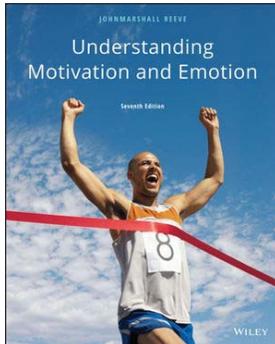


The University of Texas at El Paso
PSYC 4341 (CRN 24661)—Motivation and Emotion—Spring 2022
Tuesdays and Thursdays
3:00 pm – 4:20 pm

Professor: Craig A. Field, PhD, MPH
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E-mail: cfield@utep.edu (preferred method of contact*)
Phone: 915 747-8539



Course **Textbook:** Reeve, J. (2015). *Understanding Motivation and Emotion* (7th ed.). Wiley.

PAPERBACK ISBN: 978-1-119-62478-4

TEXTBOOK RENTAL (130 days) ISBN: 978-1-119-62478-3

E-BOOK ISBN: 978-1-119-36765-9

<https://bit.ly/3jwQQI1>

Course Description

The purpose of this course is to introduce you to the scientific study of motivation and emotion. The study of motivation is devoted to uncovering principles that explain both why individuals engage in certain behaviors and the extent to which they persist in a behavior. Emotions are a complex kind of motivation and will be given particular emphasis in the course.

Course Goals, Rationale and Learning Objectives

Upon successful completion of this course, students should be able to:

Course Goal 1: Understand and critique major theoretical perspectives within the fields of motivation and emotion.

Rationale: When you read about a mass murder, try to comfort a friend about a challenging situation at work, interact with students who cannot see the point of doing their homework, or participate in discussions about emotion and motivation, you will have the tools to say, “I know something about what may be driving the behavior, and here’s how that understanding can be helpful.”

Learning objectives:

1. Summarize theories of motivation and emotion.
2. Compare, contrast, and integrate theories of motivation and emotion.
3. Evaluate and analyze theories of motivation and emotion.
4. Describe the dynamic relationships between motivation, emotion, and human behavior.

Course Goal 2: Critically examine empirical psychological research on motivation and emotion.

Rationale: By developing your scientific literacy and critical reasoning skills, you will be better able to interpret and interact within an increasingly complex world of claims, arguments, conjecture, and evidence.

Learning objectives:

5. Apply psychological research findings to theories of motivation and emotion.
6. Use psychological research findings to predict motivated and emotive behavior.
7. Critique psychological research as it pertains to theories and observations of motivation and emotion.

Course Goal 3: Apply theories and research on motivation and emotion across a variety of contexts, including in your own life.

Rationale: Whether you struggle with using your emotions in an adaptive way, motivating yourself to complete work on time, sticking with an exercise regimen, or perhaps have some other challenge, you will develop an understanding of “what goes wrong” and how you can set yourself up for success, implement useful strategies, and reflect upon both setbacks and successes to improve in the future. You will also learn about how research and theory on motivation can improve others’ behaviors and outcomes in many different situations.

Learning objectives:

8. Identify, summarize, and apply relevant empirical research to a variety of contexts.
9. Critique and apply theories of motivation and emotion to a variety of contexts.
10. Implement and critique evidence-based motivational and/or emotional concepts to improve your own behavioral outcomes and emotional well-being.

Student Engagement

To be as successful as possible, this course requires your active and consistent engagement. While questions on exams and quizzes are covered in the chapter, not all the material from the chapter are covered in video lectures or the focus of attention on the discussion board or in group exercises. Tools are provided throughout the course to facilitate your mastery of the material. However, you are ultimately responsible for being fully prepared for quizzes and exams.

Diversity Statement

Your most valuable assets are your unique experiences and perspectives. I view the diversity of our experiences and perspectives as an invaluable resource. In group discussions, your unique experiences and perspectives enrich our mastery of the material and its practical utility. Everyone is encouraged to actively participate in discussions, whether on discussion boards, in virtual classroom and group exercises. All students should be respectful of other’s views and opinions. To ensure that, we will co-develop course norms for online exchanges and group conversations.

Privacy

To truly understand and retain the content of this course requires application. The most relevant application of the course material is your own life. Throughout the course, many exercises may involve personal disclosure. In general, when discussing personal life experiences and perspectives, it is a matter of balancing personal disclosure and maintaining personal privacy. You should strive to strike a balance between discussing something personally relevant but not highly personal, potentially upsetting experiences for you or your classmates. It is up to you how much and to whom you reveal any personal experiences or perspectives. If you find that you are not able to strike a balance between discussing personally irrelevant material and disclosing highly personal experiences, you may submit exercises directly to me. In some cases, exercises are only be submitted to me. If you find the class discussion personally upsetting, please let me know. Finally, please respect the privacy of others by not disclosing information about another student outside of the classroom discussion.

Grading

Final grades will be assigned according to the following scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; and < 60% = F.

- 1. Exams (40% of final grade)** – There will be 3 exams. The exams are intended to test your knowledge and comprehension of the chapter materials. Your overall exam grade will be the average of your 3 exam scores. Exams are made available on Blackboard after the online review on Tuesdays and due by the end of Friday at 11:59 PM.

There is a comprehensive exam with 100 multiple choice questions covering all the chapters in the course. The comprehensive exam is optional. If you take the comprehensive exam, your overall exam grade will be the average of your three highest exams. If you choose to take the final comprehensive exam, it is made available after Dead Day on May 7th. You have until the end of finals week on Friday, May 14th at 11:59 PM to complete the final comprehensive exam.

- 2. Quizzes (40% of final grade)** – There will be a one quiz per chapter. The quizzes are designed to test your knowledge and comprehension of the chapter materials in preparation for the exam. Each quiz will have 15 multiple choice questions. Your lowest quiz grade will be dropped. Your overall quiz grade will be the average of the remaining ten quiz scores.
- 3. Discussion Board (10% of final grade)**- There will be one discussion board question for each chapter. The Discussion Board questions are designed to enhance your knowledge and comprehension of the chapter materials. More importantly, the Discussion Board questions are designed to help you have a deeper understanding of the textbook material through application to your life.

The Discussion Board question or exercise will be posted on Monday. Since some Discussion Board questions rely on you completing an individual exercise you should read the discussion board on Monday. You are required to post to before the deadline on Friday evening at 11:59 PM. You are also required to reply to one of your fellow students post on the discussion board by Sunday evening by 11:59 PM. You may take a week off and/or miss one discussion board topic without it counting against your grade.

- 4. Participation (10% of final grade):** Your participation grade is based on attendance to online lectures, your involvement in Group Activities during online class and completion of self-assessments.

For each chapter there will be an online class. During the online class, there will be a micro-lecture on key topics in the chapter or topics related to the group exercise. The online classes take place during the scheduled class time (i.e., 3 PM to 4:20 PM). When we are covering a chapter, online classes are on Thursday. Since these lectures are often related to the group exercise, these online classes are not recorded. The review lectures to help you prepare for the exams occur on Tuesdays. Review lectures provided during online classes will be recorded. You are required to attend all online lectures. You may miss one online lecture or review without it counting against your grade.

There will be a set of micro-lecture videos for each chapter. Each min-lecture video includes an embedded self-assessment. Your completion of self-assessments contributes to your participation grade. However, your score on the self-assessment is not part of the calculation of your final grade.

In addition, there is a group exercise and/or discussion during the online class. The group exercise and/or discussion is designed to deepen your understanding of topics covered in the textbook

through application and analysis. Most group activities take place entirely in the virtual classroom. Some group activities require you to complete an exercise in preparation for the group discussion which will be provided to you on Monday. You may take one week off and/or miss one group discussion and/or exercise without it counting against your grade.

Support materials

Motivation & Emotion is a demanding course. As with any upper-level course, you should be willing to commit up to three study hours for each credit hour or nine hours for a three-credit course. Much of the learning in this course requires your consistent and active participation. However, I am committed to providing you the material you need to succeed to the best of your abilities. The following resources are provided to enhance your potential success in the course.

Weekly Email and Checklist: Each week, I will send out an email with key highlights for the week. In addition, I will provide a weekly checklist which indicates the task you need to complete that week.

PowerPoint Note Slides: PowerPoint note slides will be provided for each chapter. These are provided to help you take notes on the chapter during your reading and quiz or test preparation. I would suggest you use these slides to help you accomplish the following tasks which will enrich your learning:

Video Micro-Lectures: There will be 5-7 video micro-lectures per chapter. Each video lecture will last between 5-7 minutes and discuss a core concept from the chapter.

Self-Assessments: The video min-lectures are embedded with self-assessment questions. Usually there is approximately one self-assessment question per minute. You are required to watch the videos and take the self-assessments prior to the online class. The completion of the self-assessments counts toward the participation portion of your final grade. However, your scores on the self-assessments are not part of the calculation of your final grade.

Question & Answer Forum: A forum for each chapter will be available to address questions regarding the chapter. You are encouraged to post your questions to the Q&A Forum. If you have a question, at least one other person has the same question so do not hesitate to make use of the Q&A forum. If someone post a question that is similar to yours, you are encouraged to ask a follow up question. Teaching others is the best way to learn. If you know the answer to the question on the forum, share it. Please share your knowledge. I will confirm the accuracy and completeness of the response.

Exam Preparation Materials: In advance of each exam, I will provide chapter review videos and short essays to help you prepare for the exam. In addition, each student will be asked to prepare one multiple choice question on a Discussion Board.

The Typical Week:

- During a typical week in Motivation and emotion, you will receive an email on Sunday evening which highlights the weeks activities.
- The Weekly Checklist and PowerPoint Note Slides will be posted on Blackboard on Monday.
- The Discussion Board Question will be posted on Monday. (You should review the Discussion Board question when it is posted since some involve you engaging in a preliminary activity.)
- If the planned group activity for the online class requires preparation, then the group activity will be posted on Blackboard on Monday.
- You will need to read and take notes on the chapter with the aid of the chapter PowerPoint Note slides.
- There will be 5-7 video lectures that last approximately 7 minutes.

- You will need to watch the video min-lectures and complete the self-assessments by Wednesday at 11:59 PM.
- When we are covering a single chapter, online lectures take place on Thursdays.
- There is a group activity during the online class.
- You are required to post to the Discussion Board by Friday evening at 11:59 PM
- Chapter quizzes are made available after the online class and are due by Friday at 11:59 PM.
- You are required to post to respond on the Discussion Board by Sunday evening at 11:59 PM.

COURSE SCHEDULE

January 2022

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
Module 1: Introduction		
18, Tuesday	Chapter 1: Introduction	
20, Thursday	Chapter 1	Online Class & Group Exercise
25, Tuesday	Chapter 3: Motivated & Emotional Brain	
27, Thursday	Chapter 3	Online Class & Group Exercise

February 2022

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
Module 2: Needs		
1, Tuesday	Chapter 5: Extrinsic Motivation	
3, Thursday	Chapter 5	Online Class & Group Exercise
8, Tuesday	Chapter 6: Psychological Needs	
10, Thursday	Chapter 6	Online Class & Group Exercise
15, Tuesday	Chapter 7: Implicit Motives	
17, Thursday	Chapter 7	Online Class & Group Exercise
Exam Module 2: Needs		
22, Tuesday	EXAM 1 REVIEW (Chapters 5,6 & 7)	Online Review (Recorded)
24, Thursday	EXAM 1 (Chapters 5,6 & 7)	Exam is available after online review and due by Friday at 11:59 PM

March 2022

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
Module 3: Cognitions		
1, Tuesday	Chapter 8: Goal Setting & Goal Striving	
3, Thursday	Chapter 8	Online Class & Group Exercise
8, Tuesday	Chapter 9: Mindsets	
10, Thursday	Chapter 9	Online Class & Group Exercise
March 14th-18th	Spring Break!	Spring Break!
22, Tuesday	Chapter 10: Personal & Control Beliefs	
24, Thursday	Chapter 10	Online Class & Group Exercise
Exam Module 3: Cognitions		
29, Tuesday	EXAM 2 REVIEW	Online Review (Recorded)
31, Thursday	Exam 2	Exam is available after online review and due by Friday at 11:59 PM

April 2022

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
Module 4: Emotions		
5, Tuesday	Chapter 12: Nature of Emotion	
7, Thursday	Chapter 12	Online Class & Group Exercise
12, Tuesday	Chapter 13: Aspects of Emotion	
14, Thursday	Chapter 13	Online Class & Group Exercise
19, Tuesday	Chapter 14: Individual Emotions	
21, Thursday	Chapter 14	Online Class & Group Exercise
Exam Module 4: Emotions		
26, Tuesday	EXAM 3 REVIEW	Live Online Review (Recorded)
28, Thursday	EXAM 3	Exam is available after online review and due by Friday at 11:59 PM

May 2022

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
Final Exam		
3, Tuesday	COMPREHENSIVE REVIEW	Live Online Review (Recorded)
4, Thursday	COMPREHENSIVE REVIEW	Live Online Review (Recorded)
9th -13th	COMPREHENSIVE FINAL EXAM†	Exam is available after online review and due by Friday the 13 th at 11:59 PM

† Verify Final Examination Schedule for Spring 2022 at <https://www.utep.edu/student-affairs/registrar/Scheduling/Final%20Exams%20Schedule/Final%20Exam%20Schedule%20Spring%202022.pdf>

Additional Information Related to the Course

Exam policy

You are provided several days to take quizzes and exams. Failure to take any quiz or exam during the allotted time period on Blackboard will result in a score of zero (0) for that quiz or exam. No make-up quizzes will be given under any circumstances. Make up exams will only be provided if 1) in my judgement the exam was missed due to extraordinary circumstance and 2) formal documentation can be provided and verified.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have a stable internet connection. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for *free* via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties not addressed by troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technology needs of students.

Test Proctoring Software

Exams, quizzes and other assessments will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Monitor requires a webcam and microphone.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

Below are some general requirements for online discussions

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Student Conduct

Students are expected to behave in a polite manner in the classroom by respecting their fellow classmates and the professor. The professor reserves the right to either drop a student or ask him/her to leave for inappropriate/disruptive behavior in class. Dishonest behaviors like cheating and/or plagiarism **will NOT be** permitted and appropriate action will be taken according to the UTEP Student Standards of Conduct, which can be accessed at: <http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

Course Calendar Outline:

Lecture Videos

The use of video recordings will enable you to have access to class lectures and video exercises. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Special accommodations

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email at cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Student Services and Support at UTEP

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Class attendance and last day to withdraw class

The last day for students to withdraw from this class and receive a “W” is April 1, 2020. Students will be responsible for dropping the course; the professor will not drop any student. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W.

Excused Absences and Course Drop Policy

Consistent course engagement and attendance to synchronous classes are required. According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” Based on this policy, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide you 24 hours advance notice via email before withdrawing you from the course.

University-Recognized Activities

Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten (10) days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professor. It is the student’s responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty.

Absence for Religious Holy Days

Religious holy day means a day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, *Tax Code*. Section 51.911 of the *Texas Education Code* and 19 *Texas Administrative Code* 4.4 related to absences by students for observance of religious holy days states that the institution shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection cannot be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. The student must provide written notice to the instructor of each course that he or she will be absent for a religious holy day **not less than 10 days prior to the absence**. If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day as defined therein, or if there is similar disagreement about whether the student has

been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor can request a ruling from the Provost or the Provost's designee. The student and the instructor shall abide by the decision of the Provost or designee.

Military Leave

Section 51.9111, *Texas Education Code*, and 19 Texas Administrative Code 4.9 provides that students be excused from scheduled classes or other required activities if the student is called to and participates in active military service for a reasonably brief period and that the student shall be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact-hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Students called to active military service must provide a copy of their military orders to the instructor of each course. Further information is available under [Complete Withdrawal Due to Active Military Service](#)