

**The University of Texas at El Paso**  
**PSYC 4341 (CRN 26100)—Motivation and Emotion—Spring 2019**

Tuesdays and Thursdays  
3:00 pm – 4:20 pm  
Quinn Hall 203

**Professor:** Craig A. Field, PhD, MPH

**Office:** Psychology Building Rm. 116

**E-mail:** [cfield@utep.edu](mailto:cfield@utep.edu) (preferred method of contact)

**Phone:** 915 747-8539

**Office Hours:** 30 minutes after class or by appointment

**Textbook:** Reeve, J. (2015). *Understanding Motivation and Emotion* (6<sup>th</sup> ed.). Wiley.

### **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 Objectives**

Upon successful completion of this course, a student should: (1) know the major theoretical perspectives that address motivated behavior; (2) understand the utility and limitations of the various theoretical perspectives; (3) understand research strategies employed in the study of motivation and emotion, (4) understand the principal motives of behavior, (5) be able to apply ideas from the study of motivation to explain behavior, and (6) develop strategies to help change your own behavior.

### **Exams and Assignments:**

1) Quizzes (40% of final grade) – There will be one quiz per chapter from the textbook. Quizzes will be given at the end of class during which that chapters lectures are completed. You will be given 15 minutes to take the quiz. Each quiz will include 10 questions and you may use your notes. Failure to take a quiz will result in a score of “0” for that quiz. No make-up quizzes will be given under any circumstances. Your lowest quiz grade will be dropped. Your overall quiz grade will be the average of your remaining quiz scores.

2) Exams (40% of final grade) – There will be 4 exams throughout the class, including a comprehensive final exam. The exams will cover 3 to 4 chapters each, with the exception of the final which will be cumulative. Each exam will include material from the textbook, class lectures and class presentations. The format of the exam will be multiple-choice. Your overall exam grade will be the average of your 4 exam scores. The final exam which is cumulative will replace your lowest exam grade.

3) Presentation (10% of final grade) – Each student is assigned a group. Each group will present once during the semester. The presentation will cover a key study from a chapter. For each presentation, you will be graded by your peers. First, your group will evaluate your participation as a member of the group. Second, the class will evaluate the group presentation. Ten percent of your final grade will be based on my evaluation of your group’s presentations taking into account the evaluation of your peers.

(4) Present and Future Authoring (10% of final grade) – To better understand the core concepts in this course, you should complete the virtues component of the Present Authoring Program and the Future Authoring Program in its entirety which are both available at a discounted price at selfauthoring.com. In the Virtues component of the Present Authoring Program, you will be asked to select virtues that are typical of you. Then you will be asked to make a final list of virtues, from those that you have selected. Then you will be asked to write about a time when that virtue helped you attain a desired goal or cause a desired outcome. Finally, you will be asked to write about how you might use that virtue more effectively in you're the future. The Future Authoring Program is designed to help you imagine your ideal future, three to five years down the road. What would your life be like if you could set it up in the manner that would be best for you? You will be asked to consider the people you admire, things you could do better, your educational and career goals, what habits you would like to improve, your family life, your social network, and your leisure activities. The cost of these programs is \$29.90. These exercises will provide you with a deeper understanding of core concepts discussed throughout the course. Per the syllabus, the Present Authoring Program is due prior to the Spring Break and the Future Authoring Program is due prior to the Final Exam.

### **Exam policy**

Failure to take any exam will result in a score of zero (0) for that exam. Make-up exams will be administered only in extraordinary circumstances and only when written documentation justifying an absence for an exam is provided.

### **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.

### **Class attendance and last day to withdraw class**

Regular class attendance is expected. The last day for students to withdraw from this class and receive a "W" is April 5, 2019. Students will be responsible for dropping the course; the professor will not drop any student (which will make them earn a grade of "F").

### **Electronic devices and classroom behavior**

Please turn off your cell phone on arrival. If you want to ask a question or make a comment, raise your hand and try not to interrupt others as they speak. The use of electronic devices is **NOT ALLOWED** in class (e.g., laptops, smartphones, iPads, others not listed).

### **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](mailto: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](http://www.sa.utep.edu/cass)

### **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:

**Course Schedule**

**January 2018**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
22, Tuesday	Syllabus	
24, Thursday	Chapter 1: Introduction	
29, Tuesday	Chapter 1 & Chapter 2	Quiz Chapter 1
31, Thursday	Chapter 2: Historical Perspective	Quiz Chapter 2

**February 2018**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
5, Tuesday	Chapter 15: Growth Motivation	Group 1 Presentation
7, Thursday	Chapter 15: Growth Motivation	Quiz Chapter 15
12, Tuesday	Chapter 17: Interventions	Quiz Chapter 17
14, Thursday	<b>EXAM 1</b>	
19, Tuesday	Chapter 5: Extrinsic Motivation	Group 2 Presentation
21, Thursday	Chapter 5: Extrinsic Motivation	Quiz Chapter 5
26, Tuesday	Chapter 6: Psychological Needs	Group 3 Presentation
28, Thursday	Chapter 6: Psychological Needs	Quiz Chapter 6

**March 2018**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
5, Tuesday	Chapter 7: Implicit Motives	Group 4 Presentation
7, Thursday	Chapter 7: Implicit Motives	Quiz Chapter 7
12, Tuesday	<b>EXAM 2</b>	
14, Thursday	Chapter 8: Goal Setting & Goal Striving	Group 5 Presentation Present Authoring DUE
<b>Week of March 19<sup>th</sup></b>	<b>Spring Break!</b>	<b>Spring Break!</b>
26, Tuesday	Chapter 8: Goal Setting & Goal Striving	Quiz Chapter 8
28, Thursday	Chapter 9: Mindsets	Group 6 Presentation

**April 2018**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
2, Tuesday	Chapter 9: Mindsets	Quiz Chapter 9
4, Thursday*	Chapter 10: Personal Control Beliefs	Group 7 Presentation
9, Tuesday	Chapter 10: Personal Control Beliefs	Quiz Chapter 10
11, Thursday	<b>EXAM 3</b>	
16, Tuesday	Chapter 12: Nature of Emotions	Group 8 Presentation
18, Thursday	Chapter 12: Nature of Emotions	Quiz Chapter 12
23, Tuesday	Chapter 13: Aspects of Emotions	Group 9 Presentation
25, Thursday	Chapter 13: Aspects of Emotions	Quiz Chapter 13
30, Tuesday	Chapter 14: Individual Emotions	Group 10 Presentation

\* Thursday April 5<sup>th</sup> is the deadline for Drop/Withdrawal

### May 2018

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
2, Thursday	Chapter 14: Individual Emotions	Quiz Chapter 14
7, Tuesday	<b>EXAM 4</b>	
9, Thursday	<b>Comprehensive Review</b>	<b>Future Authoring DUE</b>
<b>16, Thursday</b>	<b>Comprehensive Final Exam</b>	<b>4:00 – 6:45</b>

### **Research Study Presentation**

#### **Chapter 15: Positive Psychology (Group 1)**

Morisano, D., Hirsch, J.B., Peterson, J.B., Shore, B. & Pihl, R.O. (2010). Personal goal setting, reflection and elaboration improves academic performance in university students. *Journal of Applied Psychology*, 95, 255-264.

#### **Chapter 5: Extrinsic Motivation (Group 2)**

Lepper, M. R., & Greene, D. (1975). Turning play into work: Effects of adult surveillance and extrinsic rewards on children's intrinsic motivation. *Journal of Personality and Social Psychology*, 31, 479-486.

#### **Chapter 6: Psychological Needs (Group 3)**

Engeser, S., & Rheinberg, F. (2008). Flow, moderators of challenge-skill balance, and performance. *Motivation and Emotion*, 32, 158-172.

#### **Chapter 7: Implicit Motives (Group 4)**

Spangler, W. D., & House, R. J. (1991). Presidential effectiveness and the leadership motive profile. *Journal of Personality and Social Psychology*, 60, 439-455.

**Chapter 8: Goal Setting & Goal Striving (Group 5)**

Adriaanse, M. A., de Ridder, D. T., & de Wit, J. B. (2009). Finding the critical cue: Implementation intentions to change one's diet work best when tailored to personally relevant reasons for unhealthy eating. *Personality and Social Psychology Bulletin*, 35, 60-71.

**Chapter 9: Mindsets (Group 6)**

Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218–232.

**Chapter 10: Personal Control Beliefs (Group 7)**

Alloy, L. B., & Abramson, L. T. (1979). Judgment of contingency in depressed and nondepressed students: Sadder but wiser? *Journal of Experimental Psychology: General*, 108, 441–485.

**Chapter 12: Nature of Emotions (Group 8)**

Isen, A. M., Daubman, K. A., & Nowicki, G. P. (1987). Positive affect facilitates creative problem-solving. *Journal of Personality and Social Psychology*, 51, 1122–1131.

**Chapter 13: Aspects of Emotion (Group 9)**

Strack, F., Martin, L. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: Unobtrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, 54, 768–777.

**Chapter 14: Aspects of Emotion (Group 10)**

Inbar, Y., Pizarro, D., Iyer, R., & Haidt, J. (2012). Disgust Sensitivity, Political Conservatism and Voting. *Social Psychological and Personality Science*, 3, 537-544.

## Supplemental Readings

Supplemental readings are not required readings. Supplemental readings are readings that you may find particularly helpful if you want to know more about the studies from the chapter readings that are highlighted in the lecture or a central topic covered in the chapter. Readings marked with an \* cover central topics from the chapter. You may these readings helpful for better understanding that topic and the chapter in general.

### Ch 5: Extrinsic Motivation

Hall, R. V., Axelrod, S., Tyler, L., Grief, E., Jones, F. C., & Robertson, R. (1972). Modification of Behavior Problems in the home with a parent as observer and experimenter. *Journal of Applied Behavior Analysis, 5*, 53-64.

Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin, 128*, 539- 579.

Azrin, N. H., Rubin, H., O'Brien, F., Ayllon, T., & Roll, D. (1968). Behavioral engineering: Postural control by a portable operant apparatus. *Journal of Applied Behavior Analysis, 2*, 39-42.

\*Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

### Chapter 6: Psychological Needs

Koestner, R., Ryan, R. M., Bernieri, F., & Holt, K. (1984). Setting limits on children's behavior: The differential effects of controlling versus informational styles on intrinsic motivation and creativity. *Journal of Personality, 52*, 233-248.

\*Kawabata, M., & Mallett, C. J. (2011). Flow experience in physical activity: Examination of the internal structure of flow from a process-related perspective. *Motivation and Emotion, 35*, 393- 402.

Harter, S. (1974). Pleasure derived by children from cognitive challenge and mastery. *Child Development, 45*, 661-669.

Harter, S. (1978b). Pleasure derived from optimal challenge and the effects of extrinsic rewards on children's difficulty level choices. *Child Development, 49*, 788-799.

### Chapter 7: Implicit Motives

Covington, M. V., & Omelich, C. L. (1979). Effort: The double-edged sword in school achievement. *Journal of Educational Psychology, 71*, 169-182.

Blankenship, V. (1987). A computer-based measure of resultant achievement motivation. *Journal of Personality and Social Psychology, 53*, 361-372.

\* Kuhl, J., & Blankenship, V. (1979). The dynamic theory of achievement motivation: From episodic to dynamic thinking. *Psychological Review, 86*, 141-151.

### Chapter 8: Goal Setting

Wrosch, C., Scheier, M. F., Carver, C. S., & Schulz, R. (2003). The importance of goal disengagement in adaptive self-regulation: When giving up is beneficial. *Self and Identity, 2*, 1-20.

\* Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task

motivation: A 35-year odyssey. *American Psychologist*, 57, 705–717.

Wieber, F., von Suchodoletz, A., Heikamp, T., Trommsdorff, G., & Gollwitzer, P. M. (2011). If-then planning helps school-age children to ignore attractive distractions. *Social Psychology*, 42, 39–47.

### **Chapter 9: Mindsets**

Gollwitzer, P. M., & Kinney, R. F. (1989). Effects of deliberative and implemental mind-sets on illusion of control. *Journal of Personality and Social Psychology*, 56, 531–542.

Freitas, A. L., & Higgins, E. T. (2002). Enjoying goal-directed action: The role of regulatory fit. *Psychological Science*, 13, 1–6.

\* Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256–273.

### **Chapter 10: Control**

Seligman, M. E. P., & Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology*, 94, 1–9.

Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognitions following failure. *Journal of Personality and Social Psychology*, 36, 451–462.

Alloy, L. B., & Abramson, L. T. (1979). Judgment of contingency in depressed and nondepressed students: Sadder but wiser? *Journal of Experimental Psychology: General*, 108, 441–485.

Alloy, L. B., & Seligman, M. E. P. (1979). On the cognitive component of learned helplessness and depression. *Psychology of Learning and Motivation*, 13, 219–276.

Alloy, L. B., & Abramson, L. V. (1982). Learned helplessness, depression, and the illusion of control. *Journal of Personality and Social Psychology*, 42, 1114–1126.

\*Peterson, C., Maier, S. F., & Seligman, M. E. P. (1993). *Learned helplessness: A theory for the age of personal control*. New York: Oxford University Press.

### **Chapter 11: Self and Its Strivings**

Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. *Journal of Personality and Social Psychology*, 76, 482–497.

Sheldon, K. M., & Houser-Marko, L. (2001). Self-concordance, goal attainment, and the pursuit of happiness: Can there be an upward spiral? *Journal of Personality and Social Psychology*, 80, 152–165.

\* Baumeister, R. F. (1987). How the self became a problem: A psychological review of historical research. *Journal of Personality and Social Psychology*, 52, 163–176.

Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, 74, 1252–1265.

## **Chapter 12: Nature of Emotions**

Isen, A. M., & Levin, P. F. (1972). The effect of feeling good on helping: Cookies and kindness. *Journal of Personality and Social Psychology*, 21, 384–388.

Clark, L. A., Watson, D., & Leeka, J. (1989). Diurnal variation in the positive affects. *Motivation and Emotion*, 13, 205–234.

\* Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review*, 2, 363–370.

\* Ekman, P., & Cordaro, D. (2011). What is meant by calling emotions basic? *Emotion Review*, 3, 364–370.

\* Izard, C. E. (2007). Basic emotions, natural kinds, emotion schemas, and a new paradigm. *Perspectives on Psychological Science*, 2, 260–280.

## **Chapter 13: Aspects of Emotion**

Ekman, P., Friesen, W. V., O'Sullivan, M., Chan, A., Diacoyanni-Tarlatzis, I., Heider, K., . . . Tzavaras, A. (1987). Universals and cultural differences in the judgments of facial expressions of emotion. *Journal of Personality and Social Psychology*, 53(4), 712-717

\* McIntosh, D. N. (1996). Facial feedback hypotheses: Evidence, implications, and directions. *Motivation and Emotion*, 20, 121–147.

\* Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. *Emotion Review*, 5, 119–124.

## **Chapter 15: Positive Psychology**

Williams, G. C., Grow, V. M., Freedman, Z. R., Ryan, R. M., & Deci, E. L. (1996). Motivational predictors of weight loss and weight-loss maintenance. *Journal of Personality and Social Psychology*, 70, 115–126.

Dykman, B. M. (1998). Integrating cognitive and motivational factors in depression: Initial tests of a goal-orientation approach. *Journal of Personality and Social Psychology*, 74, 139–158.

\* Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5–14.

Toepfer, S. M., Cichy, K., & Peters, P. (2012). Letters of gratitude: Further evidence for author benefits. *Journal of Happiness Studies*, 13, 187–201.

## **Chapter 17: Interventions**

Cheon, S. H., Reeve, J., & Moon, I. S. (2012). Experimentally based, longitudinally designed, teacher-focused intervention to help physical education teachers be more autonomy supportive toward their students. *Journal of Sport and Exercise Psychology*, 34, 365–396.

Yeager, D. S., Trzesniewski, K. H., & Dweck, C. S. (2013). An implicit theory of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development*, 84, 970–988.



- Izard, C. E., King, K. A., Trentacosta, C. J., Morgan, J. K., Laurenceau, J.-P., Krauthamer-Ewing, S. E., & Finlon, K. J. (2008). Accelerating the development of emotion competence in Head Start children: Effects on adaptive and maladaptive behavior. *Development and Psychopathology*, 20, 369–397.
- Jazaieri, H., Jinpa, G. T., McGonigal, K., Rosenberg, E. L., Finkelstein, J., Simon-Thomas, E., Cullen, M., Doty, J. R., Gross, J. J., & Goldin, P. R. (2013a). Enhancing compassion: A randomized controlled trial of a compassion cultivation training program. *Journal of Happiness Studies*.
- Jazaieri, H., McGonigal, K., Jinpa, T., Doty, J. R., Gross, J. J., & Goldin, P. R. (2013b). A randomized controlled trial of compassion cultivation training: Effects on mindfulness, affect, and emotion regulation. *Motivation and Emotion*.

## Group Assignments

### Group 1

Alvaredo, Sophia  
Contreras, Luis  
Holland, J'Anais  
Mora, Jessica  
Rosales, Samantha

### Group 2

Andrade, Evelyn  
Desantiago, Brittany  
Iturralde, April  
Murillo, Natalia  
Seo, Jina

### Group 3

Archuleta, Briana  
Dominguez, Valeria  
James, Japheth  
Ochoa, April  
Serrano, Jacqueline

### Group 4

Arellanas, Alejandro  
Garcia, Claudia  
Knott, Melissa  
O'Dell, Tabitha  
Serrato, Mariacristal

### Group 5

Bear, Elizabeth  
Gates, Gregory  
Lares, Luis  
Prieto, Ashley  
Silvia, Gonzalo

### Group 6

Becerra, Yvette  
Gomez, Christopher  
Lopez, Kevin  
Quinn, Morgan  
Soto, Ashley

### Group 7

Briones, Eva  
Gonzalez, Sarah  
Lujan, Markos  
Ramirez, Adrianna  
Sunderland, Irma

### Group 8

Calderon, Marcos  
Gonzalez, Daniela  
Marquez, Ambar  
Rios, Erika  
Torres, Sabrina

### Group 9

Camacho, Emmanuel  
Guerrero Martinez, Miguel  
Martinez, Arantxa  
Rodriguez, Marisol  
Vargas, Stephanie

### Group 10

Caraveo, Vanessa  
Gutierrez, Adrian  
Medina, Carlos  
Rodriguez, Andrea