



OTRP *online*
office of teaching resources in PSYCHOLOGY

Course Syllabus
Motivation
PSYC 315-001
Fall 2014

Professor: Jessica A. Stansbury M.A.

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Office Phone: 410-704-3196

In Person Office hours: Tuesday, Wednesday, Thursday 11:00am-12:00pm

Web-Ex Office Hours: Can be arranged on Mondays and Fridays; If additional time is needed, please see me to make alternate arrangements.

Professor's Website: www.jessicaastansbury.weebly.com

Class Meetings: Monday, Wednesday 2:00pm- 3:15pm

Class Location: LA3114

Course Overview: This course will introduce you to the processes and principles in understanding motivation and emotion. This course reviews research on the psychological and physiological aspects of motivation and emotion in human and animal behavior. There is a particular focus on social-cognitive processes and how situational factors trigger various emotions and corresponding motives that can then drive behavior. This course will introduce you to the principles of intrinsic motivation and their relationship to your everyday behaviors (e.g., play). According to the American Psychological Association, a core learning goal for psychology majors is communication (APA, 2013). Developing effective communication skills includes optimizing information exchange that is flexible and enhances the development of relationships. Therefore, this course will begin to introduce you to different multimedia tools that will enhance your technology skills and help you develop effective presentations skills that can be personalized for your audience upon completion of this course. I am a strong advocate for active learning, which provides students the opportunity to take ownership of their learning. Therefore, this course is an active learning course that provides an interactive, social learning environment that encourages group discussions, teamwork, independent study, and creative learning.

Learning Objectives: Upon the completion of this course, students should be able to

- Compare the application of different theoretical perspectives (e.g., biological, sociocultural, cognitive) within the field of motivation and emotion.
- Critically analyze research that has been conducted in the field of psychology and discuss the impact on various types of motivational processes
- Apply motivation theory to everyday settings (e.g., business, social interactions, education)
- Apply principles of intrinsic motivation to a game play experience.
- Apply four principles of intrinsic motivation to explain increases and decreases in their performance during real-world game play through use of multimedia tools.

- Create a multimedia presentation integrating the principles of intrinsic motivation to individual experiences.
- Apply stress reduction techniques through an understanding of the physiological processes of stress and how it affects behavior.
- Use APA style appropriately.
- Use technology through a learning management system (i.e., blackboard)

Course Material:Textbook:

Petri, H., & Govern, J. (2013). *Motivation: Theory, research and application (6th ed.)*. Belmont, CA: Cengage Learning. (ISBN: 978-1-111-84109-6)

Journal Articles:

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108(4), 814-834. doi:10.1037/0033-295X.108.4.814

Intrinsic Motivation Articles:

**Csikszentmihalyi, M. (1975). Play and intrinsic rewards. *Journal Of Humanistic Psychology*, 15(3), 41-63. doi:10.1177/002216787501500306

**Malone, T., W., & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning. In R. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction volume 3: Conative and affective process analyses*. Hillsdale, NJ: Publisher.

Rees, D. (2011). A taxonomy of motivation and game design. Retrieved from <http://instructionaldesignfusions.wordpress.com/2011/08/20/a-taxonomy-of-motivation-and-game-design/>

E-Reserves:

** You can find these on blackboard under the content tab E-Reserves.

Technology Requirements: An active university email account (towson.edu account) from which you can receive and send attachments (e.g., PDF, Word, HTML, etc.):

- Web access to the Internet for course materials, research and posting of course assignments (email accounts are available at no charge from the Office of Technology Services <http://www.towson.edu/adminfinance/ots/>)
- Adobe Acrobat Reader installed [On-line]. Available: <http://www.adobe.com/> Adobe's PDF format allows for cross-platform document sharing and enables us to avoid Macintosh and Windows-based conversion difficulties.

Blackboard LearnOnline: In an attempt to save paper and help the environment, this class will use Blackboard as a main component of the course. It is imperative that you become familiar with blackboard. Should you have any difficulty, please see me as soon as possible so I may help you get on the right track. <https://bbweb.towson.edu/webapps/portal/frameset.jsp>

Web-Ex: If you have difficulty coming to scheduled office hours, web-ex can be used as an alternative form of communication. Web-ex is an Internet platform that allows us to communicate virtually; the only requirement is that your computer has a microphone. Please familiarize yourself with Web-ex

using the following link: <http://www.towson.edu/adminfinance/ots/trainingdoc/webex/>. If you need to schedule a virtual appointment, once we make an appointment, I will send out a link via email that will connect you with me via Web-ex at the designated appointment time. Please let me know if you have any questions.

Requirements Satisfied by Course: Successful completion of the course (C grade or better) satisfies one of the core courses in the psychology major curriculum. It also counts as 3 upper-level credits. Also, the course may satisfy requirements for majors other than psychology – check the Undergraduate Catalog for details.

Individual Expectations: In order to have a successful course, it is important to have a clear understanding of expectations between student and instructor.

Student Expectations:

(1) *Preparation.* Come to class prepared to learn, think critically, and interact with others in the class. Bring any assignments, assigned readings, and materials for note taking to class. Chapter readings should be completed before class and all assignments are due at the beginning of class unless otherwise indicated.

(2) *Timeliness.* A large amount of material will be covered in this course. Attendance is not mandatory. Tardiness is incredibly disruptive to the class, so students are also expected to be on time. See the complete attendance/tardy policy in the Attendance section below.

(3) *Show respect for others.* In order to maintain a classroom environment that is considerate of differences and affirming of each individual's unique experiences, students are expected to be conscientious, attentive, and respectful to others while in class. Sleeping, talking, allowing one's cell phone to ring, text messaging, or working on assignments for other courses during class is not appropriate classroom behavior. In addition, demeaning or disrespectful behavior toward other students or the instructor will not be tolerated.

Instructor Expectations:

(1) *Preparation.* I will be available to students via email and in person throughout the semester. I will attempt to return emails within one business day and I will keep regular office hours. I will be prepared to teach and help you learn, think critically with course material, and help you interact with others in the course.

(2) *Timeliness.* I will be here each class session to work with you. If for some reason, an emergency arrives, I will let you know via email in advance of my absence. I will return homework and give feedback in a timely fashion (i.e., within 48 hours).

(3) *Show respect for others.* I will treat students with respect and will maintain fairness in the classroom and in grading procedures. I will promote a safe classroom environment that is considerate of differences and affirming of each individual's unique experiences.

Class Communication: For all electronic communication, you must use your Towson University email account. *It is your responsibility that any attachments and/or assignments are sent through TU email and not an outside email source.* By using the TU email system you will remove any potential problems with size limits and undelivered mail. It is also *your responsibility* that you follow up with any attachments and/or assignments that you choose to send electronically via email to ensure that they have been received.

Attendance and Participation: Attendance is not required in this course. However, it is not possible to 'make-up' missed class assignments. If you must be absent on the day of an exam, please see me ahead of time to ensure that you will be able to make-up the exam. Excused absences for exams are typically provided only for documented illness or religious holidays.

Mini Course Projects: There are two mini course projects in this course. The first project is the game creation project that integrates all course concepts via game play and social interaction. The second project is related to stress and its impact on motivational processes and everyday life.

Game Creation Project: In order to interact with and synthesize course material, we will create, host, and play games as a class. In order to review prior to each exam, we will hold a review game day on chapters that will be on each exam. Teams will be created at the beginning of the semester and your team will earn points (as deemed by the game hosts) during each game. At the end of the semester, the team with the most points accumulated throughout the semester will earn 5 points extra credit. In order for students to create good games, you must first understand and master the chapter content you have been assigned. Therefore, within each of your teams, you will choose one/two partners, and create a short (15 minutes maximum to play) game that reviews concepts from a chapter that you will be randomly assigned. You are to be creative, yet, cover the main topics from the assigned chapter. You can create any game you like, **EXCEPT Jeopardy**. The reason *Jeopardy* is excluded is because creating that game does not provide you the opportunity to think critically about the chapter content, because Jeopardy involves definitions rather than application within questions. I want you to think how you can create questions that apply course content, while making the game fun, as you and your partner(s) will be the game hosts on your assigned review day. You can use any materials you like (within reason). For some game ideas, you may want to check out different game shows, but remember your game is a mini-game, so it should not be too complex, but engaging. If you would like to review the questions presented in your game with me prior to your game review day, I am willing to look over the questions. This game creation project and hosting is worth 20 points. Once students are assigned to a chapter, refer to *Game Project Area* on Blackboard, for grading criteria (see Appendix A) and a list of chapters and scheduled dates to host each chapter.

Stress Journal and Reduction Techniques: In the first few weeks of the course you will be learning about the impact of stress on health and motivational theories. As a student (and human being), I am sure everyone has felt stress at one point in his or her life (if not this very moment). Therefore, in order to truly understand individual stressors, control's influence on stress, ways to relieve stress, and benefits to implementing stress reduction techniques. You will keep a stress journal using the provided journal template via blackboard for one week (see Appendix B). In order to ensure that you feel safe and comfortable in this learning activity, the journal template will help you address your levels of stress without feeling obligated or pressured to tell me about your personal life. Each night, beginning Monday, 9/15/14, you will submit a journal entry by midnight. You will do this for 5 days, M-F with your last journal entry concluding on 9/21/14 as reflection of this experience. Guidelines, including the journal template, related to this project can be found in the *Stress Journal Content* folder on Blackboard. Each individual entry Monday –Friday is worth 3 points each (15 points total) and each new stress reduction technique implemented M-F is worth 1 point each (5 points total). Lastly, the final reflection regarding the mini-project is worth 5 points. This assignment is worth 25 points total.

Major Course Project: There is one major project in this course that focuses on understanding, experiencing, and applying intrinsic motivation principles to other applications. This project will explore games and motivation. Games are designed using extrinsic and intrinsic principles of motivation to engage players. Games can put us in a state of flow and engage us in critical thinking skills without us being aware we are *learning*. Thus, there are four parts to this project. All parts of the project will be due on 11/17/14 and will be composed into a final games and motivation portfolio. You have two options for the portfolio. You can create a digital portfolio (e.g., blog site, Wiki, etc.) which you can share the link with me, or you can create a non-digital portfolio, which you will turn in by hand in class. The final portfolio must include all parts of the project and grading criteria for each part can be found on Blackboard under

Part I: In order to truly understand the power and motivation that games can harness via play, it is important to play. Therefore, you are to choose one video game (any game, digital or non-digital) and play for a total of 10 hours throughout the course. If you choose a non-digital game, it must be a game that requires at least 10 hours worth of play (e.g., Dungeons & Dragons). You will keep a game journal, which must include each day and amount of time played, your experiences during game play (e.g., feelings, perceptions of engagement), your progress in the game (e.g., challenges), and any skills you believe you are learning in the game. You can choose a single player game or multi-player game. If you have a friend in the course that plays the same multi-player game as you, you can play together; however, you must complete separate journal logs. In addition, if you choose to play for 10 hours straight (for the hardcore gamers in the class, that is ok, but you will want to stop every few hours and journal). Grading criteria (see Appendix C1) can be found on blackboard under the *Major Motivation Project* content folder Part I. *This journal log is worth 20 points and will be turned in with the final portfolio.*

Part II: After you have completed your required game play hours, though you can play more if you choose (just remember to log and journal your hours), you are to apply intrinsic motivation principles (e.g., Malone & Lepper, 1987, taxonomy of intrinsic motivation, flow) to specific examples from your game play. For example, as I progress levels in my game, challenge continues to increase and varies in difficulty. As a way to increase technology and become familiar with multimedia tools, you will need to present this in a visual form. This should be an infographic, which can include a chart, graphic, or any other visual means to show the connection, and relationships using specific examples from your game play to demonstrate intrinsic motivational principles in the course. Some free links for infographic templates and grading criteria (see Appendix C2) can be found in the Part II content folder under *Major Motivation Project*. *This part is worth 25 points and will be turned in with the final portfolio.*

Part III: It is important to understand how motivation affects our learning and how games actively tap into learning. Therefore, the most challenging part of this project includes creating and applying those motivational principles that you have experienced via game play into a learning activity that teaches one concept from the course. It can be any concept from the text. Pretend you are the teacher and you want to motivate students intrinsically (i.e., students want to learn), how might you incorporate the four factors of intrinsic motivation of challenge, curiosity, control, and fantasy, to create a learning environment intrinsically motivating for this course. The activity does not have to be large, or a full lesson plan. For example, I want to teach physiological arousal. Thus, I might have students create a character that is constantly in a state of physiological arousal (e.g., fantasy), figure out ways to reduce the arousal with the character providing feedback each time a reduction method is tried (e.g., challenge & curiosity), and tie significant relevant meanings to each outcome (e.g., control). You have the option of working with a partner for Part III. You only need to submit one paper if working with a partner for this; however, both parties need to identify as a footnote all individual contributions to the paper. This will be in the form of a brief APA style paper with the maximum length of seven pages, all inclusive of title page and references. The paper should include background research on the motivational principles you are using to create your activity, a brief description of the topic chosen from the text, a description of the activity, and how the activity incorporates to the motivational principles/factors. Grading criteria (see Appendix C3) can be found on blackboard under the *Major Motivation Project* content folder Part III. *This part is worth 30 points and will be turned in with the final portfolio.*

Part IV: In order to enhance your technology skills, you will create a multimedia presentation using any digital source you prefer that will include an introduction to the game, your game play experience, your visual graphic from Part II with explanation, your designed teaching activity from Part III, and a learning

reflection regarding this assignment. This can be a video of yourself talking (e.g., YouTube), a Prezi (with at least one interactive form of media), or any other digital source you are familiar with. However, the final video must be in a form that everyone can access. All videos/presentations will be uploaded to Blackboard for your peers to share and review. The grading criteria (see Appendix C4) and additional multimedia resources for this part can be found on Blackboard under *Major Motivation Project*, content folder Part IV. **Important** Make sure you reference appropriately the game as this is copyrighted. ** This part is worth 25 points.**

Final Portfolio: The entire project will be turned in via a portfolio. You have two options for creating this portfolio, digital or non-digital. Now, that you have had the opportunity to begin using and applying multimedia tools as part of the course, I challenge you to submit a digital portfolio via the form of creating your own website. This website will consist of all major parts to this project, a learning reflection of your overall experience with this project and is a way to organize your project digitally. The major motivation project folder on Blackboard has links to free resources to help you create a website. If you choose to create a non-digital portfolio, please turn in all parts of the project in a binder. You will need to include the links to Part II and Part IV as well. The following links are an example of a major motivation project using a digital game and non-digital game organized using the digital portfolio option. These are great examples of an A project.

Link to example digital game project: <http://micahharrison.wix.com/intrinsic-motivation>

Link to example non-digital game project: <http://majormotivationproject.weebly.com/>

The final portfolio is due 11/17/14, Monday, if digital uploaded by the start of class, 2:00pm; if non-digital, handed in at the start of class.

Project Total Point Breakdown:

Assignment	Total Points
<i>Part I: Game play and Journal</i>	20
<i>Part II: Visual Connections</i>	25
<i>Part III: Teaching Activity Paper</i>	30
<i>Part IV: Multimedia Presentation</i>	25
Total Points Final Portfolio	100

Course Exams: There will be 3 exams throughout the fall term. All exams are “unit exams,” meaning that exams will cover only those chapters in the week prior to the exam. However, keep in mind that the information you will learn in this class builds, and therefore, exams will be somewhat comprehensive in nature. All exams will be a combination of multiple choice and short answer. Exams will cover **everything** in the lectures, discussions, and in the required readings. If you cannot take an exam on the scheduled day, please make arrangements with me **before** the test date. Each exam is worth 60 points. No make-up exams will be given without prior notification of your absence. “Prior” notification means at least 12 hours before the exam. No make-up exams will be given without an excused absence accompanied by documentation of your absence (e.g. doctor’s note, Towson-sponsored sporting events, etc.).

Extra Credit: You may earn extra-credit up to 10 points (2% of your final grade).

Everyone’s Overall Opportunity: In order to review prior to each exam and at the end of each class day, we will play a game that reviews the chapter that was discussed. Teams will be created at the beginning of the semester and your team will earn points (as deemed by the individual game) during each game. At the end of the semester, the team with the most points accumulated throughout the semester will earn 5 points extra credit. However, if the class decides to play the games cooperatively

rather than competitively, the entire class will then have the opportunity to earn the extra credit points if the class as a whole reaches 2000 game points.

Research Participation Option: Students can earn up to 10 extra credit points by participating in psychological research or summarizing scholarly psychology journal articles. Extra credit points will be added to your earned points for the course but not to the total number of possible points. Extra credit will be assigned in the following manner:

1 research participation credits = 1 extra credit point	2 r.p. credits = 3 extra credit points
3 r.p. credits = 5 extra credit points	4 r.p. credits = 8 extra credit points
6 r.p. credits = 10 extra credit points.	

To get extra credit, you will need to register for an account on the Psychology Research Pool Website at <http://researchpool.towson.edu/>

If you created an account during a previous semester, your account no longer exists.

More information about the rules for participation in psychological research can be found by clicking on “information for all other students” at the following website:

<http://wwwnew.towson.edu/psychology/2.5%20-%20Research%20Pool/index.asp>

Please note that the last day to earn research participation credits is Wednesday, December 11, 2014. If you need to cancel a research participation appointment, you can do so on the website up until 2 hours prior to the start time of the study.

Tardy Assignments: I believe it is always better to complete the assignment with a grade deduction rather than fail to complete the assignment. I believe that by not completing assignments, there are missed opportunities for learning. Therefore, late papers will be accepted. The policy is that papers turned in within two days after the deadline can receive a maximum of 90% of the total points. Papers turned in between 3 and 5 days after the deadline can receive a maximum of 80% of the total points. Papers turned in between 6 and 10 days after the deadline can receive a maximum of 70% of the total points. Papers turned in after 10 days after the deadline can receive a maximum of 60% of the total points. **Important Note:** ‘days’ does include working days and weekends. Although this policy will apply to assignments throughout much of the semester, no papers will be accepted after Wednesday, December 10, 2014.

Grading: Grades will be calculated by dividing the total number of points earned by the student by the total number of possible points (and multiplying by 100 to create a percentage). This percentage will then be compared to the grading scale below to determine the final grade (the same method can be used on any individual assignment to determine the grade on that particular assignment)

The possible points for each assignment are as follows:

Assignment	Total Points
Game Creation Project	20
Exams	180 (3 at 60 pts. each)
Games & Motivation Project	100
Stress Journal	25
Total	325

Academic Integrity Policy: Students are responsible for knowing the Student Academic Integrity Policy (refer to the Undergraduate Catalog). I will follow the policy set by the University. Violations

of the policy will result in a penalty that could include the student receiving a “0” for the assignment or the student receiving an “F” in the course. The penalty will depend on the seriousness of the offense. In addition to the class penalty, a letter describing the incident will be filed with the Office of Judicial Affairs. Multiple violations of the Student Academic Integrity Policy could result in more extreme institutional penalties including suspension from the University.

Cheating and plagiarism: Do not do anything that might possibly arouse suspicion that you have cheated or plagiarized someone’s work. This includes copying or paraphrasing (without giving credit) information found in books, journals, on the World Wide Web, or in another student’s work. This also includes giving credit for another person’s work but using essentially the same wording as the source. The penalty for cheating and/or plagiarism includes but is not limited to failing the assignment, failing the course, and disciplinary action via Academic Affairs Office.

Course Schedule: The *tentative* course schedule is provided below. Changes to the due dates of assignments or exam dates will be announced in class (see Attendance section above) to give students sufficient time to complete the assignment or prepare for the exam.

Course Schedule:

DATE	READ	TOPIC	ASSIGNMENT
8/27		Introduction	Syllabus
9/1	Holiday	NO CLASS	
9/3	Chapter 1	What is Motivation?	
9/8		Conceptualizing & Measuring	
9/10	Chapter 2	Genetic Contributions	Pages: 39-43 (Stop at Intention Movements and Social Releasers), 45-60
9/15		Genetic Contributions	
9/17	Chapter 3	Physiological Mechanisms of Arousal	Pages: 61-96
9/22		Physiological Mechanisms of Arousal	
9/24	Chapter 4	Limbic System Only	Pages:140-143 Aggressive Motivation & The Limbic System
9/29		Game Review Day (Ch. 1/2/3/4)	Games Due
10/1		Exam 1	
10/6	Chapter 5	Learned Motives	
10/8		Learned Motives	
10/13	Chapter 7	Hedonism & Sensory Stimulation	Pgs: 210-230
10/15		Hedonism & Sensory Stimulation	
10/20	Chapter 12	Emotions as Motivators	Haidt Article
10/22		Emotions as Motivators	
10/27		<i>Flow, Engagement, Intrinsic Motivation</i>	Intrinsic Motivation Articles

10/29		Game Review Day (Ch.7/11/8/Flow)	Games Due
11/3	Exam 2	Exam 2	Exam 2
11/5	Chapter 9	Social Motivation & Consistency	
11/10		Social Motivation & Consistency	
11/12	Chapter 10	Attribution Approaches	
11/17		Attribution Approaches	Final Portfolios DUE
11/19	Chapter 11	Competence & Control	
11/24		Competence & Control	
11/26		Happy THANKSGIVING!	NO Class
12/1		<i>Project Sharing Day</i>	
12/3		<i>Project Sharing Day</i>	
12/8		Catch-up Day	
12/10		Game Review Day (Ch. 9/10/11)	Last Day to Turn in Papers/Last day of classes Games Due
Wednesday, 12/17	12:30- 2:30pm	Final Exam	

Other Important Information:

Disabilities Statement: Please inform me if you need accommodation because of a disability. A written statement from Disability Support Services (410-704-2638) authorizing your accommodation will be required.

Emergency Statement (TU Office of the Provost): In the event of a University-wide emergency, including the impact of the H1N1 flu pandemic, course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. In the case of a University-wide emergency, **I will attempt to communicate with you via e-mail and/or the Blackboard site.**

For more general information about any emergency situation, please refer to the following:

Web Site: www.towson.edu

Telephone Number: 410-704-2000

TU Text Alert System Sign-up at:

<http://www.towson.edu/adminfinance/facilities/police/campusemergency/>). This is a service designed to alert the Towson University community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally.

Academic Achievement Center: TU provides great resources to help you improve study skills and writing for college and beyond. They also offer tutoring services. You should take advantage of this free service, because *everyone* can always benefit from the help of others! Visit AAC on the 5th floor of the Cook Library or online: <http://wwwnew.towson.edu/aac/walkinschedule.html>

Writing Support: TU provides a free service to students to aid in the practice of writing and offers confidential review of student papers with feedback before you get ready to turn in your papers for your classes. Use of such services is *strongly encouraged* as you prepare papers for any course.

<http://www.towson.edu/main/academics/academicsupportservices/writingservices/index.asp>

Crisis Management / Counseling Services: College can be a very exciting and stressful experience. Therefore, if you ever feel overwhelmed or could use a source of support you can talk to a professional about on-going life stressors. TU provides FREE and CONFIDENTIAL counseling and referral services. Do not hesitate to walk-in or call to make an appointment. They are located at Ward West, second floor (phone: 410-704-2512), and their hours are 8:00-5:00. If you cannot wait that long, and need to talk to someone immediately, then the city of Baltimore offers Crisis Hotline (410-576-5097). Keep in mind that these services are always confidential, and if you or a friend needs help, don't hesitate to call. <http://www.towson.edu/counseling/>

Student Computing Service Support: The SCS Studio is an ideal, collaborative working and learning space for audio/video production and presentation rehearsals; and, it's available for students of all experience levels, from media production majors looking for a place to work independently to less experienced students with little more than a desire to create and a willingness to learn.

<http://www.towson.edu/adminfinance/ots/support/scs/studio.asp>

Appendix A

Game Creation and Hosting Presentation Grading Template:

Name: _____

This assignment is worth 20 points.

Grading will be based on the following criteria:

(5 pts) Shows mastery of assigned chapter concepts through question development of main topics.

(5pts) Creativity in game development. Good use of visual aids.

(3pts) Game rules clearly developed and administered to the audience.

(3pts) Shows professional delivery (good hosting skills; delivers questions clearly). Both Hosts have a role in game play.

(3pt) Engages audience/interaction between hosts and players

(1pt) Stays within time limit of 15 minutes game play.

Appendix B

Daily Stress Journal Template

Please follow the below template for your daily journal entries.

Date:

Day:

Use the following scale and choose the best number that represents your stress level throughout the day next to each statement.

1-----	2-----	3-----	4-----	5-----	6-----	7-----	8-----	9-----	10
Not at all				Moderately					Extremely
Stressed				stressed					stressed

_____ How stressed were you throughout the day?

_____ How stressed are you at this very moment?

Identifying Stressors

_____ How stressed were you regarding your personal life?

_____ How stressed were you regarding your work (if you are employed)

_____ How stressed were you regarding school?

Identify any feelings you are currently feeling (e.g., sad, mad, happy, overwhelmed)

Were you stressed about things beyond your control? Y/N

Could you control any of the things that stressed you out? Y/N

Identify one stress reduction technique that you used to combat your stress; how long did you implement the technique? Did it work?

How stressed do you feel at this very moment at the end of this entry? _____

Appendix C1

Major Motivation Project Part I: Game Play & Journal

Name: _____

This assignment is worth 20 points.

Grading will be based on the following criteria:

(10pts) Did you play a game for at least 10 hours and journal during game play? Your journal should include the following components in each entry:

1. What game are you playing, time, and date played
2. Your experiences during game play are discussed (and not in one or two sentences)
3. Your progress in the game each time you play
4. Any skills you believe you are learning in game play. Either directly or indirectly affiliated with the game.

(4pts) Did you include a learning reflection component? What did you learn from completing this part of the project?

(2 pts) Did you provide an adequate description of the game?

(3 pts) Does the journal organize information logically (with focus/precision)?

(1pts) Cites appropriately any sources used throughout the presentation.

Appendix C2

Major Motivation Project Part II: Visual Connections

Name: _____

This assignment is worth 25 points.

Grading will be based on the following criteria:

(12pts) Shows mastery of motivational concepts using the taxonomy of intrinsic motivation and other motivational factors (other resources utilized) through the application of your game play experiences.

1. Are the intrinsic motivational principles linked to specific examples from game play?
2. Are all of the taxonomy of intrinsic motivation principles discussed and connected in visual form?

(5pts) Engages audience through interesting/imaginative content and media forms. This includes the creation of an infographic.

(3pts) Organizes information logically (with focus/precision).

(3pts) Did you include a learning reflection component? What did you learn from this part of the project?

(2pts) Cites appropriately any sources used throughout infographic.

Appendix C3: Teaching Activity Paper Grading Criteria	Novice	Competent	Proficient	Expert
Teaching Activity Description	0 to 1 points Teaching Activity description is absent or inadequate.	2 to 3 points -Provides description of teaching activity, but a number of important elements are missing. - - Description is otherwise inadequate for the paper	4 points -Provides good description of teaching activity. Example provided of teaching activity and all elements are included.	5 points Provides excellent, thorough description of teaching activity. Details are clear enough to visualize the lesson plan, all elements are included, and more than one example is provided of teaching activity in action.
Motivational Principles Incorporated and Connection to Game Play Experience and Motivational Aspects	0 to 2 points Student may give some information about motivational factors, but it is not well conceptualized or is absent.	3 to 6 points Students incorporated some factors of motivation. May provide only 1-2 possible examples of the motivational factors evident in the teaching activity. Provides little connection to how the teaching activity can generate similar feelings and experiences within game play.	7 to 8 points Student incorporated most factors of motivation. Student provides a well thought out rationale for how each motivational factor is applied. Provides some connection to how the teaching activity can generate similar feelings and experiences created within game play.	9 to 10 points Student provides rationale for and examples of how each motivational factor was incorporated into teaching activity. - Provides clear and strong connection to how the teaching activity can generate similar feelings and experiences created within game play.
Organization & Structure	0 to 1 points Organization and structure detract from the message of the writer. Introduction	2 to 3 points Structure of the paper is not easy to follow. Introduction is missing or, if provided, does	4 points Structure of the paper is clear and easy to follow. - Introduction provides sufficient	5 points Structure of the paper is precise. Introduction provides excellent background on

	and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts.	not preview major points. Paragraph transitions need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.	background on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Minor disruptions in flow of paper.	the topic and details major points. Paragraph transitions are present, logical and maintain flow of thought. Conclusion is logical and flows from the body of the paper.
Grammar & Punctuation	0 to 1 points Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. Paper has many quotes which may make up the bulk of the paper. If additional sources are used, they may include information from internet searches or Wikipedia.	2 to 3 points Paper contains some grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some conversational tone. Paper has some quotes but they do not entirely overwhelm the paper	4 points Rules of grammar and punctuation are followed with few errors; spelling is correct. Language is clear; sentence structure is clear. Quotes are used sparingly if at all, student tries to put things into their own words. If additional sources are used, they include peer-reviewed scholarly articles.	5 points Rules of grammar and punctuation are followed; no errors present, spelling is correct. Language is clear and precise; sentences display strong, varied structure. Quotes are used sparingly if at all - student paraphrases thoughts into their own words. If additional sources are used, they include peer-reviewed scholarly articles.
APA	0 to 1 points Paper lacks many elements of correct formatting (APA 6th Edition). Citations and references are not provided (if appropriate)	2 to 3 points Paper follows most guidelines for formatting (APA 6th edition) -Paper provides citations but they are incorrectly prepared.	4 points Paper follows APA guidelines with minor APA errors. Citations and references are used appropriately.	5 points Paper follows APA guidelines - Citations and references are used appropriately. NO APA Errors throughout.

Appendix C4**Major Motivation Project Part IV: Multimedia Presentation**

Name: _____

This assignment is worth 25 points.

Grading will be based on the following criteria:

(12pts) Shows mastery of motivational concepts via the culmination of all parts of the project to create a final multimedia presentation that includes the following

1. Part I: An introduction of your game, a summary of your game play experience.
2. Part II: An explanation of your infographic demonstrating relationships between intrinsic motivational factors and examples from your game play demonstrating those principles.
3. Part III: An explanation of your teaching activity, the concept you chose to teach from the course, and the motivational principles/factors applied within your lesson.

(5pts) Engages audience through interesting/imaginative content and media forms. This includes using audio and narration at times.

(3pts) Organizes information logically (with focus/precision).

(3pts) Did you include a learning reflection component? What did you learn from completing this project?

(2pts) Cites appropriately any sources used throughout the presentation.