivery, examinations, and assignments. However, please ask these general questions either **during class, before class, or after class**. If you would like to have a one-on-one conversation about information not general to the class, please see me **during my office hours**. Because of extremely high email volume during term, I will not respond to emails relating to course content, exam format, or assignment that are covered in the course outline or were discussed in class.

Office location and office hours: W,F 10:30-11:30, meeting by email arrangement only (link TBD)

## **GTA Information**

GTA Name: TBD  
GTA Email: TBD  
GTA office location and office hours: TBD

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GTA Communication Policy: I encourage you to ask questions about the course content/delivery, examinations, and assignments. However, please ask these general questions either **during class, before class, or after class**. Please contact GTAs first concerning grading of your assignments; if further resolution is required you may then contact the instructor. Because of extremely high email volume during term, GTAs will not respond to emails relating to course content, exam format, or assignment that are covered in the course outline or were discussed in class.

\*\*\*Please keep in mind that all email communication should adhere to the [professional etiquette standards at University of Guelph](https://learningcommons.lib.uoguelph.ca/item/10-tips-emailing-your-professor):  
<https://learningcommons.lib.uoguelph.ca/item/10-tips-emailing-your-professor>

## **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. All lectures/meetings will be accessed online chat forums with links TBD and provided/described on Courselink. 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 11	Introduction and Conceptualization	Chapter 1
Jan 13	Motivational science / history	Chapter 2 pg. 30-51
Jan 15	Motivational science / history	Chapter 3 pg. 65-70
Jan 18	Motivation / emotion and the brain	Chapter 2 pg. 52-57 Chapter 13 pg. 407-422
Jan 20	Motivation / emotion and the brain	Chapter 14
Jan 22	Motivation / emotion and the brain- <b>Presentations</b>	
Jan 25	Mood and Emotion Regulation	Chapter 13 pg. 422-435, Morawetz, et al., 2017, Effective Amygdala-Prefrontal connectivity...
Jan 27	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 29	Mood (Regulation/Motivation)- <b>Presentations</b>	
Feb 1	Intrinsic/extrinsic Motivation	Chapter 10, Chapter 11
Feb 3	Motivational Value: Neuroeconomics	Chapter 12
Feb 5	Intrinsic/extrinsic Motivation/Neuroeconomic - <b>Presentations</b>	
Feb 8	Music	Zald, 2003: The Human Amygdala and the Emotional Evaluation of Sensory Stimuli
Feb 10	In-class review session	
Feb 12	Midterm 1	
Feb 15*	No Class: Winter Break	
Feb 17*	No Class: Winter Break	
Feb 19*	No Class: Winter Break	
Feb 22	Arousal -Music Assignment Due	Chapter 6, Chapter 3 pg. 82-92

Date	Content Summary	Related Reading
Feb 24	Physiological Needs: Sex - <b>Mini Assignment Overview</b>	Chapter 3 pg. 70-81 and TBA
Feb 26	Arousal/Physiological Needs - <b>Presentations</b>	
Mar 1	Homeostasis	Chapter 5 Rijn, et al., 2016, Neural Processing of Calories in Brain.....
Mar 3	Homeostasis/ Addiction	Chapter 4
Mar 5	Homeostasis/ Addiction - <b>Presentations</b>	
Mar 8	Stress and Coping- <b>Mini Assignment Due</b>	Chapter 7
Mar 10	Improving Self Control	TBA
Mar 12	Stress and Coping/Improving Self Control- <b>Presentations</b>	
Mar 15	Psychological Needs and Motives	Chapter 8, Chapter 9
Mar 17	Psychological Needs and Motives	Petro et al., 2018, Individual Differences in Valence Bias: fMRI evidence of the Initial Negativity Hypothesis
Mar 19	In-class review session	
Mar 22	Midterm 2	
Mar 24	Searching for and reading scientific literature	
Mar 26	Psychological Needs and Motives - <b>Presentations</b>	
Mar 29	Conditioning Processes	Schultz (2007) TRENDS in Neuroscience
Mar 31	Motor Initiation	Carli et al (1985) <i>Nature</i>
Apr 2*	Holiday: No Classes	
Apr 12	TBA- Major Assignment Due	

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm 1	Feb 12	15%	1-10, 12-15
Midterm 2	Mar 22	15%	1-10, 12-15
Burning Questions	Prior to Mar 31	5%	1-5
Presentation	Prior to Mar 31	20%	1-10, 12-15
Music Project	February 22	10%	1-13
Mini	Mar 8	5%	1-15
Major	April 12	30%	1-15

### Additional Notes:

**Lecture Content:** The list of topics and readings for the dates indicated above 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. Midterms will be delivered on Courselink. Respondus will not be employed in this course; it is expected that student's will adhere to the Course Honour Code (To be discussed during first class meeting).

**Assignment – Burning Questions:** Each student will be required to; 1) identify a lingering question from lecture or student presentation content, and 2) briefly describe why this question seems important to them (what implications does it have for their understanding or for the field?), and 3) do a literature search to identify some evidence (i.e., 1-3 journal articles) which addresses/answers this question in an academic paper, and 4) report their findings back to their peers. The final posts on courselink will be between 8-12 sentences in length and provide references to the sources found. **Each post is worth 1%** of the final grade, thus **5 posts** (or more) are required to achieve full marks on this section of course assessment. Students may only make one post per course topic for credit to be achieved.

**Assignment – Course Content Presentation:** Each student will be required to; 1) identify and sign up for a topic assigned from the course content, 2) research content for and develop an “instructive” presentation for their peers based on the topic selected as per the course presentation rubric, 3) submit and present via online meeting (links TBD) the pre-recorded presentation to their peers , and 4) engage in a thoughtful and informative discussion/question period on presentation content. Further instructions/details to be provided.

**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.

MISSED EVALUATIONS.

**Midterm.** If a student misses a midterm exam, they must notify the instructor immediately by email and the midterm may be rescheduled to take place within 3 days of the exam date. If that is not possible, then the missed midterm component of the grade will be re-allocated on a per circumstance basis. This change will be implemented when final grades are submitted and will not be reflected on CourseLink.

**Presentation.** If a student misses their designated date of presentation, they must notify the instructor immediately by email and have their presentation rescheduled to take place within 7 days of the initial date. If that is not possible, then the pre-recorded presentation will be provided with an alternate question/discussion period delivery developed on a per circumstance basis.

## **Course Resources**

### **Required Tools:**

This course is being delivered in alternate virtual format. Students will be expected to access course lectures/meetings via online meeting platforms (Zoom, WebEx, Microsoft Teams). The final platform/structure is TBD and will be communicated via courselink.

### **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**

***Burning Questions:*** Due 1 week (7 days) post topic instruction (i.e., if BQ is for January 22 lecture/meeting content, then it is expected that the student will post the BQ by January 29). The assignment is submitted on courselink. No late submissions will be accepted without prior approval from the instructor for pertinent, extenuating circumstances.

***Presentations:*** Pre-recorded copy is due by midnight 11:59 pm the day prior to presentation date on courselink. In addition, attendance to present is required on date of presentation. See

'Missed Evaluations' for revisions to presentation delivery for pertinent, extenuating circumstances.

**Music Project:** Due Feb 24, 2020 at 9:30 AM. The assignment is submitted on courselink. 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 submitted on courselink, 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.

Re-Grading of Assignments Policy

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

### [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. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. **Under no circumstances are you allowed to disseminate course materials to external parties.**

### **Student Rights and Responsibilities when Learning Online**

**Privacy Rights.** Lectures held via (zoom, WebEx, Microsoft Teams) will be recorded for the purpose of providing access to enrolled students. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

**Recording of Lecture Materials.** The University of Guelph's primary mode of course delivery has shifted from face-to-face instruction to remote and online learning due to the ongoing COVID-

19 pandemic. As a result, some learning activities (e.g., synchronous lectures or student presentations) may be recorded by faculty, instructors and TAs and posted to CourseLink for grading and dissemination; students may be recorded during these sessions. By enrolling in a course, unless explicitly stated and brought forward to their instructor, it is assumed that students agree to the possibility of being recorded during lecture, seminar or other “live” course activities, whether delivery is in-class or online/remote.

If a student prefers not to be distinguishable during a recording, they may:

1. turn off their camera
2. mute their microphone
3. edit their name (e.g., initials only) upon entry to each session
4. use the chat function to pose questions.

Students who express to their instructor that they, or a reference to their name or person, do not wish to be recorded may discuss possible alternatives or accommodations with their instructor.

**Online behaviour. According to the University Secretariat, students have a responsibility to help support community members’ access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:**

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

## **University Policies**



## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

## **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

## **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](mailto: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 12, 2021 . 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 40<sup>th</sup> 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.