

PSYC 3320, Fall 2023

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 or to implement innovations that might enhance student engagement. For the latter I am open to and will solicit inputs from students in the class.

Instructor Information

Instructor(s)

Daniel S. Levine

Office Number

Life Sciences 414

Office Telephone Number

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Faculty Profile

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

Office Hours

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. For those who cannot attend, links to the class lectures will be provided via Canvas. In-class participation is the expected default, and students who are unable to attend due to health reasons, athletic contests, job interviews, et cetera need to provide documentation. PowerPoint slides used in 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	Syllabus Study 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 chapters Discussion 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 chapters Discussion 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	Test on all three chapters	Lectures, pre-test review,	Recorded lectures,

Module #	Module Objective	Assessment (graded)	Activity (ungraded)	Materials (readings, videos, etc.)
	cognitive and social aspects of motivation	Discussion on one article	post-test review	PowerPoint files, articles, Youtube videos
Ch. 10-12	Demonstrate ability to discuss attribution, competence, control, and emotion	Test on all three chapters Discussion 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 guidelines Past 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 Getting Started. Most of its questions are from the textbook; a few deal with issues covered in the lecture slides but not in the textbook.

A PDF version of Chapter 3 of my book, *Healing the Reason-Emotion Split*, to be posted on Canvas. One of the in-class discussions will be based on this chapter.

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. (*This means that the so-called final is not compulsory for students who have taken the other 3 tests and are happy with their grades on that test.*) The default will be to take the tests in person in the classroom, but taking a test online via Canvas will be an option for those providing documentation of a need. *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) and/or from applications of motivation principles to real-life situations.

I 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 early November 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). The size of the class makes it impractical for students to submit multiple versions of the termpaper for instructor feedback. But if time permits, the instructor can schedule individual conferences with students about their termpapers before submission.

Discussions – There will be 4 in-class discussions on specified days. The discussion topics will be of real-world interest and related to course materials. The class will be divided into teams that will work together on the topics and then report their conclusions to the entire class.

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 final is not comprehensive and has no special status: it is based only on Chapters 10-12 of the textbook.

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

Attendance will be taken for every non-test class from September 6 on, and students can earn up to 30 points for attendance. 4 or fewer unexcused absences from lecture constitute perfect attendance; thereafter 2 points are taken off for every unexcused absence.

In addition there will be 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.

Total points will be out of 300 (tests) + 80 (termpaper) + 30 (attendance) + 2 (hi y’all) = 412.

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

This is the only way to earn extra credit.

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 (see [Grading Policies](#); [Student Complaints](#)). Use the following link to submit a grade grievance to the department: <https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form>

Course Schedule

Course Outline for PSYC 3320 Spring 2023 (Levine)

Topic	Dates	Materials	Assessment	Activity
General theories, evolutionary influences	8/22 to 8/24	Text Chapter 1 3320basics.ppt Evolution and motivation.ppt DeWaal (1995)		Lectures
Genetic contributions	8/24 to 8/29 In-class discussion August 31	Text Chapter 2 Genetic contributions.ppt More genetic contributions.ppt Shettleworth (2001)		Lectures
Physiological mechanisms of arousal	9/5 to 9/7	Text Chapter 3 Arousal and sleep.ppt Stress.ppt Roos and Cohen (1987)		Lectures
Review and test	9/12 to 9/19		TEST ON CHAPTERS 1-3, THURSDAY SEPTEMBER 14	Pre-test review Post-test review
Physiological mechanisms of regulation	9/19 to 9/21	Text Chapter 4 and pp. 96-98 Hunger and eating.ppt Obesity.ppt; Thirst.ppt Sex and aggression.ppt Rodin (1981)		Lectures
Conditioning and learning	9/26-9/28 In-class discussion October 3	Text Chapter 5 Conditioning.ppt Seligman (1970)		Lectures
Incentive motivation	10/5-10/10	Text Chapter 6 Incentive Motivation.ppt Robinson and Berridge (2001)		Lectures
Review and test	10/12 to 10/19		TEST ON CHAPTERS 4-6, TUESDAY OCTOBER 17	Pre-test review Post-test review

Hedonism and sensory stimulation	10/19-10/26	Text Chapter 7 Hedonism.ppt Gardner (1972)		Lectures
Expectancy-value approaches	10/26 to 10/31 In-class discussion November 2	Text Chapter 8 Expectancy-value Theory.ppt Atkinson and Litwin (1960)		Lectures
Social motivation and consistency	11/7 to 11/9	Text Chapter 9 Social Motivation.ppt Festinger and Carlsmith (1958)		Lectures
Review and test	11/9 to 11/16		TEST ON CHAPTERS 7-9, TUESDAY NOVEMBER 14	Pre-test review Post-test review
Attribution approaches	11/16 to 11/21	Text Chapter 10 Attribution.ppt Ross, Amabile, and Steinmetz (1977)		Lectures
Competence and control	11/21 to 11/28 In-class discussion November 30	Text Chapter 11 Competence and Control.ppt Sheldon et al. (2001)		Lectures
Emotions	11/28 to 12/5	Text Chapter 12 Emotion.ppt Izard (2011) Chapter 3 of Levine book		Lectures
Review, test, term paper			TEST ON CHAPTERS 10-12, TUESDAY DECEMBER 12, 9 TO 10:30 TERMPAPER DUE MONDAY	Pre-test review

			DECEMBER 11 AT MIDNIGHT	
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Census date: September 6
Last day to drop classes: October 27, before 4 PM

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

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](#), [drop-in tutoring](#), [etutoring](#), [supplemental instruction](#), [mentoring](#) (time management, study skills, etc.), [success coaching](#), [TRIO Student Support Services](#), and [student success workshops](#). For additional information, please email resources@uta.edu, or view the [Maverick Resources](#) website.

The IDEAS Center (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) 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](#) 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](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Subject](#) (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. Their non-emergency number is 817-272-3381.

Library Information

Research or General Library Help

Ask for Help

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

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [A to Z List of Library Databases](http://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](http://openroom.uta.edu/) (openroom.uta.edu/)