# PSYC 3320, Fall 2021

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. I will not make adjustments that impose additional burdensome requirements, but may make some to adapt to unanticipated technological issues.*

***Instructor Information***

### Instructor(s)

Daniel S. Levine

### Office Number

Life Sciences 414

### Office Telephone Number

817-272-3598

**Email Address**

levine@uta.edu

### Faculty Profile

<https://mentis.uta.edu/explore/profile/daniel-levine>

### Office Hours

Tuesday and Thursday 11-12, or by appointment (face-to-face or via Teams)

## Course Information

### Section Information

**PSYC 3320-001**

### Time and Place of Class Meetings

There will be regular class meetings on Tuesdays and Thursdays from 9:30 to 10:50 AM in SEIR 194. The class meetings can also be attended online via Teams. Formal attendance will not be taken but students are strongly advised to attend. For at least the first two weeks of class (through September 8), the university is limiting classroom density: hence *students whose last name begins with A-L should attend in person on Thursdays and virtually via Teams on Tuesdays, whereas students whose last name begins with M-Z should attend in person on Tuesdays and virtually via Teams on Thursdays*. If you have a reason why travel to campus is inconvenient for you on your assigned day but would be better on the other day, please let me know: I could accommodate a limited number of switches. Also, please let me know if you need to take class fully online.

For those who cannot attend, links to the class lectures will be provided via Canvas. PowerPoint slides of the lectures, based on the Petri-Govern chapters, will be available on Canvas under the Modules for the appropriate chapters.

### Description of Course Content

Theory and research involving relation of motivation and emotion to learning theory, social behavior, personality, and development.

### Student Learning Outcomes

*Overall goals of course*: To understand different sources of human motivation (physiological, cognitive, social, and emotional) and the interrelationships among these sources.

To appreciate both the strengths and the limitations of different grand theories in the history of psychology, such as will; instinct; drive; evolutionary psychology; cognitive information processing; Freudianism and ego psychology; humanistic psychology.

To be able to apply this knowledge to different “real-world” settings including employment, education, sports, clinical practice, and criminal justice.

| **Module #** | **Module Objective** | **Assessment** **(graded)**  | **Activity** **(ungraded)** | **Materials** **(readings, videos, etc.)** |
| --- | --- | --- | --- | --- |
| Getting started | Understanding the course requirements |  | First half of first class | SyllabusStudy guide (to be used on tests) |
| Ch. 1-3 | Demonstrate ability to discuss general theories and some biological bases of motivation | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 4-6 | Demonstrate ability to discuss innate and learned satisfaction of biological drives | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 7-9 | Demonstrate ability to discuss some cognitive and social aspects of motivation | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Ch. 10-12 | Demonstrate ability to discuss attribution, competence, control, and emotion | Test on all three chaptersDiscussion on one article | Lectures, pre-test review, post-test review | Recorded lectures, PowerPoint files, articles, Youtube videos |
| Termpaper | Applying motivational principles to a topic of the student’s own interest | Termpaper graded for both depth and style | Lectures, pre-test review, post-test review | Termpaper guidelinesPast termpaper topics |

### Required Textbooks and Other Course Materials

*Textbook*: Petri & Govern, *Motivation: Theory, Research, and Applications*, 6th ed. Please get the latest edition as either a print book or e-book: The course materials refer to chapters and page numbers, which are different between the last two editions. I have been informed that the printed book and e-book are available by rental from Amazon.

*Study guide*: Short answer questions on all tests will be taken from the course study guide, *3320Motivation Study Guide 6e edited 103018.docx*, which is available on Canvas in the Module entitled Chapters 1-3. Most of its questions are from the textbook; a few deal with issues covered in the lecture slides but not in the textbook.

### Descriptions of major assignments and examinations

*4 tests*, one of them a final, but all of equal value and each covering 3 chapters of the Petri-Govern book. Each student must complete at least 3 of the 4 tests to pass the course. The first test will be online, and so will all tests as long as the 50% density reduction is in place. *Taking tests online will require the LockDown Browser and Respondus Monitor, which can be downloaded via the Help on the left hand side of Canvas.* Short answer questions on each test will be taken from the Study Guide (see above). Essay questions will be taken from essay question files posted on the appropriate Canvas Modules (Chapter 1-3 for the first test, 4-6 for the second test, 7-9 for the third test, 10-12 for the final).

*1 termpaper* on a topic of the student’s choosing related to motivation, due shortly after the final exam. The termpaper will go through Unicheck to check for percentage of text shared with other sources. *The shared text must be less than 50% for the termpaper to be accepted*. The Canvas Module entitled “Termpaper” includes files with guidelines and past topics. Around Spring Break each student should submit their proposed termpaper topic to the instructor. There is no chance the instructor will reject the proposed topic but he might suggest that it is too broad to be likely to yield a GOOD paper (e.g., motivation for education) and that the student should stay within that topic but narrow it down (e.g., motivation for learning undergraduate nursing classes).

*Discussions* – Each student will be required to participate in 3 discussions of questions posed by the instructor on journal articles (6 to 14 pages each) that will be posted both within the discussions and in the chapter modules. There will be an article that is relevant for the topics of each of the textbook chapters. Students will be assigned to the discussions of 3 out of the 9 articles, based on their last names (e.g., for the discussions based on Chapters 1-3, students with names ending in A-H will take the Chapter 1 article, I-Q the Chapter 2 article, and R-Z the Chapter 3 article). Each student assigned to an article must pose a response both to a question and to at least one response by another student about that question.

### Grading

Each test is worth 100 points – 60 for 15 short answer questions, 4 points each; 40 for 2 essay questions, 20 points each. A student who takes 4 tests will get up to 300 points for the BEST THREE test grades (the lowest will be dropped). A student who takes only 3 tests will get the sum total of the grades on those 3 tests. So the final is optional if the student is satisfied with the grades they have made on the other three tests.

The termpaper is worth 80 points – 40 for depth of coverage and 40 for writing style.

Each of the 3 discussions is worth 12 points – up to 6 for your own response and up to 6 for your response to one or more other students.

In addition there is a discussion posting called “Hi Y’all” where you introduce yourself to other students and to me and describe ambitions, major, hobbies, pets, et cetera. That is worth 2 points toward the grade.

Students can earn up to 10 points extra credit for participation in laboratory experiments under the SONA system; see <https://uta.sona-systems.com>. The points are added to the total at the end of class, as follows:

|  |  |
| --- | --- |
| **Experiment credits (rounded)** | **Class points** |
| .5 | 2.5 |
| 1 | 5 |
| 1.5 | 7.5 |
| 2 or more | 10 |

### Make-up Exams

Any student who has missed one of the first three tests has the option of taking during the last week of classes a make-up which will be a different test than the original but covering the same material. Students who have missed a test will be reminded about a week before the start of the last week and asked if they intend to take the make-up. If they do not choose to take the make-up their total test grade will be based on the other three tests including the final. No excuses are necessary for missing a test. *But anyone who has not taken at least three tests by the end of the semester, or turned in their termpaper, and is otherwise passing will receive a grade of Incomplete*.

### Expectations for Out-of-Class Study

Students should expect to spend about 9 hours per week outside of class reading the textbook and articles, studying the PowerPoints and lectures, preparing for exams, et cetera.

### Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

## Course Schedule

 **Course Outline for PSYC 3320 Fall 2020 (Levine)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Dates** | **Materials** | **Assessment** | **Activity** |
| General theories, evolutionary influences | August 26 to 31 | Text Chapter 13320basics.pptEvolution and motivation.pptDeWaal (1995) | Discussion posting due September 28 | Lectures |
| Genetic contributions | August 31 to September 2 | Text Chapter 2Genetic contributions.pptMore genetic contributions.pptShettleworth (2001) | Discussion posting due September 28 | Lectures |
| Physiological mechanisms of arousal | September 7 to 14 | Text Chapter 3Arousal and sleep.pptStress.pptRoos and Cohen (1987) | Discussion posting due September 28 | Lectures |
| **Review and test** | September 16 to 21 |  | **TEST ON CHAPTERS 1-3** **TUESDAY SEPTEMBER 21** | Pre-test reviewPost-test review |
| Physiological mechanisms of regulation | September 23 to 28 | Text Chapter 4 and pp. 96-98Hunger and eating.ppt Obesity.ppt; Thirst.pptSex and aggression.pptRodin (1981) | Discussion posting due October 21 | Lectures |
| Conditioning and learning | September 30 to October 5 | Text Chapter 5Conditioning.pptSeligman (1970) | Discussion posting due October 21 | Lectures |
| Incentive motivation | October 5 to 10 | Text Chapter 6Incentive Motivation.pptRobinson and Berridge (2001) | Discussion posting due October 21 | Lectures |
| **Review and test** | October 12 to 19 |  | **TEST ON CHAPTERS 4-6****THURSDAY OCTOBER 14** | Pre-test reviewPost-test review |
| Hedonism and sensory stimulation | October 21 to 26 | Text Chapter 7Hedonism and Sensory Stimulation.pptGardner (1972) | Discussion posting due November 18 | Lectures |
| Expectancy-value approaches | October 28 to November 2 | Text Chapter 8Expectancy-value Theory.pptAtkinson and Litwin (1960) | Discussion posting due November 18 | Lectures |
| Social motivation and consistency | November 2 to 9 | Text Chapter 9Social Motivation.pptFestinger and Carlsmith (1958) | Discussion posting due November 18 | Lectures |
| **Review and test** | November 9 to 16 |  | **TEST ON CHAPTERS 7-9** **THURSDAY NOVEMBER 11** | Pre-test reviewPost-test review |
| Attribution approaches | November 16 to 18 | Text Chapter 10Attribution.pptRoss, Amabile, and Steinmetz (1977) |  | Lectures |
| Competence and control | November 18 to 23 | Text Chapter 11Competence and Control.pptSheldon et al. (2001) |  | Lectures |
| **THANKSGIVING** | November 25 |  |  |  |
| Emotions | November 30 to December 2 | Text Chapter 12Emotion.pptIzard (2011) |  | Lectures |
| **Review, test, termpaper** | December 2 to 7 |  | **FINAL ON CHAPTERS 10-12, DECEMBER 14****TERMPAPER DUE DECEMBER 15** | Pre-test review |

Tests including the final will be available all of the designated day but limited to 1 hour 30 minutes for each student, except for those with disabilities registered with the SAR Center

Census date: September 10

Last day to drop classes: November 5

## Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

* Drop Policy
* Disability Accommodations
* Title IX Policy
* Academic Integrity
* Student Feedback Survey
* Final Exam Schedule

**Additional Information**

**Masks**

I am not permitted to require masks or proof of vaccination to students in my class. However, I will be masked when I give in-person lectures and strongly suggest that students attending classes in-person be masked as well, at least until there is a large reduction in COVID-19 cases in Tarrant County. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department.

**Attendance and links**

Attendance is not taken formally but is strongly suggested. As instructor of this course I will take attendance sporadically. This is a Tuesday/Thursday hybrid course that rotates students through the face-to-face session. Half the class meets on Tuesday face-to-face, and the other half meets online through Teams. On Thursday, students switch. Students are expected to attend both sessions.”

### Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring by appointment](http://www.uta.edu/studentsuccess/learning-center/utsi/tutoring/index.php), [drop-in tutoring](https://www.uta.edu/ideas/services/index.php), [etutoring](https://www.etutoring.org/login.cfm?institutionid=388&returnPage), [supplemental instruction](http://www.uta.edu/studentsuccess/learning-center/utsi/supplemental-instruction/index.php), [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) (time management, study skills, etc.), [success coaching](http://www.uta.edu/studentsuccess/success-programs/success-coaching.php), [TRIO Student Support Services](http://www.uta.edu/studentsuccess/learning-center/sss/index.php), and [student success workshops](http://www.uta.edu/studentsuccess/success-programs/success-series-workshops.php). For additional information, please email resources@uta.edu, or view the [Maverick Resources](http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php) website.

**The** [**IDEAS Center**](https://www.uta.edu/ideas/) (https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) and [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

### The English Writing Center (411 LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://library.uta.edu/hours) of operation.

### Librarian to Contact

Each academic unit has access to [Librarians by Subject](http://www.uta.edu/library/help/subject-librarians.php) (see link below) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## Library Information

### Research or General Library Help

Ask for Help

* [Academic Plaza Consultation Services](https://library.uta.edu/academic-plaza)(library.uta.edu/academic-plaza)
* [Ask Us](http://ask.uta.edu/)([ask.uta.edu/](http://ask.uta.edu/))
* [Research Coaches](https://library.uta.edu/subject-librarians) (http://libguides.uta.edu/researchcoach)

Resources

* [Library Tutorials](https://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
* [Subject and Course Research Guides](https://libguides.uta.edu/) ([libguides.uta.edu](http://libguides.uta.edu/))
* [A to Z List of Library Databases](https://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
* [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)(https://uta.summon.serialssolutions.com/#!/course\_reserves)
* [Study Room Reservations](https://openroom.uta.edu/)(openroom.uta.edu/)

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