

PSY 412 Winter Term 2020 – Motivation and Emotion
COURSE SYLLABUS

INSTRUCTOR: Lisa C. Duffin-Rexroat, Ph.D.

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Virtual Office Hours: By appointment.

Blackboard: <http://ecourses.wku.edu/>



Email is the best way to get in contact with me. If you would like an appointment (i.e., phone or on-line chat) with me, please email me to set up an appointment. I will be happy to spend some time in either forum speaking with you. Details of the appointment will need to be determined in the email.

COURSE DESCRIPTION: A study of the principal theories of motivation and emotion. Examination of needs, cognition, and social aspects. Includes a critical review of research and application of these theories to human behavior.

COURSE RATIONALE: Expose students to tools for understanding and regulating motivation/emotion, both intra and interpersonally.

PREREQUISITE: PSY 100 and junior standing or permission of the instructor.

REQUIRED TEXTBOOK:

Reeve, J. (2015). *Understanding motivation and emotion (6th Ed.)*. New York: John Wiley and Sons, Inc. ISBN-13: 9781118517796

***I strongly encourage you to purchase an electronic version of the book at a cheaper price.**

REQUIRED MATERIALS:

Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser. This course requires you to frequently use Blackboard. *Blackboard works very well with Firefox and Chrome*. You can download this browser free for both WIN and Mac from the Blackboard homepage. You will be writing several papers, so you will need a compatible Word program. You will also be creating two videos for this course, so you will need – at minimum – PowerPoint.

WORDS OF WISDOM:

Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case with my class!** This course is challenging and requires you to be self-regulated and meta-cognitive learners with good time management skills. The amount of work for this course is comparable to my face-to-face course and requires hard work and dedication. I recommend that you plan to spend at least 4-6 hours a day focusing your attention on the work required for this course. Those individuals who fall behind at any point generally do not do as well as those students who have stayed on top of the course demands because the course is intense and can be very difficult to catch up. ***Please keep in mind that this is an upper-division course and that all course work is expected to be of high quality.***

COURSE OBJECTIVES

Through a variety of course assessments, students completing this psychology course will be able to describe, evaluate, and apply the major theories of motivation and emotion.

COURSE TOPICS: Introduction of motivation, Intrinsic and Extrinsic Motivation, Various Needs, Goals, Expectations, Attributions and Values, The Self and Its Strivings, The Motivated and Emotional Brain, Personality, Emotion and Mood, and Growth Motivation.

INSTRUCTIONAL METHODS AND ACTIVITIES: Textbook readings, online reading quizzes, reaction papers, video projects, and discussion board assignments.

Being “Online”- The nature of this class *Using Blackboard*

This class will be presented through “Blackboard,” which is the name of the website you will use to access materials and complete your assignments. To access Blackboard:

- 1) Go to www.wku.edu
- 2) In the lower left corner, you will see links to various sites, one of which is Blackboard. Click the word “Blackboard.”
- 3) You will be required to login using your WKU email username (what you use to access your WKU e-mail).
- 4) After logging in, on the right-hand side of the screen, you will see the course name underlined, PSY 412 – Motivation and Emotion. Click on the course name.
- 5) You will see a screen that will have any current announcements in the center. To the left will be a list of menu items or “hot links”. Click on these, depending on what you want to do.
- 6) In general, I will communicate with the class through Announcements, rather than clogging up your e-mail inbox, so make sure you check Announcements daily. However, if I need to contact an individual student, I will use e-mail. I count on you to check your e-mail at least daily during the week. I will check mine at least three times a day—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner.

Getting Course Materials

To navigate this course effectively and efficiently, please use the hot links along the left side of our Blackboard course website. You will see hot links for things like: Instruction Information, Discussion Board, and Content. Please review the syllabus, schedule, and assignment information to stay informed and on top of course expectations.

Working the Course

We are covering a semester’s worth of content in 18 days; therefore, it is imperative that you complete all of the requirements for the course per the daily schedule. To get the most out of the course, you should first complete the assigned readings using active reading strategies and note-taking. Then review any supplemental materials (e.g., PowerPoints) that I may post. Once you have completed your readings and have processed the information, complete the assessment assigned. Please review any feedback that you are given to help you improve throughout the course. You will be working on several projects throughout the course, so please refer to the assignment instructions, rubrics, and schedule for more information.

The Course Schedule and Due Dates

The course schedule is organized as a table at the end of this syllabus. In the columns, you will find the Date, Day, Reading, Topic, and Assignments. The rows represent a daily snapshot of what you will be covering and how you will be covering the material. In the Assignments box, you will see what is assigned and due for the day. **All assignments are due by 11:59 a.m. Central Standard Time on the due date.** For example, on Monday, January 6th, you are responsible for turning in your *Introductory Video* by 11:59 p.m. CST. Due dates/times indicate the last point at which I will accept an assignment. **Assignments may always be submitted early. Late assignments will NOT be accepted and you will earn a 0.**

Getting HELP!!

If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check.

COURSE POLICIES:

INTERNET POLICIES

Courses offered **entirely online** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet course is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I make them explicit.

Privacy Matters

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. **Privacy for every student depends on the actions of each individual student---sharing your password with a friend is violating the privacy of your classmates. Please don't do it.**

Disclosure

The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.

Course Security

In the event you use a public terminal (e.g., at work, in a computer lab, or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

- In Internet Explorer: Tools...Internet Options...General...[middle section of Temporary Internet Files]...Delete Files. It may take awhile if no one has done it before.
- In Mozilla: Edit...Preferences....Advanced....Cache....Clear Cache
- In Firefox: Tools....Clear Private Data....Make sure the “Cache” box is checked (you don’t need to uncheck any boxes)....Clear Private Data Now

Do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Guard your password and change it regularly

Students are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Discussion of Grades.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form (see Student Disclosure form in “Course Documents” folder; complete and return to me ASAP). The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call. Likewise, if I have not responded back through email within a day or so, then you should give me a call to discuss the matter.

Technology Malfunction Plan

You should have a back-up plan in place for Internet access should your primary computer fail. Libraries usually offer a terminal for public use. There are also computer labs available on the WKU main campus. WKU tends to do maintenance tasks on the weekends so we may experience periodic outages. I will tell you (and the IT Department usually post this information) as soon as I find out about any upcoming computer outages. If you encounter computer-related/Internet problems during the session, you should call the WKU Information Technology (IT) Help Desk (745-7000) for assistance. **Because this course uses Blackboard to turn in the majority of the assignments, you should plan to upload your assignments at least 20 minutes prior to the deadline. Please plan ahead!**

Disability accommodations: Students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (Room 1074 of the Downing Student Union or via phone at 270-745-5004). Please do not request accommodations directly from the instructor without a letter from the Student Accessibility Resource Center.

Emergency Policy: In the event of major campus emergency, course requirements, deadlines, and grading percentages are subject to changes. This may be necessary due to a revised term calendar or other circumstances. Here are ways to get information about changes in this course: Blackboard web page or email the instructor at lisa.duffin@wku.edu

Academic Dishonesty: Under no circumstances will acts of academic dishonesty be tolerated in this course. That means acts of plagiarism or any other form of cheating will not be allowed and anyone committing such acts will result in either a failing grade in that portion of the course or a failing grade in the course itself. Determination of the punishment will be handled on a case-by-case basis. Plagiarism detection software will be used in this course.

What is plagiarism? According to the publication manual of the American Psychological Association (2009), plagiarism is “claim[ing] the words and ideas of another as [your] own” (p. 15) or presenting your own previously written work as new scholarship (self-plagiarism).

Late Assignments: **Will not be accepted.** Please plan ahead to complete all assignments by the deadlines given on the Course Schedule. Technology “issues” will not be considered as a viable reason for missed deadlines. Please see the “Technology Malfunction Policy” described above.

Student Resources:

- **The Learning Center** (<http://www.wku.edu/tlc/>) -- Student Success Center, Downing Student Union, A330.
- **The Writing Center** (<http://www.wku.edu/writingcenter/>) -- Cherry Hall, 123 (primary location).

Assignment Instructions, Grading Keys, and Rubrics: For each assignment, I have included a set of instructions to complete the assignment, a grading rubric (a scoring tool with standard criteria) and the grading key (explicit criteria for point allocation). To do well in this course and on the assignments, it is vital that you read and follow these standardized pieces of information as I will be following them as I evaluate your work. Use them to your advantage! Procrastination is your enemy, so plan ahead, and read them in advance so that you can ask questions and be clear on the assignment expectations before you begin.

Written assignments: Each assignment should be written **for a person who knows nothing about what you are discussing**. Educate your audience with clear explanations and enough detail for them to understand the situation, the concepts, etc. that you are describing. When you are using material from our class, please **cite the page number(s)** from where you are getting your theoretical and/or research ideas using formatting rules outlined by the American Psychological Association (APA). Failure to do so results in an act of plagiarism (*see Academic Dishonesty Policy*). NOTE: When you are asked to provide a personal reflection - that is the time to discuss personal opinions, feelings, and perspectives. Otherwise, focus on the integration, application, and communication of the course content in your work.

QUALITY: Quality of written work is important and valued in this course. Spelling, grammar, punctuation, capitalization and word usage errors impede the quality of your work and will affect your grades. Proofread everything prior to submitting! I strongly encourage you to use the Writing Center with each assignment.

EMAIL EXPECTATIONS: I certainly encourage you to communicate with me throughout the semester. My door is open to you and I always check my emails. When sending emails, however, please follow the following rules:

- **SUBJECT LINE: “PSY 412”**
- GREETING: “Dr. Duffin” or “Dr. D.”
- *Message clearly articulated and well-written*
- MANNERS = “Please” and “Thank you”

NOTE: If the answer can be found in the materials I have provided you, I will direct you to the materials. Look first!

EVALUATION INFORMATION

<u>Assessment Measures</u>	<u>Points</u>	<u>My Grade</u>
Introductory Video	30	
Critical Thinking Papers (2 x 25 points + 1 x 50 points)	100	
Chapter Quizzes (3 x 60 points)	180	
Motivation Theory “Ted Ed” Video	150	
	460	

***Keep a running total of your points earned throughout the term in the space provided.*

Grading Scale & Evaluation Rubric

	A	B	C	D	F
%	90-100	80-89	70-79	60-69	0-59

PSY 412 January 2020 Schedule

Date	Day	Reading	Topic	Assignment (due by 11:59 p.m. CST)
1/6	Monday	Syllabus	WELCOME	Introductory Video Due
1/7	Tuesday	Chapter 1	Overview	Critical Thinking Paper 1
1/8	Wednesday	Chapter 3	The Motivated and Emotional Brain	Introductory Video Comments Due
1/9	Thursday	Chapter 12	Emotions	
1/10	Friday	Chapter 4	Physiological Needs	Quiz #1 (Chapters 3, 12, & 4)
1/11	Saturday	Chapter 5	Intrinsic & Extrinsic Motivation	Learning Check Point Reflection Activity (Extra Credit)
1/12	Sunday	Chapter 6	Psychological Needs	Critical Thinking Paper 2
1/13	Monday	Chapter 7	Implicit Motives	
1/14	Tuesday	Chapter 8	Goal Setting and Goal Striving	
1/15	Wednesday	Chapter 9	Mindsets	Quiz #2 (Chapters 7, 8, & 9)
1/16	Thursday	Chapter 10	Personal Control Beliefs	Read instructions for Motivation TED Ed Video assignment & Submit your TED Ed preference list to Dr. Duffin via Discussion Board.
1/17	Friday	Chapter 11	The Self and Its Strivings	
1/18	Saturday	Chapter 15	Growth Motivation and Positive Psychology	Quiz #3 (Chapters 10, 11, & 15)
1/19	Sunday	Chapter 17	Interventions	
1/20	Monday		Motivation Video Work Day	
1/21	Tuesday		Motivation Video Work Day	
1/22	Wednesday		Motivation Video Work Day	Motivation TED Ed Videos Due
1/23	Thursday			Peer Evaluations Due
1/24	Friday			Critical Thinking Paper #3

***Tentative Schedule**