

PSYC*4750-02, Course Outline: Fall 2015

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 2015

Class Schedule and Location: MCKN 116, Wednesday 7:00-9:50 PM

Instructor Information

Instructor Name: Dr. Erin Rock

Instructor Email: erock@uoguelph.ca

Office location and office hours: TBA, Thursday 9-10 AM

GTA Information

GTA Name: Meenu Minhas

GTA Email: minhasm@uoguelph.ca

GTA office location and office hours: BWH 211. By appointment only.

Course Content

Specific Learning Outcomes:

Weekly quizzes will assess comprehension skills as they synthesize textbook material and identify main concepts. On the indicated class periods students will gain oral communication skills as they present assigned textbook material. This exercise will help students master course material. In addition to the textbook material, students will also present an original research article cited in their textbook section (check references for the paper to select). This will allow further exploration of relevant original research

articles 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 method to investigate their specific research question. Through a library workshop geared towards 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:

Week 1	Lecture 1: Sept 16–	Introduction to course, information on assignment of presentation groups/dates/topics Chapter 1 – Introduction Chapter 2 – History
Week 2	Lecture 2: Sept 23–	Chapter 2 – History (continued) Chapter 3 – Evolutionary Antecedents of Motivation (Quiz 1, Chapter 1-3)
Week 3	Lecture 3: Sept 30–	Chapter 4-Addictions and Addictive Behaviors 1 st presentation Drugs of Abuse and Addiction (pp. 81-92) 2 nd presentation The Addiction Process (pp. 93-103) 3 rd presentation Behavioral Addictions (pp.104-112) (Quiz 2)
Week 4	Lecture 4: Oct 07–	Chapter 5-Homeostasis 4 th presentation Internal Factors (pp. 113-125) 5 th presentation Food Characteristics and Eating (pp. 125-132) 6 th presentation Person Characteristics (pp. 132-138) (Quiz 3)
Week 5	Lecture 5: Oct 14–	Chapter 6- Behaviour, Arousal, and Affective Valence 7 th presentation Arousal & Performance (pp. 139-148) 8 th presentation Theories (pp. 148-154) 9 th presentation Arousal & Affective Valence (pp. 154-166) (Quiz 4)
Week 6	Lecture 6: Oct 21–	Writing Services Workshop (Quiz 5)
Week 7	Lecture 7: Oct 28–	Chapter 7- Stress, Coping and Health 10 th presentation Relationship:Life Events & Stress (pp. 167-183) 11 th presentation Stressors Affect the Body (pp. 183-189) 12 th presentation Variables & Impact of Life Events (pp. 189-197) (Quiz 6) Preliminary Research Proposals due at beginning of class

- Week 8** Lecture 8: Nov 04– Chapter 8-Drives and Psychological Needs
13th presentation Drives and Needs (pp. 198-212)
14th presentation Psychological Needs (pp. 212-229) (**Quiz 7**)
- Week 9** Lecture 9: Nov 11– Chapter 9-Personality and Motivation
15th presentation Personality Associated Motivation (pp.230-241)
16th presentation Personality Traits Affect Motivation (pp. 241-255) (**Quiz 8**)
- Week 10** Lecture 10: Nov 18– Chapter 10 Extrinsic & Intrinsic Motivation
17th presentation Extrinsic Motivation & Incentive (pp. 256-262)
18th presentation Factors that Affect Incentive Value (pp. 262-274)
19th presentation Intrinsic Motivation (pp. 274-280) (**Quiz 9**)
- Week 11** Lecture 11: Nov 25– Chapter 13 Emotions and Moods
20th presentation Characteristics of Emotion (pp. 338-353)
21st presentation Function of Arousal (pp. 353-360)
22nd presentation Moods (pp. 360-366) (**Quiz 10**)
- Week 12** Lecture 12: Dec 02– Chapter 14 Emotions as Motives
23rd presentation Appraisals (pp. 367-378)
24th presentation Emotions Motivate Facial Expressions (pp. 378-388)
25th presentation Motivating Function of Emotions (pp. 388-398)
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
Quiz 1	September 23, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 2	September 30, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 3	October 07, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 4	October 14, 2015	4%	Comprehension,

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
			textbook material synthesis, main concepts identified
Quiz 5	October 21, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 6	October 28, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Preliminary Research Proposal	October 28, 2015	5%	Develop research question, improve literacy skills
Quiz 7	November 04, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 8	November 11, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 9	November 18, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Quiz 10	November 25, 2015	4%	Comprehension, textbook material synthesis, main concepts identified
Final Research Proposal	December 02, 2015	30%	Critical and creative thinking; learn to assess, evaluate, integrate literature; improve literacy skills

Additional Notes:

Oral presentation (25%):

In pairs, prepare and deliver a lecture-style presentation (using Powerpoint), comprehensively summarizing the assigned textbook material. The presentation should be evenly divided so that each

partner delivers an equal portion of the oral presentation. 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. Presentations must engage the audience (ie. incorporate discussion, participation) and be 25-30 min in length to allow time for questions/discussion afterwards.

No less than one week before you present, you must have selected and 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, you 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 to class discussion, at the end of the indicated classes, a 10-min quiz will be given covering material discussed in lectures and the assigned readings. There will be a total of 10 quizzes. There will be **no make up quizzes**. In the case of an excused absence from class (you must email the instructor), then the next quiz can be counted twice. Only one excused absence per student will be acceptable.

Preliminary Research Proposal (5%):

Due **Oct 28, 2015** at the **beginning** of class. **No late submissions will be accepted.**

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) 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, 2015** at the beginning of class. Be on time!

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 5 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* (4th 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 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, you 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, 2015 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 pairs 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.

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 Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [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 06, 2015 . For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)