

**Psych 501 (Sem 1)**
**Motivation and Emotion**
**Winter 2019**

<b>Instructor:</b>	Dr. Tavis Campbell, Ph.D.	<b>Lecture Location:</b>	AD 248
<b>Phone:</b>	403-998-0706	<b>Lecture Days/Time:</b>	Tues / Thurs: 2-3:15
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<b>Office:</b>	AD 225		
<b>Office Hours:</b>	Tues / Thurs: 3:15-4		

### Course Description

This course will provide a broad survey of the motivational and emotional factors involved in human behaviour with an emphasis on the various perspectives and theories pertaining to physiological, cognitive, and social needs. This course addresses key questions about what motivates people, why they feel the way they do, and how one person can motivate another. The material will also address topics such as understanding what motivation is, where it comes from, how and why it changes over time, and how motivation can be increased and enhanced. Motivational incentives and theories of emotion will also be explored.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Contrast multiple theories proposed to explain given phenomena within the field of motivation and emotion	Quizzes	1	C
Describe both philosophical and research approaches to the study of motivation and emotion	Quizzes	1	C
Deliver an effective verbal presentation describing an important area within the field of motivation and emotion that is supported by a small set of related journal articles	Oral Presentation	2,4,5	A
Select a real-world topic in the area of motivation and emotion and write a research paper that integrates the recent research and critically evaluate the issue.	Term Paper	2,4,5	A
Critically evaluate primary research papers, comparing and contrasting findings, and identifying gaps in the literature, in both written and oral formats	Oral Presentation and Term Paper	2,4,5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Prerequisites

PSYC 200 and 201; PSYC 312 (Experimental Design and Quantitative Methods for Psychology); and consent of the Department (Normally restricted to Honours students)

### **Required Text**

Reeve, J.M. (2018). *Understanding Motivation and Emotion* (7<sup>th</sup> Edition). Wiley. Available in the University Bookstore.

### **Assessment Methods**

#### ***Quizzes (30%, 10 quizzes, each worth 3%):***

To ensure that students are actively reading the course textbook so that they can contribute to class discussion, at the beginning of the indicated classes (see schedule below), a 10-min quiz will be given covering the assigned readings. There will be a total of 13 quizzes (of which you must complete 10) and the format will be multiple choice and short answer. If you complete more than 10 quizzes, the best 10 scores will be used to calculate your final quiz grade. Failing to complete a quiz will result in a grade of 0 for each missed quiz. No notes, books, electronic devices or other reference materials are permitted.

#### ***Term Paper (40% of course grade)***

A major focus of the course is the research paper. It involves the following steps.

- (1) Select a topic related to motivation and/or emotion from the list below (or select another topic related to motivation and emotion that is approved by the course instructor).
- (2) Conduct a critical review of the research literature, including considering various models, theory, methodology, and data on a specific topic. Recognize strengths and weaknesses of various research. Analyze and integrate the material and generate your own conclusions, presented in a written document.

#### Topics:

1. Why do we fail at our New Year resolutions?
2. Why is it so difficult to lose weight?
3. Why do we watch too much TV?
4. Do elite gymnasts display remarkable self-regulation?
5. Why do so many of us persist in unrequited love?
8. Is the success of elite athletes due to talent or practice?
9. How can we become more expert in our everyday life?
10. What role do parents play in developing their children's talents?
11. Why did the Canadian team excel in the 2006 and 2010 Winter Olympics?
12. Do our beliefs about our abilities matter?
13. Why have many of us lost our natural interest in reading for pleasure?
14. Does an emphasis on competition enhance motivation, or endanger it?
15. Why do Finnish children flourish in school?
16. The continuing controversy about rewards.
17. Does the value of making personal choices depend on whether you are Eastern or Western?
18. Religious belief and self-regulation: Is there a relationship?

19. Internalization of cultural values.
20. How do motivational factors affect the way patients respond to doctors?
21. How do motivational factors affect the way patients respond to psychotherapy?
22. Is there a motivational dark side to the values underlying the “American Dream?”
23. Is there such a thing as hyper-parenting and what is its source?
24. What factors lead to motivation at work?

Papers should have at least ten scholarly references (in APA style) from original sources. These references should be research articles, chapters in books, or special topic books. It is inappropriate to rely heavily on a textbook (e.g., introductory or motivational psychology) or on popular press articles or books. A hard copy of the research paper is due by Wednesday, April 13, at 4:30pm. Papers can be submitted to the instructor in class or dropped off at the Psychology Main Office (Admin 255). The paper must be typed, double-spaced, 12-point font, with at least 1-inch margins and formatted using APA style (e.g., headings, citations, and references). The paper must include 12-15 pages of text (excluding references and title page). In order to encourage the reading and use of empirical papers and with appropriate exceptions (e.g., a paper on the history of motivation), at least five (5) of the cited references must be research papers (i.e., papers presenting statistical results) from research-oriented journals. Without approved documentation, late submissions will be subject to a penalty of 10% per day, including weekends.

**Students must receive topic approval during class (January ).**

***Oral presentation (30%):***

Students will provide a presentation based on the topic of their research paper. The presentation does not have to cover the entirety of the material discussed in the research paper. Each presentation will be approximately 40 minutes, followed by discussion and questions. In your presentation, you will have the opportunity to identify and review relevant research and summarize the key theory, methodology, findings, implications for future research, and take-home messages. Effective presentations will include an interesting, concise, clear, well-organized, digestible delivery of material and will stimulate class participation through discussion points, activities, exercises, and so forth. This experience will not only help you consolidate your knowledge in an area, but will help prepare you for future oral reports, whether in graduate school of any kind or the business world. If you fail to appear for your assigned presentation on the designated date, you will receive a score of 0.

**Students must receive topic approval during class (January )** and will be assigned the date of their oral presentation at that time.

**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 will result in a 10% deduction. If a student will be unable to attend class on the day of their presentation, they are responsible for letting the instructor know immediately so that an alternative date can be assigned, if appropriate. Without approved documentation, failure to present on the assigned date will result in a grade of 0%.

## Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

### Tentative Lecture Schedule

Date	Topic	Readings	Activities	% of Final Grade
W Jan 2	Winter term begin.			

R Jan 10	Introduction to Motivation			
T Jan 15	Introduction to Motivation (cont'd)	Ch. 1, 2, 3	Quiz on Ch. 1,2,3	3%
R Jan 17	Needs  Last day to drop Winter Term half-courses.	Ch. 4	Quiz on Ch. 4	3%
F Jan 18	Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.			
T Jan 22	Needs	Ch. 5	Quiz on Ch. 5	3%
R Jan 24	Needs	Ch. 6	Quiz on Ch. 6	3%
F Jan 25	Tuition Fee Deadline			
T Jan 29	Needs	Ch. 7	Quiz on Ch. 7	3%
R Jan 31	Cognitions	Ch. 8,9	Quiz on Ch. 8,9	3%
T Feb 5	Cognitions	Ch. 10,11	Quiz on Ch. 10,11	3%
R Feb 7	No Class			
T Feb 12	Emotions	Ch. 12	Quiz on Ch. 12	3%
R Feb 14	Emotions	Ch. 13	Quiz on Ch. 13	3%
Feb 17-24	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.			
M Feb	Alberta Family Day,			

18	University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.			
T Feb 26	Emotions	Ch. 14	Quiz on Ch. 14	3%
R Feb 28	Applied Concerns	Ch. 15	Quiz on Ch. 15	3%
T Mar 5	Applied Concerns	Ch. 16	Quiz on Ch. 16	3%
R Mar 7	Applied Concerns	Ch. 17	Quiz on Ch. 17	3%
T Mar 12	Student Presentations			
R Mar 14	Student Presentations			
T Mar 19	Student Presentations			
R Mar 21	Student Presentations			
T Mar 26	Student Presentations			
R Mar 28	Student Presentations			
T Apr 2	Student Presentations			
R Apr 4	Student Presentations			
T Apr 9	Student Presentations			
R Apr 11	Student Presentations			
F Apr 12	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.			
Apr 15-27	Winter Term Final Examinations.			
Apr 19	Good Friday			

Apr 30	Winter Term Ends			
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**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up



exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam

<https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 12, 2019**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

(<http://www.ucalgary.ca/provost/students/ombuds>)

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.