



PSYC 371

MOTIVATION

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Class Meets: Monday, Wednesday, and Friday at 9:00 AM. | **Class Location:** LBC 226

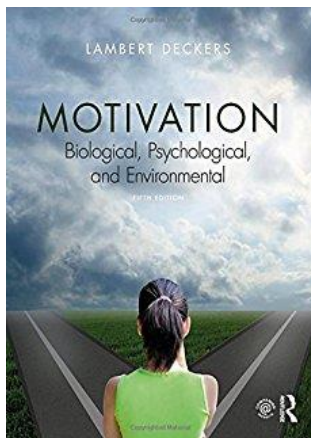
COURSE DESCRIPTION

This course provides you with an introduction to classic and contemporary theories of motivation concerning human and non-human animals (with an emphasis on humans). You will explore how different types of needs (e.g., physiological or psychological), cognition, and emotion affect the motivational process. Lastly, we will discuss personal and everyday life applications from the material covered in this class.

*This class is worth 3 credits and PSYC 115 (or 116) is a prerequisite.

MATERIALS

Textbook



Title: Motivation: Biological, Psychological, and Environmental

Author: Lambert Deckers

Publisher: Routledge

Year: 2018

Edition: Fifth*

Formats available: Paperback, hardback, and electronic**

*Make sure you have the correct edition of this book. Earlier editions will not work with this course

**You can purchase whichever format you would like

Journal articles and additional readings

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.

Beilock, S. (2008). Math performance in stressful situations. *Current Directions in Psychological Science*, *17*, 339-343.

Brandimonte, M. A., Ferrante, D., Bianco, C., & Villani, M. G. (2010). Memory for pro-social intentions: when competing motives collide. *Cognition*, *114*, 436-441.

Morisano, D. (2013). Goal setting in the academic arena. In E. A. Locke & G. P. Latham (Eds.), *New developments in goal setting and task performance* (pp. 495-506). New York, NY, US: Routledge/Taylor & Francis Group.

Oettingen, G., Sevincer, A. T., & Gollwitzer, P. M. (2008). Goal pursuit in the context of culture. In R. Sorrentino & S. Yamaguchi (Eds.), *The handbook of motivation and cognition across cultures* (pp. 191-211). San Diego: Elsevier/Academic Press.

Journal articles and additional readings (continued)

Seijts, G. H., Latham, G. P., & Woodwark, M. (2013). Learning goals: A qualitative and quantitative review. In E. A. Locke & G. P. Latham (Eds.), *New developments in goal setting and task performance* (pp. 195-212). New York, NY, US: Routledge/Taylor & Francis Group.

Savani, K., & Job, V. (2017). Reverse ego-depletion: Acts of self-control can improve subsequent performance in Indian cultural contexts. *Journal of Personality and Social Psychology*, *113*, 589-607.

COURSE SPECIFIC LEARNING GOALS

Learn an overview of motivation science

You will leave this course with general knowledge of classic and contemporary theories of motivation. This means that you will be able to explain, discuss, and apply motivational theories, concepts, and findings.

Explore multiple approaches to motivation science

You will explore how multiple approaches (e.g., cognitive) and perspectives (e.g., cross-cultural) attempt to explain the motivational process.

Understand goal-setting

You will practice how to effectively formulate and carry out goals. An important aspect of the motivational process in humans is the ability to set complex and realistic goals. Through multiple readings, assignments, and class exercises, you will learn how effectively set, stick to, and fulfill goals.

Understand *how* motivation science is pursued

As you take this class, you will become familiar with the way psychologists and other scientists explore the motivational process (i.e., laboratory, field, and observational paradigms).

WHAT EARLHAM LEARNING GOALS WILL THIS COURSE FULFILL?

Investigate

You will **critically** examine the assigned readings and lecture concepts. You will also practice your ability to understand how studies are conducted and how data is collected, analyzed, and interpreted. This is an important skill to develop because one way to validate concepts and ideas in motivation science (and the field psychology as a whole) is through data collection, hypothesis testing, and experimentation.

Integrate

As previously mentioned, we will examine motivation from multiple approaches and perspectives. No single approach or perspective is sufficient to explain the motivational process. While sometimes different approaches might offer conflicting views on a given topic, some other times these approaches **integrate** and offer a more complete picture. You will be asked in class, exams, and assignments to determine when and why either conflict or integration (or both) occur.

Apply

This course will regularly emphasize the connection between the material covered in class, readings, and everyday life. There will be multiple assignments and exam questions that will require you to think how you would apply multiple theories, concepts, and findings to real world problems and your everyday life.

OTHER LEARNING GOALS

To develop an independent mind

In addition to understanding how scholars use and examine concepts within the domain of motivation science, you will be required to think **independently**. What does it mean to think independently? It means that you should examine the **facts of reality** that give rise to the concepts and ideas that will be presented in this class. It also means that you should explore and question how scholars arrived at a particular idea, concept, or definition. Remember that scholars are also *fallible* human beings and that knowledge should never be taken on authority. **Think for yourself and explore the world independently.**

Using tests as a way to learn

My course is extremely test heavy and for a good reason. Cognitive psychology research has shown that, under most circumstances, retrieval-based learning (i.e., testing!) allows you to retain information much longer than, for example, passively reading a book or listening to a lecture. Additionally, answering higher quality questions will help you analyze, integrate, and apply the concepts you will learn in this class. Not only will you have the opportunity to be quizzed frequently; you will also have the chance to create your own quizzes from time to time. Being able to create and answer good quality questions will elevate your learning skills to the next level.

GRADING

| | |
|---------------------|-------------|
| Exams | 50% |
| Reaction Papers | 20% |
| Online Quizzes | 20% |
| In class activities | 10% |
| Total | 100% |

| | | | | |
|---------------------|--------------------|--------------------|--------------------|--------------------------|
| A+ = 99-100% | B+ = 87-89% | C+ = 77-79% | D+ = 66-69% | F = 60% and below |
| A = 93-98% | B = 83-86% | C = 73-76% | D = 63-69% | |
| A- = 90-92% | B- = 80-82% | C- = 70-72% | D- = 60-62% | |

I will round you up to the next letter if your grades are 89.96, 79.96, 69.96, or 59.96 (or above).

Exams, 50% of your grade

There will be a total of five exams and each will be worth 100 points. About half of the questions will be multiple choice and the rest will be short answer and essay questions. **I will drop your lowest score from these exams, so only four will count towards your final grade.** This is because I personally do not like deciding what constitutes an emergency or a serious illness that will merit to take a make-up exam. Since I am dropping one score, I will only consider make-up exams for athletic competitions (**not practice!**), **official** college events, **severe** medical illness, and other **severe** circumstances. Following the culture of **trust** and **integrity** at Earlham, I will trust you to be **honest** with me when reporting a **severe** event that has happened to you and that this entitles you to a make-up. All make-up arrangements, for this later purpose, should be made in advance and you may have to take the exam before everyone else does.

Exams 2, 3, and 4 are **selectively** cumulative. This means that you will be asked to review a **small** amount of the content that you already studied when preparing for an earlier exam. I do this to prevent forgetting important concepts and ideas. Most people forget the information they study right after taking the exam! Don't feel bad if this happens to you, this is how memory works. Once you fulfill a goal, information related to it begins to be forgotten. I will make sure to bring important and recently forgotten information back to your awareness. The final exam (i.e., Exam 5) is cumulative and it will test you on all the material you learned throughout the semester. You will receive a study guide for this final and it will be no different in format or amount of questions from other exams, so do not panic 😊.

Reaction Papers, 20% of your grade

You will write five reaction papers in this class. The reaction papers will only be two pages long and double spaced (APA format). You will be given specific instructions (two weeks in advance) for each of these papers but the main idea is that you integrate lecture discussions with the textbook, readings, and your own thoughts. You may be also be asked to come up with personal and everyday life applications of the class content. Each reaction paper will be worth 100 points. **Since you will have at least two weeks to work on these assignments, I will not accept make-ups or extensions. Plan wisely!**

Online Quizzes, 20% of your grade

You will have to complete online quizzes for each of the textbook chapters (see class schedule below). Expect multiple choice and short answer questions (no essays). You will have 30 minutes to complete the quiz. The amount and combination of questions will match the allotted time (my estimate is always based on research and prior experience). You may be wondering whether you can use your textbook while answering the quizzes. The answer is **yes**. However, you should have read and studied the chapter in advance. You may have time to look up a concept or forgotten fact, but you will not have time to “answer and read as you go.” You can work in groups or individually; it might be easier to do it individually.

On “quiz weeks,” quizzes will be available on Monday by 5pm and will close Sunday right before midnight (i.e., 11:59pm). Each quiz will be worth 50 points. **Since you have multiple days and times to take these online quizzes, no make-ups or extensions are allowed. Use your time wisely!**

In class activities, 10% of your grade

Each and every of my classes will have an active component to it. I do not believe in students passively listening to an instructor for 50 minutes. Each class period will be worth 10 points. You will earn those 10 points in different ways depending on the class period. Sometimes, you will have to actively engage and participate in discussions and some other times, you will have to turn something in (e.g., an open book quiz or reflection). This is similar to an attendance policy, except that you are expected to **actively** do something in the classroom to earn points. I understand you may have to skip class because life is full of surprises and unexpected events, so **I will drop your 3 lowest scores!** For justified absences (i.e., severe events and athletic competitions), I will not give you make-up assignments. I will simply not count those class periods towards your grade. Justified absences will not take away your right to have your 3 lowest scores dropped. When requesting to justify an absence, please make sure you are being honest and driven by Earlham's principles of **trust** and **integrity**.

A NOTE ON POINTS – READ CAREFULLY

Adding points will only make sense within each grading category. For example, each quiz is worth 50 points and there is a total of 10 quizzes. This means that 500 points = 20% of your overall grade (i.e., the value of quizzes in this class). Similarly, and also within the category of quizzes, if you obtain 450 points out of 500 points, you will have achieved 18% out the 20% (i.e., what the quizzes are worth in this class). This principle applies for each grading category.

Do not add points across categories, as this will not be accurate!!! Points will only make sense within their respective category. You may or may not be familiar with a system like this, but at the end of the day, it is all the same. It comes down to simple math and the proportion of total points you earn from the

total points available. Please rest assure that your Moodle gradebook will always be up to date. But if you have any questions about your grade, I will be very happy to answer it ☺.

TERMS OF ENGAGEMENT AND CLASSROOM BEHAVIOR

This section refers to how we will relate to one another in the context of this class. **I expect you to be respectful and welcoming to myself and other students (you can expect the same from me).** Apply this principle and everything should work fine. Additionally, **do not be late!**

TERMS OF ENGAGEMENT AND CLASSROOM BEHAVIOR (CONTINUED)

You are allowed to use technology in this class. I will even allow you to Tweet or make a quick Facebook update if it is related to class material (as long as it is brief). Beware, however, that several studies have shown that using technology in the classroom to take notes may actually harm your learning. Considering the benefits that technology offer and how prevalent it is in everyday live, I think the long-term solution to this problem will be about **how** one uses it and not **if** one should use it. Until then, use it wisely and at your discretion. I do, however, discourage using technology for any purpose other than class (e.g., social media for non-academic purposes, shopping, etc.).

Grading and communication. I am here to help you succeed in this course. I will usually grade every quiz and assignment within a week and I will reply to your e-mails within 24 hours (except weekends). I do not hold fixed office hours, but you are free to schedule an appointment with me using this link: munoangel.youcanbook.me. You may also contact your fellow classmates through the “quick e-mail” function in Moodle (left bottom corner). I strongly encourage you to also get help from your fellow students and/or learn and study together.

ACADEMIC INTEGRITY POLICY

Please read the academic integrity policy before taking course: <http://earlham.edu/curriculum-guide/academic-integrity/>. Violations to this policy will be reported in each and every occasion. It is a College mandate.

IMPORTANT STUDENT RESOURCES

Academic Accommodations

Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center (main floor of Lilly Library) and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process.

<https://www.earlham.edu/academic-enrichment-center/disability-services/>

Academic Enrichment Center

The Academic Enrichment Center (AEC) helps with study habits and skills as well as a peer tutoring service. The AEC is staffed by trained peer tutors for either prearranged group tutoring sessions or one-on-one tutoring sessions for other courses. Peer tutoring is a free service offered to all Earlham students. For more information, please visit <http://www.earlham.edu/academic-enrichment-center/peer-tutoring/>.

The Earlham Writing Center

The Earlham Writing Center provides one-on-one assistance with writing. We are here to work with writers from all disciplines and all skill levels: whether you are confused about where to begin, you are

stuck on page one of five, or just need some advice on final revisions. The Writing Center Consultants will begin with your needs and concerns first, so please come prepared with questions and an idea of what you would like to focus on. You can enjoy free, walk-in service in the Main Level of Lilly Library starting September 2nd from Sunday -Thursday 7-10 p.m. with additional hours on Sunday 2-5 p.m. You may also schedule an appointment using the online scheduler found on our website: www.earlham.edu/writing-center. Also, if you want help with specific grammar topics related to your own writing, www.grammarly.com/edu is available for all Earlham students to proofread their papers and learn more about grammatical errors.

TENTATIVE COURSE SCHEDULE & READINGS*

| WEEK | DATES | TOPICS AND READINGS | WHAT'S DUE? |
|------|--|---|---|
| 1 | August 22 nd – August 26 th | Chapter 1: Introduction to Motivation and emotion | NOTHING YET! |
| 2 | August 27 – September 2 nd | Chapter 1: Introduction to Motivation and emotion | Online quiz 1 (Sun) |
| 3 | September 3 rd – September 9 th | Chapter 2: The History of Motivation and Emotion | Online quiz 2 (Sun) Reaction paper 1 (Fri) |
| 4 | September 10 th – September 16 th | Chapter 5: Homeostasis: Temperature, Thirst, Hunger, and Eating | Online quiz 3 (Sun) |
| 5 | September 17 th – September 23 rd | Chapter 8: Psychological Needs and Motives | Online quiz 4 (Sun) Exam 1 (Mon) |
| 6 | September 24 th – September 30 th | Chapter 9: Personality and Motivation | Online quiz 5 (sun) |
| 7 | October 1 st – October 7 th | Chapter 10: Extrinsic and Intrinsic Motivation | Online quiz 6 (sun) |
| 8 | October 8 th – October 10 th Early Break! | Chapter 11: Goal Motivation | BREAK! NOTHING DUE ☺ |
| 9 | October 15 th – October 21 st | Chapter 11: Goal Motivation (continued) Oettingen et al., (2008) | Exam 2 (Mon) Online quiz 7 (Sun) |

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|----|---|---|---|
| 10 | October 22 nd – October 28 th | Chapter 12: The Economics of Motivation | Reaction Paper 2 (Mon) Online quiz 8 (Sun) |
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TENTATIVE COURSE SCHEDULE & READINGS* (CONTINUED)

| WEEK | DATES | TOPICS AND READINGS | WHAT'S DUE? |
|------|---|--|---|
| 11 | October 29 th – November 4 th | Chapter 13: Emotions and moods | Online quiz 9 (Sun) |
| 12 | November 5 th – November 11 th | Chapter 14: Emotions as Motives | Exam 3 (Mon) Online quiz 10 (Sun) |
| 13 | November 12 th – November 18 th | Topic: Learning Goals! Morisano and Peterson (2013) Seijts et al. (2013) | Reaction Paper 3 (Sun) |
| 14 | November 19 th – November 25 th | THANKSGIVING BREAK ☺ | BREAK! NOTHING DUE ☺ |
| 15 | November 26 th – December 2 nd | Topic: Self-Control and Self-Regulation Baumeister et al. (1998) Savani and Job (2017) ** | Reaction Paper 4 (Sun) |
| 16 | December 3 rd – December 9 th | Topic: How does Motivation (i.e., strongly wanting to do something) affect Cognitive Processes? Beilock (2008) Brandimonte et al. (2010) ** | Exam 4 (Mon) Reaction Paper 5 (Sun) |
| 17 | Wednesday 10:30 AM LBC 226 | --- | FINAL EXAM |

*This schedule and readings (or something very similar to this) is what you will encounter this semester. This being said, changing a few readings (or flipping the order of a few weeks) is always possible and will be done at the discretion of the instructor. You will be notified ahead of time and it will not impact the way you allocate your time. A revised and organized schedule will be given to you if this is the case. It is always preferable to make changes when something is not “quite right” than to stick to it because it was already organized that way. Stay tuned!

TENTATIVE COURSE SCHEDULE & READINGS* (CONTINUED)

** I know reading two journal articles in one week may look scary. Don't panic! Some of these articles are short. The articles will also be clarified and/or explained in class until the information is truly understood and processed. You are not alone 😊.

FINAL REMARKS

I reserve the right to make any changes to this syllabus. There are two guiding principles for potential changes:

1. It should always benefit the student. I will more likely cut (rather than add) material in case I notice that what I assigned is too much to handle.
2. You will be notified ahead time, given a new version of the syllabus, and there will always be a good and logical reason to make the changes.