University of Vermont  
Department of Psychology  
Fall 2013  

Motivation  
JEFFORDS 112

PSYC206A (CRN: 91882) Tuesday & Thursday 4:00 - 5:15 p.m.  
PSYC206B (CRN: 91883) Tuesday & Thursday 5:30 - 6:45 p.m.

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Burlington, Vermont 05405-0134  
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Hours: Mondays and Wednesdays, 1:30 – 2:30 or by appointment

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READINGS:

TEXTBOOK:

STUDENT SELECTIONS:
* One (1) research article related to Motivation of your own choosing to use as a basis for one (1) written critique.  
* Six (6) or more research articles or books on a topic related to Motivation of your own choosing to use as a basis for one (1) Literature Review Paper.

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COURSE DESCRIPTION AND GOALS

WHAT IS MOTIVATION? What are its sources or origins? We’re all familiar with the concept. We use the term in our everyday language though we may not recognize at this point how many different meanings it carries. Each of us may even have some thoughts about its origins. For example, how often have you found yourself saying, “I’m just not motivated to study tonight”? Is it that we are unmotivated or that we do not want to behave in a particular way? Actually, we are always motivated in some way that may or may not match with external, or for that matter, internal expectations! Think about it! Motivation study examines all conditions that exist within the person, within the environment and within the culture that explains ‘why we want what we want’ and ‘why we do what we do.’” As a biobehavioral course, we will examine the complex array of motivational sources that are both internal and external to an individual through a review and evaluation of the most recent research on this topic. This, along with your own process of “self-discovery,” may help you understand what motivates some of your behaviors and not others (although this is not a self-help course). Taken together, the text, class presentations and discussions, and the research that you choose to incorporate into this course should provide you with an excellent foundation on the subject of motivation as well as an appreciation for its complexity.

Course Goals:
1. Demonstrate knowledge, comprehension and application of central themes and concepts related to MOTIVATION, including relevant historical developments, theories, ethical standards, research findings, and the complexity of motivational processes (assessed using weekly written reflective assignments, presentations);  
2. Evaluate and apply research methods in MOTIVATION, as demonstrated by the ability to summarize, interpret and critically evaluate the research in this area in written and class presentation formats (assessed using article critique, presentation of primary research, literature review project);  
3. Demonstrate the following proficiencies: (1) select relevant, current research on a topic, (2) understand and interpret research, (3) organize and synthesize information from multiple sources, (4) master APA writing style and format (assessed using literature review project on a topic of your choice, related to MOTIVATION);
4. Apply your knowledge to your own motivational processes (for example, decision-making, prioritizing, meeting deadlines) through weekly reflective assignments, class discussions and to professional applications such as education, communication disorders, law, clinical psychology/mental health, and social relationships.

**Prerequisites**
Prerequisites for this course are PSYC001, PSYC104 (I am willing to waive this prerequisite) and PSYC109. If you do not meet this requirement, you must see me immediately to discuss whether other courses may be substitutes for this requirement.

**Course Expectations and Student Responsibilities**
The course requires a fairly sophisticated background in psychology and is, therefore, appropriate for advanced undergraduate students (juniors and seniors) and interested graduate students in psychology, business administration, physical therapy, nutrition and food sciences and other related disciplines. Foundational theories, current research and methodologies of this significant area of psychology will be reviewed and discussed. **Participants in this course are expected to** (1) **complete all readings, written and presentation requirements within the time allotted**, (2) **attend class and be an active member in all class discussions**, (3) **present research as required in a professional manner**, and (4) **provide support and encouragement to other class members when they are making class presentations**. Participants will also have an opportunity to engage in self-directed learning by selecting topics of interest for exploration and enlightenment. Because many students who take this course expect to attend graduate school at some future time, course objectives emphasize the student’s ability to (1) **locate and evaluate high quality relevant research from appropriate psychology journals and books**, (2) **synthesize and critique readings** (text and research articles/books) in both verbal and written formats using APA format and style. (3) **present material in a classroom setting with appropriate aids** (e.g., handouts, PowerPoint) in different contexts (i.e., formal class presentation, student-led discussions, poster presentation), and (4) **participate actively in all class discussions**. Finally, this course is designed to permit “self-discovery” through personal reflection on the readings, discussion of points of interest from source materials to students, and self-selection of material for intensive personal study.

**Graduate Credit:** Graduate students will be required to write a **15 page Literature Review paper**, with at least **15 sources**, following the Literature Review Project Guidelines posted on Blackboard. In addition, graduate students will be required to select a recent (no more than 2 years old) journal article from the primary literature and give a 20-min PowerPoint presentation on it to the class. The article should relate to a topic we are covering in class at the time of the presentation.

**Academic Honesty:** Any violation of the UVM Code of Academic Integrity (plagiarism, collusion, cheating or fabrication) in written work or on examinations will be reported to the Center for Student Ethics and Standards (CSES) at The University of Vermont. If you are unfamiliar with this Code, you should carefully review it and be completely familiar with it. (Please see: [http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf)). It is against the Academic Integrity Code for you to give and/or receive unauthorized assistance on graded assignments (collusion) or to use someone else’s thoughts or words without citation (plagiarism). Any violations of the Code will result in disciplinary action.

**Blackboard information:** It is ESSENTIAL that you regularly use Blackboard to manage the course (point your browser to: **bb.uvm.edu** and log in using your UVM NetID and password). The syllabus and basic information regarding the semester plan are there as well as important information regarding specific assignments such as the article critique, the literature review project, grading rubrics, etc.

**Faculty and student responsibilities:** **Mutual respect at all times!**
We will all engage in the free exchange of ideas, listen attentively and be respectful in language and behaviors to all individuals at all times. Discrimination or unfair biases/stereotypes of any kind are unacceptable except as discussion items aimed at reducing/eliminating these in the larger society. Mutual respect will also be demonstrated by arriving and leaving on time (except when necessary with advanced permission), turning off cell phones and refraining from use of electronics unless it is for authorized reasons.
COURSE REQUIREMENTS
SEE BLACKBOARD FOR ASSIGNMENT DETAILS

As a general rule, I will not accept written assignments more than 5 days late (including the due date in the count) unless you and I have worked it out PRIOR to the original due date. Anything late unless preapproval will have a late penalty (SEE GRADING PAGE).

ALL WRITTEN WORK MUST BE TYPED USING 12 POINT TIMES NEW ROMAN FONT.

1. CLASS PARTICIPATION AND ATTENDANCE (54 POINTS = 18% of total grade calculation): Your participation in class discussions is an essential expectation in this course. Most Tuesday discussions are based on student presentations of research and discussion questions related to the topic for the week. It is especially important that you support your fellow students by being attentive during presentations and actively engaging in discussions related to the student’s presentations. Thursday discussions are typically based on what you read in the text and the ideas you wrote in your logs. If you must miss a class, you must inform me ahead of time and I’ll take that into account in regard to participation and penalties. PLEASE don't cut class just because something isn’t done yet! I’m willing to negotiate around special circumstances and arrange a makeup schedule, as long as it doesn’t become a pattern of performance.

2. READING LOGS: A total of 13 reflection logs (5 points each) on the assigned reading (65 POINTS = 22% of total grade calculation): Each Tuesday (except the first week when your log is due on Thursday), you will submit a typed reading log covering your own thoughts on the reading assignment for that week. These are your “reflections” on the assigned readings from the text. The logs replace the more traditional major exams or quizzes by asking you to regularly engage with the material in ways that hopefully are more meaningful than cramming or rote memorizing. This also requires you to stay up-to-date with the basic course material.

   ****The log is due on Tuesday (except in week 1)****

3. RESEARCH ARTICLE REVIEW (SUMMARY AND CRITIQUE), PRESENTATION & DISCUSSION (72 total points = 24% of total grade calculation: see breakdowns next page): Starting the third week of class on Tuesday, research article reviews will be presented and discussed. Each of you will select an article to summarize and critique in written form (article review) AND present in class.

4. LITERATURE REVIEW PROJECT (109 POINTS = 36% of total grade calculation) ALL PARTS ARE MANDATORY & CONTRIBUTE TO OVERALL GRADE: For most of the semester, you will be working on a topic of your choice related to Motivation. This is a review of current literature similar to the standard literature review you would need to do in preparation for proposing and conducting research. The goal of the project is to go beyond the textbook and the single article reviews. The purpose of the literature review paper is to focus on a topic relevant to Motivation of interest to you and to synthesize a variety of source materials on the topic into an original work which compliments and expands our knowledge of Motivation Psychology. APA FORMAT IS REQUIRED. There are several parts to this requirement. Your grade depends on the on-time completion of ALL PARTS.

   Work that does not meet the organizational guidelines below and not in APA format will be returned unread.

   1. Topic Statement + 3 articles and notes, Synthesis #1
   2. Prospectus/Argument + 3 additional articles and notes, Synthesis #2.
   3. Project Outline, Synthesis #3 of all 6 (or more) articles
   4. Literature Review Paper
   5. Process Reflection Literature Review Assignment
   6. Project presentation: All class members are expected to attend the project presentation sessions whether or not it is your scheduled day to present!

   The point is to LEARN and HAVE FUN!
GRADING

NOTE: Assignments more than 5 days late (including due date) will not be accepted

54 POINTS (18%)  Class Participation and Attendance (required)
2 points per class (27 classes), 1 point with prior excused absence from professor
UP TO 3.

65 POINTS (22%)  A Total of 13 Reflection Logs (5 points each) on the Assigned Reading
Late Penalty: The deduction is .5 point for the date due and 1 point for every
day after that.

72 POINTS (24%)  Research Article Review Paper and Class Presentation
1. Research Article Review Paper (2-3 pages) = 45 POINTS (15%)
   Late Penalty: The deduction is 2.5 points for the date due and 5 points for every
day after that.
2. Class Presentation/Discussion = 27 POINTS (9%)
   Must be prepared and on time!

109 POINTS (36%) Literature Review Project (all parts are mandatory and contribute to the
overall grade):
1. Topic Statement + 3 articles and notes, synthesis #1 = 10 POINTS
   Late Penalty: The deduction is 1 point for date due and 2 points for every day
   after that.
2. Prospectus/Argument + 3 additional articles and notes, synthesis #2 (include
   previous feedback sheet, articles and notes, synthesis #1) = 15 POINTS
   Late Penalty: The deduction is 1.5 points for date due and 3 points for every day
   after that.
3. Project Outline, Synthesis #3 of all 6 (or more) articles (include everything from
   1st packet including feedback sheet) = 15 POINTS
   Late Penalty: The deduction is 1.5 points for date due and 3 points for every day
   after that.
4. Literature Review Paper (include everything from prior packets including
   feedback sheets) = 54 POINTS
   Late Penalty: The deduction is 5 points for date due and 10 points for every day
   after that.
5. Process Reflection Literature Review Assignment = 10 POINTS
   Late Penalty: The deduction is 1 point for date due and 2 points for every day
   after that.
6. Project presentation = 5 POINTS
   Must be prepared and on time!

GRADES AND POINT VALUES: Use the appropriate rubric to establish what the expectations are at each of
the main point levels. SEE BLACKBOARD FOR ASSIGNMENT GRADING RUBRICS

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<tr>
<th>Grade</th>
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<td>A</td>
<td>93-100</td>
<td>279-300</td>
<td>C</td>
<td>73-76</td>
<td>219-230</td>
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<td>A-</td>
<td>90-92</td>
<td>270-278</td>
<td>C-</td>
<td>70-72</td>
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<td>B+</td>
<td>87-89</td>
<td>261-269</td>
<td>D+</td>
<td>67-69</td>
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<td>B</td>
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<td>249-260</td>
<td>D</td>
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<td>B-</td>
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<td>240-248</td>
<td>D-</td>
<td>60-62</td>
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<td>C+</td>
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<td>F</td>
<td>Below 60</td>
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<td>1.</td>
<td>8/27 &amp; 29</td>
<td>OVERVIEW OF COURSE: EVOLUTION AND MOTIVATION</td>
<td>Chapter 1</td>
<td>Log 1 (Due Thursday)</td>
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<td>INTRINSIC AND EXTRINSIC MOTIVATION</td>
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<td>2.</td>
<td>9/3 &amp; 5</td>
<td>GENETIC CONTRIBUTIONS</td>
<td>Chapter 2</td>
<td>Log 2 (Due Tuesday from this week on)</td>
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<td>Select presentation topics and complete presentation schedule by 9/3</td>
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<td>3.</td>
<td>9/10 &amp; 12</td>
<td>PHYSIOLOGICAL MECHANISMS OF AROUSAL</td>
<td>Chapter 3</td>
<td>Log 3 ARTICLE REVIEW PAPER</td>
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<td>Student Presentations</td>
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<td>4.</td>
<td>9/17 &amp; 19</td>
<td>PHYSIOLOGICAL MECHANISMS OF REGULATION</td>
<td>Chapter 4</td>
<td>Log 4</td>
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<td>5.</td>
<td>9/24 &amp; 26</td>
<td>EMOTIONS AS MOTIVATORS</td>
<td>Chapter 12</td>
<td>Log 5 PROJECT TOPIC: FIRST 3 ARTICLES WITH NOTES, SYNTHESIS 1</td>
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<td>Student Presentations</td>
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<td>6.</td>
<td>10/1 &amp; 3</td>
<td>LEARNED MOTIVES</td>
<td>Chapter 5</td>
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<td>7.</td>
<td>10/8 &amp; 10</td>
<td>INCENTIVE MOTIVATION</td>
<td>Chapter 6</td>
<td>Log 7 PROJECT PROSPECTUS: SECOND 3 ARTICLES WITH NOTES, SYNTHESIS 2</td>
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<td>Student Presentations</td>
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<td>8.</td>
<td>10/15 &amp; 17</td>
<td>HEDONISM AND SENSORY STIMULATION</td>
<td>Chapter 7</td>
<td>Log 8</td>
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<td>9.</td>
<td>10/22 &amp; 24</td>
<td>COGNITIVE MOTIVATION: EXPECTANCY-VALUE APPROACHES</td>
<td>Chapter 8</td>
<td>Log 9 PROJECT OUTLINE – SYNTHESIS 3</td>
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<td>10.</td>
<td>10/29 &amp; 31</td>
<td>COGNITIVE CONSISTENCY AND SOCIAL MOTIVATION</td>
<td>Chapter 9</td>
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<td>11/5 &amp; 7</td>
<td>COGNITIVE MOTIVATION: ATTRIBUTION APPROACHES</td>
<td>Chapter 10</td>
<td>Log 11</td>
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<td>12.</td>
<td>11/12 &amp; 14</td>
<td>COGNITIVE MOTIVATION: COMPETENCE AND CONTROL</td>
<td>Chapter 11</td>
<td>Log 12 FINAL PROJECT PAPER with all articles &amp; notes attached</td>
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<td>Student Presentations</td>
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<td>13.</td>
<td>11/19 &amp; 21</td>
<td>ENDVIEW</td>
<td>Chapter 13</td>
<td>Log 13: Include Chapter 13 plus REVIEW THE SEMESTER – A reflection on the</td>
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<td>Student Presentations</td>
<td>+ Review</td>
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<td>PROJECT PRESENTATIONS</td>
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<td>prior logs!</td>
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<td>THANKSGIVING BREAK</td>
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<td>15.</td>
<td>12/3</td>
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<td>PROJECT PROCESS REFLECTION</td>
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