

The University of Texas at El Paso
Department of Psychology
Syllabus

Course Information

PSYC 4341-Motivation and Emotion

Written Communication: Email & Blackboard

Class Times: Tuesdays & Thursdays: 07:30 AM - 08:50 AM

Location: Main Campus | Psychology Building | Room 308

Course Duration : 08/26/2024 - 12/05/2024

Instructor Information

Instructor: Rodolfo Flores Garcia, Ph.D.

Email: rfloresgarcia@utep.edu

Delivery: In-person

Office Hours: email to schedule in person or zoom appointment.

Course Description

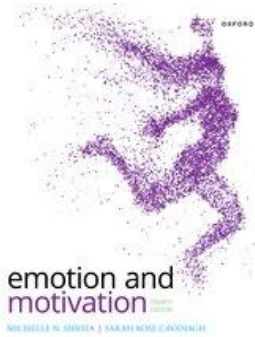
This course provides a comprehensive exploration of emotion and motivation, examining key concepts, theories, and research findings that shape our understanding of these fundamental psychological processes. Through an integration of both classic and cutting-edge research with real-world applications, the course offers a holistic perspective on how emotions and motivations influence human behavior and overall well-being.

Course Objectives

1. **Understand Key Concepts:** Demonstrate a comprehensive understanding of the fundamental concepts, theories, and research findings in the fields of emotion and motivation.
2. **Understand Influencing Factors:** Demonstrate an understanding of the interplay between biological, psychological, and sociocultural factors that shape emotional experiences and motivational processes.
3. **Develop and Apply Critical Thinking:** Develop and apply critical thinking skills to evaluate and synthesize scientific literature, question assumptions, and formulate well-reasoned arguments about emotional and motivational phenomena.

Through active participation and engagement with the course material, students will emerge equipped with the knowledge and skills necessary to better understand the powerful forces that shape our inner lives and drive our behavior.

Required Textbook



Primary Textbook:
Emotion and Motivation
Fourth Edition
Michelle (Lani) Shiota and Sarah Rose Cavanagh
Publication Date - 01 May 2023
ISBN: 9780197586877

Supplementary Texts: These optional readings provide students with the opportunity to engage more deeply with the course material by exploring contemporary discussions and applications of emotion and motivation theories.

- "How Emotions Are Made" by Lisa Feldman Barrett
- "The Emotional Brain" by Joseph E. LeDoux
- "The Nature of the Beast" by David J. Anderson
- "Affective Neuroscience: The Foundations of Human and Animal Emotions" by Jaak Panksepp

Throughout the semester, additional readings will be made available on a weekly basis. These materials serve various purposes within the course:

1. **Optional Readings:** Some of the posted materials will be entirely optional. These are provided for students who wish to deepen their understanding of certain topics or explore related areas of interest.
2. **Extra Credit Opportunities:** Select readings will form the basis for extra credit assignments. These offer students the chance to boost their grades while engaging with advanced or specialized content.
3. **Participation Assignments:** Certain readings will be tied to participation assignments. These are designed to encourage active engagement with the course material and may involve class discussions, short responses, or other interactive elements.

Students are encouraged to regularly check the course platform for updates on these additional materials. While not all readings are mandatory, engaging with them can significantly enhance your learning experience and potentially improve your course performance.

Please note: I will indicate which category each posted reading falls into (optional, extra credit, or participation) to help you prioritize your efforts effectively.

Grading Breakdown

- **A:** 90-100% (900-1000 points)
- **B:** 80-89% (800-899 points)
- **C:** 70-79% (700-799 points)
- **D:** 60-69% (600-699 points)
- **F:** Below 60% (less than 600 points)

Components of the Final Grade:

- 1. Exams (30% of Final Grade, 300 points total)**
 - There will be 3 exams throughout the semester.
 - The exams are designed to test your knowledge and comprehension of the chapter materials.
 - Study guides will be posted two weeks before each test.
- 2. Quizzes (30% of Final Grade, 300 points total)**
 - There will be one quiz per chapter.
 - Quizzes are designed to test your understanding of the chapter materials and prepare you for the exams.
 - Each quiz will consist of 15 multiple-choice questions.
 - You are allowed to drop your 3 lowest quiz scores.
 - Quizzes will be conducted through Blackboard.
- 3. Participation (20% of Final Grade, 200 points total)**
 - Participation will be graded on a credit/no-credit basis.
 - To receive full credit (200 points), students must complete at least 90% of the participation activities (e.g., 9 out of 10 or 18 out of 20 activities).
 - If a student completes less than 90% of the activities, the participation grade will be weighted proportionally based on the total completed. For example, if a student completes 8 out of 10 activities (80%), they will receive 160 points (80% of 200 points).
 - Participation includes attending lectures, engaging in discussion boards, and participating in class activities (e.g., short writing assignments, reactions, or reflections based on prompts presented in class). **A note on responses:** Your responses should demonstrate that you have carefully read and thought about the assigned article. They do not need to cover all aspects of the reading but should reflect meaningful engagement, such as discussing something you found intriguing, confusing, or debatable. You might pose a question, highlight an issue that needs further exploration, or connect the content to other materials. This approach shows that you did more than just skim the text or read the abstract.
 - Activities will occasionally be conducted via Blackboard.
- 4. Writing Assignments (20% of Final Grade, 200 points total)**
 - There will be 4 writing assignments throughout the semester, each 2 pages in length.
 - These assignments are designed to enhance critical thinking and writing skills, focusing on topics covered in the course.

- Each writing assignment will be graded for clarity, coherence, argument strength, and understanding of the material.
 - Writing assignments will be submitted through Blackboard, and specific prompts and guidelines will be provided.
- 5. Extra Credit (up to 10%, 100 points total)**
- Extra credit opportunities are optional and will be graded on a credit/no-credit basis.
 - To receive full credit (20% towards the final grade), students must complete at least 90% of the participation activities (e.g., 9 out of 10 or 18 out of 20 activities).
 - If a student completes less than 90% of the activities, the participation grade will be weighted proportionally based on the total completed. For example, if a student completes 8 out of 10 activities (80%), they will receive 16% towards the final grade (80% of 20%).
 - These opportunities may include additional assignments, participation in research studies, attending relevant seminars or workshops, or completing extra projects.
 - Students can use extra credit to enhance their understanding of the course material and potentially improve their final grade up to a maximum of 100 points
 - Specific extra credit opportunities will be announced throughout the semester, and guidelines will be provided for each activity.

Final Grade Calculation

Final grades will be calculated as follows: $(\text{points earned} + \text{extra credit}/1000) \times 100$.

August 2024

- **Tuesday, August 27** — Introduction to Course & Syllabus, **Chapter 1: Defining Emotion and Motivation**
- **Thursday, August 29** — **Chapter 1: Defining Emotion and Motivation** (continued)

September 2024

- **Tuesday, September 3** — **Chapter 2: The Evolution of Emotion and Motivation**
- **Thursday, September 5** — **Chapter 2: The Evolution of Emotion and Motivation** (continued)
- **Tuesday, September 10** — **Chapter 3: Culture and Emotion**
- **Thursday, September 12** — **Chapter 3: Culture and Emotion** (continued)

Supplementary Reading: Selected chapter(s) from "How Emotions Are Made" by Lisa Feldman Barrett

(Aligns with Chapters 1-3; Discusses the construction of emotions, which complements the topics of defining emotions and cultural influences on emotions.)

- **Tuesday, September 17** — **Chapter 4: What Activates Motivation and Emotion?**

- **Thursday, September 19 — Chapter 4: What Activates Motivation and Emotion?** (continued)
- **Tuesday, September 24 — Chapter 5: Expression in the Face, Posture, and Voice**
- **Thursday, September 26 — Chapter 5: Expression in the Face, Posture, and Voice** (continued)

October 2024

- **Tuesday, October 1 — Chapter 6: Emotion, Motivation, and the Central Nervous System**
- **Thursday, October 3 — Chapter 6: Emotion, Motivation, and the Central Nervous System** (continued)

Supplementary Reading: Selected chapter(s) from "The Emotional Brain" by Joseph E. LeDoux
(Aligns with Chapter 6; Focuses on the neuroscience of emotions and the brain mechanisms underlying emotional responses.)

- **Tuesday, October 8 — Test 1** (covering Chapters 1-5)
- **Thursday, October 10 — Chapter 7: The Physiology of Emotion and Motivation**
- **Tuesday, October 15 — Chapter 7: The Physiology of Emotion and Motivation** (continued)
- **Thursday, October 17 — Chapter 8: Emotional and Motivational Development**
- **Tuesday, October 22 — Chapter 8: Emotional and Motivational Development** (continued)
- **Thursday, October 24 — Chapter 9: Emotion on Relationships and Society**
- **Tuesday, October 29 — Chapter 9: Emotion on Relationships and Society** (continued)

Supplementary Reading: Selected chapter(s) from "The Nature of the Beast" by David J. Anderson

(Aligns with Chapters 7-9; Explores how the brain influences emotional and motivational states in animals, connecting with physiological, developmental, and social aspects of emotions.)

- **Thursday, October 31 — Chapter 10: Emotion, Motivation, and Cognition**

November 2024

- **Tuesday, November 5 — Test 2** (covering Chapters 6-10)
- **Thursday, November 7 — Chapter 11: The Value of Negative Emotions**
- **Tuesday, November 12 — Chapter 11: The Value of Negative Emotions** (continued)
- **Thursday, November 14 — Chapter 12: Happiness and the Positive Emotions**
- **Tuesday, November 19 — Chapter 12: Happiness and the Positive Emotions** (continued)
- **Thursday, November 21 — Chapter 13: Emotion in Clinical Psychology**

Supplementary Reading: Selected chapter(s) from "Affective Neuroscience: The Foundations of Human and Animal Emotions" by Jaak Panksepp

(Aligns with Chapters 11-13; Examines the neural mechanisms of emotion, providing insights into both positive and negative emotional states, and their relevance to clinical psychology.)

- **Tuesday, November 26 — Chapter 14: Goal-Setting and Self-Control**

Holiday:

- **Thursday, November 28 — Thanksgiving Day – No Class**

December 2024

- **Tuesday, December 3 — Chapter 15: Emotion Regulation**
- **Thursday, December 5 — Chapter 15: Emotion Regulation (continued)**

Final Exam:

- **Thursday, December 12 — Final Test, 7:00 am – 9:45 am** (covering Chapters 11-15)

Important Syllabus Information

This syllabus may undergo revisions throughout the semester. To ensure you always have access to the most current version, regularly check the course page on Blackboard, where the latest syllabus will be posted. It is your responsibility to stay informed about any changes to the syllabus. If you have any questions about the current version, please don't hesitate to ask me.

Policies

- **Attendance:** Regular attendance is required. More than 4 unexcused absences may result in a lower grade.
- **Late Assignments:** Assignments submitted late will receive a penalty unless prior arrangements are made.
- **Academic Integrity:** Cheating and plagiarism are strictly prohibited and will result in disciplinary action. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines at The University of Texas at El Paso must be reported to the [Office of Community Standards](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#). If you wish to use generative AI for anything else related to this course that is not listed above, please ask me at least one week prior to the deadline or due date for the item you are interested in using it for. AI allowed only with prior permission from instructor.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



Accessibility and Inclusion

- My goal is to make this course accessible and inclusive for everyone. If you experience any difficulties or barriers to your full participation, please let me know as soon as possible. I am committed to working with you to find solutions and adaptations that meet your needs. Don't hesitate to reach out to me or seek assistance from other support services on campus. Your success and well-being in this class are important to me.

Participation and Respect

- Active participation is an essential component of this course. To foster a vibrant and engaging learning environment, we must establish and maintain a culture of respect. This means valuing the diverse perspectives, experiences, and identities that each individual brings to our classroom community.

In our discussions and interactions, both in-person and online (e.g., on Blackboard), please remember to:

- Listen actively and attentively to your classmates
- Criticize ideas, not individuals
- When disagreeing, focus on addressing the argument, not attacking the person
- Be open to learning from others and considering viewpoints different from your own
- Support your classmates in their learning and growth

Disrespectful or disruptive behavior, such as personal attacks, harassment, or discrimination, will not be tolerated. If you encounter or witness any concerning incidents, please bring them to my attention immediately.

By upholding these principles of respect and inclusion, we can create a classroom environment where everyone feels valued, supported, and empowered to participate fully in the learning process. More detailed guidelines for respectful participation can be found on our Blackboard site.

Accommodations and Support Services

If you require accommodations for this course, please contact The Center for Accommodations and Support Services (CASS) at 747-5148 or via email at cass@utep.edu. CASS assists students with disabilities or conditions—whether physical or psychological—that affect their ability to participate in class, complete coursework, or meet deadlines. They also provide support for students facing personal, medical, or family emergencies. For more information, visit the CASS website at www.sa.utep.edu/cass. If an emergency occurs after the semester starts, contact CASS as soon as possible. Additionally, in emergencies, you are encouraged to reach out to the Dean of Students through the Student Success Helpdesk at https://www.utep.edu/advising/student_resources/student-success-helpdesk.html or email studentsuccess@utep.edu or call 915-747-8887.

Illness Precautions

If you are experiencing symptoms of a communicable illness, please stay home to prevent the spread of illness to others. If you're feeling unwell, notify me as soon as possible so we can discuss suitable accommodations.

Important Contact Information

- **University Counseling Center:** 202 Union West, 747-5302
- **Center for Accommodations and Support Services:** 106 Union East, 747-5148
- **University Career Center:** 103 Union West, 747-5640
- **Department of Psychology:** 112 Psychology, 747-5551
- **Student Success Helpdesk:** 747-8887, studentsuccess@utep.edu

Blackboard: Everything you need for this class can be found on Blackboard, except for the textbook. Please check Blackboard for announcements.