**Syllabus**

PSY468: Motivation and Emotion, Fall 2015  
Mondays and Wednesdays 4:00-5:20pm  
Pacific Hall (PAC) rm. 30

Instructor: Rebecca Calcott  
Office Hours: Mondays and Tuesdays 2:30-3:30pm, other times by appointment  
Office: Lewis Integrative Science Building (LISB) 229  
email: rcalcott@uoregon.edu – Please put “PSY468” in subject line

**Course Overview**

This course will provide an in-depth exploration of topics relating to the psychology of motivation and emotion, with an emphasis on topics that are currently under investigation. The course is not intended to be a comprehensive overview of everything there is to know about emotion and motivation; but rather as an introduction to some powerful and influential ideas, and as an opportunity to acquire the tools necessary for independent exploration of other topics in the field. Because this course will focus on modern research, there are often no definitive answers or “facts” to learn. Rather than learning specific facts, students will learn skills and strategies for thinking about and evaluating research in the field.

Students take this course for a variety of reasons, and as the instructor I understand that not all students are aiming to become emotion or motivation researchers. In designing this course, I aimed to make it relevant to everyone, by focusing on generalizable critical thinking skills and highlighting how the research can be applied to understanding and enhancing our lives, while still providing excellent preparation for those who do intend to continue in the field.

**Learning Objectives**

This course has three main objectives:

1. **Scientific Literacy:** Students in this course should be able to read and think critically about research articles in the fields of motivation and emotion psychology. This objective includes the ability to understand the relationship between studies’ rationale, methodology and conclusions, identify strengths and limitations, and propose extensions. Additionally, students will learn strategies for effectively reading and understanding research articles.

2. **Application of research findings to the real world:** Students will think about how recent findings on emotion and motivation research can be used to understand their experiences and those of others.

3. **Acquisition of content knowledge:** Students will be able to define and explain important concepts and theories in the fields of motivation and emotion.
Format

Readings

This course has no textbook. Instead, 1-2 journal articles will be assigned for each class meeting (excluding Day 1). Readings will consist of both primary research articles and review or theoretical articles. The readings are chosen because they highlight important ideas, issues, or methods, and are not intended to provide comprehensive information on a topic.

Students should read each day’s article before coming to class. Participation in in-class activities will require that you have read the articles. Additionally, preparation will allow you to learn more from discussion, and will you them the opportunity to raise any points of confusion in class. Understanding the readings is critical for doing well on exams.

Class Meetings

Class meetings will consist of lectures, discussions, and small group activities. Lectures will present broader contextual information on each topic to complement the readings, highlight alternative perspectives, and focus on methodology used in motivation and emotion research. Discussions will emphasize and clarify important aspects of the readings. The information covered in class will have some overlap with the readings; however the lectures will also present new information. Exams will cover information from both lectures and readings.

Slides will be posted on Canvas prior to each lecture. Slides will constitute the backbone of each lecture, but will not contain all important information, so it is necessary to be engaged with the lecture and take notes during class. If you miss class, you are strongly encouraged to meet up with a classmate or come to my office hours to obtain the missing information.

Requirements and Grading

Final grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>30% (5% outline, 20% Part 1, 5% Part 2)</td>
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<tr>
<td>Exams</td>
<td>40% (2 exams worth 20% each)</td>
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<tr>
<td>Reading Responses</td>
<td>20% (10 responses worth 2% each)</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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Research Paper

The paper for this course will allow you to explore how a topic in motivation or emotion psychology might be applied to enhance people’s lives in the real world. Based on research in the field, you will create an intervention, or treatment that might be used to help people improve an aspect of their motivational or emotional life. There will be two main parts to this paper. In Part 1 (around 5 pages), you will propose a study to test your intervention’s effectiveness. Each paper should have a clear rationale based on previous research, as well as a well-defined intervention, operationalization of intervention success, and analysis strategy. For Part 2 (1-2 pages), you will informally test the intervention’s effectiveness on yourself and write a reflective paper on your observations. As part of this requirement, you will submit a detailed outline for
approval several weeks before the paper is due. More information about this assignment will be discussed in class during Week 3.

**Exams**

The exams in this course will be a combination of multiple choice and short answer questions. Exams will evaluate your knowledge of concepts covered in lecture and the readings, as well as your ability to think critically and apply your knowledge to new situations. The exams are non-cumulative, with Exam 1 covering material from Weeks 1-5 and Exam 2 covering material from Weeks 6-10.

**Reading Responses**

Over the course of the term, students will complete 10 reading response papers, which will be submitted on Canvas by **4:00pm on the day of class**. Reading responses will be approximately 150-250 words, and will focus on that day’s reading. In order to obtain full points, reading responses must present insights, extensions, or criticisms beyond what is present in the article (i.e. do not just summarize the article). In order to facilitate this type of thinking about articles, I will post prompts for the each article in Weeks 1-3. If you are unhappy with your performance on the reading response, you may submit extra responses, and your highest 10 scores will be counted towards your grade. Thus, you are encouraged to start submitting your reading responses early in the term, so that you have time to receive feedback and submit extra response papers if necessary. Additional information for the reading responses is posted on Canvas.

**Class Participation**

During each class period, there will be small assignments and/or group activities relating to the readings and lectures. These activities will require that you come to class prepared and are engaging with the material. Effortful participation in these activities will indicate that you were present in class, and will count towards your participation grade. You can miss up to two classes without an effect on your participation grade.

**Other Topics**

**Accessibility**

I aim to create a learning environment that is supportive and inclusive of all students. If you have any concerns that a disability or other issue will create a barrier to your ability to fully participate and do well in this course, please talk to me about it as soon as possible. I will do everything in my power to make accommodations.

You are also encouraged to contact the University of Oregon Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu. If you will need any specific accommodations on tests or assignments, please let me know in the first week of classes.
**Missed Exams and Late Assignments**

Attendance is mandatory at all exams. In case of an emergency that causes you to miss an exam, you must inform me as soon as possible and provide verifiable documentation.

Late research papers will lose 10% (one full letter grade) per full or partial day that they are late. Late reading response papers will not be accepted.

**Academic Misconduct**

Academic misconduct includes plagiarism, copying answers, or other forms of cheating. Except for cases when group work is specified, all work handed in must be yours alone. Any ideas that are not yours must be cited and attributed to the correct source, even if they are paraphrased. The research paper will be checked for plagiarism using SafeAssign. Penalties for academic misconduct are extremely serious at the University of Oregon, and I am required to report misconduct to the Office of Student Conduct and Community Standards. If you have any questions about what constitutes misconduct, please ask me.

**Changes to the Syllabus**

I reserve the right to make changes to this syllabus. I will announce any changes in class and on the Canvas website.

**Feedback**

I am always looking for ways to improve my teaching and the course content, in order to enhance the student experience. Halfway through the term, I will send out an anonymous Qualtrics survey asking you to provide some feedback about aspects of the course. That said, if you have any suggestions for how to make this course better, or any issues with how something was taught, you do not need to wait until then – I am always open to hearing constructive feedback, via email or at office hours.

**Schedule**

**Week 1: Introduction to Motivation**

**Sept. 28:** Course Overview, Fundamental Motives  
*No reading*

**Sept. 30:** Evolution and Biology of Motivation  
*Reading:*  
Week 2: Human Needs

Oct. 5: Evolutionary Perspective
Reading:

Oct. 7: Psychological Needs
Reading:

Week 3: Reward

Oct. 12: Components of Reward
Reading:

Oct. 14: Individual Differences
Reading:

Week 4: Self-Control

Oct. 19: Strength Model of Self-Control
Readings:

Oct. 21: Alternative Perspectives on Self-Control
Readings:
Week 5: Goal Pursuit + Exam 1

Oct. 26: How to effectively pursue goals
Reading:

Oct. 28: *** Exam 1 ***

Week 6: Basic Emotions Perspectives

Nov. 2: Overview of Basic Emotions Theory
Reading:

Nov. 4: Functional Perspective
*** Detailed Outline due at 4pm ***
Reading:

Week 7: Social Constructivist Perspectives

Nov. 9: Overview of Social Constructivist Theories
Reading:

Nov. 11: Emotional Expressions – Social Functions
Reading:

Week 8: Emotion and Thought

Nov. 16: Emotion-Cognition Interactions
Readings:

Nov. 18: Emotion and Rationality
Reading:

**Week 9: Emotion Regulation**

**Nov. 23:** Overview
Reading:

**Nov. 25:** Social implications

*** Research Paper due Friday Nov. 27 at 5pm***

**Week 10: Positive Psychology**

**Nov. 30:** Subjective Well-Being
Readings:

**Dec. 2:** Eudaimonia
Reading:

**Finals Week**

**Monday, Dec. 7 at 2:45pm:** ***Exam 2***