

**The University of Texas at El Paso**  
**PSYC 4341 (CRN 25653)—Motivation and Emotion—Spring 2020**

Tuesdays and Thursdays  
3:00 pm – 4:20 pm  
Education Building rm. 112

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

**Office:** Psychology Building Rm. 116

**E-mail:** Only send emails to me via Blackboard

**Phone:** 915 747-8539

**Office Hours:** 10:00 to 12:00 on Wednesday, available for 30 minutes after class or by appointment

**Teaching Assistant:** TBD

**Textbook:** Reeve, J. (2015). *Understanding Motivation and Emotion* (7<sup>th</sup> ed.). Wiley.

**About the Textbook:**

A deep understanding is great, but it is even better to take the next step and actually apply that knowledge to improve people's lives. As a field, we now understand the nature of motivation and emotion, their causes, the conditions that affect them, and how motivational and emotional processes lead to productive outcomes such as learning, performance, and well-being. The field's understanding is so deep that researchers can now confidently offer practical recommendations. By the time you finish the book, I hope you will gain two important achievements. First, I hope you gain a deep and sophisticated understanding of motivation and emotion. Second, I hope you will gain the practical know-how to apply that knowledge in a concrete and personally meaningful way. Motivational and emotional principles and findings can be applied in many domains, but the most obvious include the home, school, workplace, clinical setting, counseling center, gym, athletic field, all aspects of health care, and interpersonal relationships in general.

**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.

**Academic 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.

**Practical Course Objectives**

The practical objectives of this course are related to real life application of the concepts covered throughout the semester. Through course content you will be able to better understand what motivates your behavior and the behavior of other people. Likewise, you will learn how to motivate other people and yourself to achieve goals that are consistent with their/your values, abilities and genuine interests. Finally, you will better understand your emotional world and other people around you and how the two influence one another. It is my hope that the topics covered in the course will have a profound and

lasting impact on your lives and the lives of those around you.

### **Exams and Assignments:**

1) **Quizzes (45% of final grade)** – There will be about one quiz per chapter from the textbook. Each chapter covered on a quiz will have 10 questions related to that chapter. You may use your notes and your book during quizzes. Quizzes will be given at the end of class during which that chapters lectures are completed. You will be given about 15 minutes to take the quiz. 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 (45% of final grade)** – There will be 5 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 cover all chapters discussed during the semester. Each exam will include material from the textbook, class lectures and class presentations. The format of the exam will be multiple-choice and consists of approximately 50 multiple choice questions. Your overall exam grade will be the average of your 5 exam scores.

(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](http://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, and others). Electronic devices should not be accessible during quizzes or exams.

**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 2020**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
21, Tuesday	Syllabus & Chapter 1: Introduction	
23, Thursday	Chapter 1&2:	
28, Tuesday	Chapter 2: Historical Perspective	Quiz Chapters 1 & 2
30, Thursday	Chapter 5: Extrinsic Motivation	

**February 2020**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
4, Tuesday	Chapter 5	Quiz Chapter 5
6, Thursday	Chapter 6: Psychological Needs	
11, Tuesday	Chapter 6	Quiz Chapter 6
13, Thursday	Chapter 7: Implicit Motives	
18, Tuesday	Chapter 7	Quiz Chapter 7
20, Thursday	<b>EXAM 1</b>	<b>EXAM 1</b>
25, Tuesday	Chapter 8: Goal Setting & Goal Striving	
27, Thursday	Chapter 8	Quiz Chapter 8

**March 2020**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
3, Tuesday	Chapter 9: Mindsets	
5, Thursday	Chapter 9	Quiz Chapter 9
10, Tuesday	Chapter 10: Personal Control Beliefs	
12, Thursday	Chapter 10	Quiz Chapter 10 <b>Present Authoring DUE!</b>
<b>Week of March 16<sup>th</sup></b>	<b>SPRING BREAK!</b>	<b>SPRING BREAK!</b>
24, Tuesday	Chapter 11: The Self & Its Strivings	
26, Thursday	Chapter 11	Quiz Chapter 11
31, Tuesday	<b>EXAM 2</b>	<b>EXAM 2</b>

**April 2020**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
2, Thursday	Chapter 12: The Nature of Emotions	
7, Tuesday	Chapter 12	Quiz Chapter 12
9, Thursday	Chapter 13: Aspects of Emotion	
14, Tuesday	Chapter 13	Quiz Chapter 13
16, Thursday	Chapter 14: Individual Emotions	
21, Tuesday	Chapter 14	Quiz Chapter 14
23, Thursday	<b>EXAM 3</b>	<b>EXAM 3</b>
28, Tuesday	Chapter 15: Growth Motivation & Positive Psychology	
30, Thursday	Chapter 16: Psychodynamic	

**May 2020**

<u>Date</u>	<u>Topic &amp; Assigned Readings</u>	<u>Due</u>
5, Tuesday	Chapter 17: Interventions	
7, Thursday	<b>EXAM 4</b>	<b>EXAM 4</b>
12, Tuesday	<b>Comprehensive Review</b>	
14, Thursday	<b>Comprehensive Review</b>	<b>Future Authoring DUE!</b>
<b>TBD</b>	<b>Comprehensive Final Exam</b>	<b>4:00 – 6:45</b>

## 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 find 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*.