



UNIVERSITY OF WATERLOO

Department of Psychology
Psych 470
Human Motivation and Emotion
Spring 2019
Tues/Thurs 2:30-3:50, EV3 3412

Instructor and T.A. Information

Instructor: Dr. Megan McCarthy
Office: PAS 3050
Office Hours: Tues 4:00-5:00 and Thurs 1:00-2:00
Email: m5mccarthy@uwaterloo.ca

I acknowledge that I live and work on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

T.A.	Sherman Kwok	Tiffany Doan
Email	sherman.kwok@uwaterloo.ca	t3doan@uwaterloo.ca
Office	PAS 3240H	PAS 4011
Office Hour	By appointment	By appointment

Course Description

Motivation is a multifaceted construct, encompassing a variety of underlying processes that initiate, direct, and maintain human behaviour. This course will explore classic and contemporary perspectives on human motivation and emotion, including physiological, psychological, and social perspectives, to explore how motivational principles can explain human behaviour. Further, we will explore the application of these principles to a number of social contexts, including prejudice, love, and intimacy.

Course Goals and Learning Outcomes

Through lectures, readings, discussions, activities, and assignments, students will:

- 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 motivation and emotion and discuss the impact of this research on understanding motivational processes.
- Apply motivation theory to everyday settings, including your own personal experiences and practical contexts in the real world (e.g., business, social interactions, education, etc.)
- Develop transferable skills, including library research, referencing using APA style, peer evaluation, and iterative writing.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Reading responses and online discussion	Throughout term	20%
Motivational Intervention Paper		
Proposal and Annotated Bibliography	June 21	10%
Draft for Peer Evaluation	July 12	(mandatory)
Peer Evaluation	July 26	10%
Revised Paper	August 9	25%
In-Class Tests	June 11 & July 30	30%
One-Minute Papers	Throughout term	5%
SONA Bonus	July 30	+3%
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Total		103%

Reading Responses and Online Discussion

For your readings this term I have put together a list of classic and contemporary papers, including theoretical, empirical, and review articles and chapters, spanning almost 100 years. Your task is to read each paper before the first class of the week in which it was assigned, and come prepared to discuss the ideas in class and online.

To facilitate your online discussions, you will be placed in discussion groups of 8-12 students. Each week on Learn, I will post a discussion question or two about the reading for that week, and you will be expected to post a personal response to at least one of these questions, based on your interpretation of the reading, before the first class of the week (usually, this will be Tuesday's class, but on some weeks it will be Thursday's class). You will also be expected to respond to at least two of the posts of the other students in your discussion group. These discussions will be graded in terms of the quantity and quality of your posts, and are worth 20% of your final grade.

Motivational Intervention Paper

An important part of this course is understanding how you can use principles of motivation and emotion in the real world. For this assignment, you will design and propose an intervention. You will first identify a real world problem that you think could be solved using motivational or emotional principles. For example, you might consider how to improve some aspect of work, school, sports, exercise, therapy, parenting, sex, or mental health, to name a few. You will then consider how to enrich people's motivational or emotional resources in a way that will promote positive outcomes in this domain. Your intervention plan should be backed up by published research in peer-reviewed journals that supports your analysis of the problem and how to solve it. Your work on this paper will be divided into three stages, which, combined, will make up 45% of your final grade.

Proposal and Annotated Bibliography (10%)

The first component of this project consists of proposing a topic and finding sources for your paper. You will submit a short paragraph explaining the main topic of your paper (no more than 500 words). This should include the main problem you wish to solve, an idea of the motivational/emotional principles that could improve outcomes in this domain (it is okay to later change these as you continue to flesh out your topic), and an explanation of why you selected this topic. You should also find 5 sources (journal articles) that you may wish to use for your paper and present these in an annotated bibliography on a separate page. The annotated bibliography should include the full reference for each of your sources in APA format, as well as a brief paragraph (2-3 sentences) explaining why this source may be useful for your paper (that is, what does this source tell you about your topic from a motivational perspective?)

Peer Evaluation (10%)

The second stage of your assignment is to complete and submit a draft for peer evaluation. Although there are no grades directly assigned to this draft, it is mandatory, and if you do not submit this draft, you will not be able to submit your final paper for grading. Your draft will be assigned to two of your peers for evaluation and feedback, and you, in turn, will be required to read the papers of two other students in the class and provide critical feedback. Offering and receiving critical feedback is important for most professions but is absolutely essential in academia. Rarely (if ever) do scholars produce knowledge in isolation without input from peers and colleagues. I will assign the papers for review, and these reviews will be due by the end of week 12. This is a firm deadline so that everyone has sufficient time to read and incorporate their feedback into their paper before the final deadline.

Final Paper and Reflection (25%)

The third stage of your assignment is to submit a revised version of your paper, incorporating the peer feedback you received (note that it is not required that you incorporate all of the feedback you receive; we will discuss this process more in class). Your final paper should be 8-10 pages in length, excluding title page and references. You should also include a brief letter (no more than 1 page) reflecting on the peer evaluation process and explaining any changes you made to the paper based on the peer feedback you received. More detailed information and a grading rubric will be available on Learn.

GUIDELINES FOR LATE SUBMISSIONS: Late submissions will be penalized 10% per day up to a maximum of 50%. After 7 days, late submissions will not be accepted. If you have a legitimate reason for a late submission (such as an illness or death in the family) please see me or your TA as soon as possible with appropriate documentation. If you have other compelling circumstances for a late submission, it is possible that extensions may be granted if you see me or your TA *before* the assignment deadline.

In-Class Tests

There will be two tests, which will consist of multiple-choice and short-answer questions, and will be based on lecture material, assigned readings, and any insights gained through class discussions. Although attendance does not make up a formal part of your final grade in this class, everything that is covered in class is fair game for the tests. Each test will make up 15% of your final grade.

GUIDELINES FOR MISSED TESTS: If you know in advance that you cannot be present for one of the tests, please see me or your TA as soon as possible so that we can schedule an alternative time. There will be NO make-up tests once the test date has passed except for serious, documented reasons.

One-Minute Papers

Occasionally at the end of class I will ask you to reflect on the class by briefly writing down your thoughts and questions. These papers will be graded for completion, and provide a low-stakes way to reflect on and communicate your own understanding of the material. Completion of these one-minute papers will make up 5% of your final grade.

SONA Bonus

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this and writing an article review is another.

Students can earn a bonus of **up to 3%** through research experience. The two options for earning research experience are described below. Students may combine these two options in any proportion.

OPTION 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

Educational focus of participation in research: To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term, the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

****** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ******

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

OPTION 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Notes/Policies:

1) Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

2) Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

3) Concerns about a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance. A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals. A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

4) Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

5) Accommodation for course requirements for Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

6) Mental Health Services

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Contact Health Services:
Health Services Building
Call 519-888-4096 to schedule an appointment
Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services:
Needles Hall Addition, NH 2401
Call 519-888-4567 x 32655 to schedule an appointment; counserv@uwaterloo.ca

Course Schedule

Week	Date	Lecture Topic and Assessments	Readings Due
1	May 7 & 9	History of Motivation	Weiner, B. (1991). Metaphors in motivation and attribution. <i>American Psychologist</i> , 46, 921-930.
2	May 14 & 16	Physiological Needs	Tolman, E. C. (1926). The nature of the fundamental drives. <i>The Journal of Abnormal and Social Psychology</i> , 20, 349-358
3	May 21 & 23	Psychological needs	Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117, 497-529.
4	May 28 & 30	Incentives and Rewards	Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55, 68-78.
5	June 4 & 6	Incentives and Rewards	
6	June 11 & 13	Test 1: June 11 Goal Setting and Striving	Gollwitzer, P. M., & Brandstatter, V. (1997). Implementation intentions and effective goal pursuit. <i>Journal of Personality and Social Psychology</i> , 73, 186-199.
7	June 18 & 20	Motivated Cognition Proposal/Bibliography: June 21	Kunda, Z. (1990). The case for motivated reasoning. <i>Psychological Bulletin</i> , 108, 480-498.
8	June 25 & 27	Emotions as Motivators	Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), <i>Handbook of cognition and emotion</i> . Sussex, U.K.: Wiley.
9	July 4	The Pursuit of Happiness	Gruber, Mauss, & Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. <i>Perspectives on Psychological Science</i> , 6, 222-233.
10	July 9 & 11	The Pursuit of Happiness Paper Draft Due: July 12	

Week	Date	Lecture Topic and Assessments	Readings Due
11	July 16 & 18	Applied Topics: Prejudice	Kay, A. C., Gaucher, D., Peach, J. M., Laurin, K., Freisen, J., Zanna, M. P., & Spencer, S. J. (2009). Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be. <i>Journal of Personality and Social Psychology</i> , 97, 421-434.
12	July 23 & 25	Applied Topics: Love & Intimacy Peer Evaluation: July 26	Holmes, J. G. (in press). The structure of interdependence shapes social cognition in relationships. In L. E. VanderDrift, C. R. Agnew & X. B. Arriaga (Eds.), <i>Interdependence, interaction, and relationships: Advances in personal relationships</i> . Cambridge University Press: London.
13	July 30	Test 2: July 30 Revised Paper: August 9	

Note: Lecture topics BEGIN during the week they are scheduled, but might spill over into the following week before completed.