MOTIVATION
PSYCHOLOGY 437 (4 credits)

Office Hours: Due to geographical distance and the nature of this course, there will be no formal office hours; however, you may contact me by telephone, e-mail, or Skype whenever the need arises.

Purpose of this Course

The goal of this course is to explore and explain WHY we do the things we do (our motivations) and how our emotions influence and induce our actions. The primary learning outcome is an understanding of motivation as it relates to emotions, biology, various needs, goals, cognitions, and environment. We will discuss motivation and emotion from both theoretical and practical perspectives.

Your time partaking in this course will be spent in a variety of ways including, but not limited to, sharing ideas and discussing interesting topics, engaging in activities and video presentations, designing and writing a formal research paper, and completion of two exams. Lectures will consist primarily of reviews of the assigned readings, but may be complimented by research findings that students will be responsible for but that are not covered in the text. There will be a class discussion board and frequent instructor availability via email or Skype.

PREREQS: PSY 330 or 340 and PSY 301

Course Requirements and Learning Outcomes

(1) This course is designed to provide students with an understanding of the major historical and contemporary theories of motivation, including their theoretical foundations, empirical/research support, and practical techniques.

(2) Upon completion of this course it is anticipated that the student will not only be familiar with, but also acquire an understanding for, a wide range of theories and perspectives in motivation and emotion.

(3) Students will demonstrate critical thinking and writing skills by reviewing a theory or model of motivation and practically applying it to everyday life.
Course Requirements

(1) Assigned readings (chapters and articles) must be completed on time. Students will complete class activities and discussion questions throughout the term for participation points.

(2) One term paper will involve an in-depth review of a theory of the student’s choice. Late papers will be accepted, with the deduction of one letter grade per day late.

(3) A total of two noncumulative examinations will be given. Material from the lectures, chapter readings, and articles posted on Canvas will be on the exam.

Course Materials

Required Text

I recommend purchasing your text through the OSU Bookstore. You can order it online through this website: http://osubeaverstore.com/. If you purchase the text from another online seller (such as Amazon) please be aware that books are likely to ship at book rate, which can take three to four weeks. You can request that the book be shipped at a different rate, but that adds to the cost, reducing the benefit to you of buying books outside the OSU bookstore. It is your responsibility to make sure you have access to the text starting the first week of the term. If you add the class after the term starts or are experiencing delays in receiving your text, please contact me.

Textbook: NOTE: For textbook accuracy, please check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/). Sample syllabi may not have the most up-to-date information.

Students can also click the OSU Beaver Store link above the PSY 437 course information in the Ecampus schedule of classes for textbook information and ordering.

Canvas

Students will communicate with other students and the instructor via e-mail and the Canvas Course Web Site at http://my.oregonstate.edu/. Students should check the Announcements page on the PSY 437 web site daily. Within the course Canvas site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; complete exams; email other students and the instructor; and participate in online activities. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Canvas and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.
Videos
The videos posted on Canvas are required in addition to the reading and will add another element to the topics discussed in class. I strongly suggest that you review them as we progress through the topics each week, as some of the content may appear on exams. The videos will hopefully add a different perspective and greater look at the material we cover.

Additional Readings
I will be posting additional peer reviewed journal articles on Canvas. Students are required to complete each reading during the week in which they are posted and may be required to respond to discussion board questions regarding the material covered. Material from the articles MAY be on the exams.

Communication

Contacting the Instructor
Email is the most effective way to get in touch with me. I will make every effort to respond to e-mails within 24 hours. If there is an emergency situation (such as a problem with the functioning of one of the tests) you may also try to call me. My email address and phone number are listed on the top of this syllabus. Please do not forget to include your name and use an appropriate subject line. It is extremely important that you check your ONID email frequently – it is often the only way that I can quickly communicate with you.

Announcements on Canvas
Near the beginning of each week I will post an announcement on Canvas reminding you about what assignments are due that week and what material will be covered. It is important to check Canvas frequently, as I may make updates and other announcements throughout the week as well.

General Forum on the Discussion Board
Post to this forum if you have a general question about the course and you feel other students may benefit from knowing the answer. Think of it as a substitute for raising your hand in class and asking for clarification on instructions or expectations. If you prefer to ask your question by email, please do so.

Telephone or Skype
I do understand that there are students who prefer more instructor interaction than others. To cater to those who prefer a verbal method of communication, I am more than happy to set up meetings via telephone or Skype http://beta.skype.com/en/. Please email me in advance to make arrangements for these aforementioned methods of communication.

Grading

Grade Assignments
Grades will be assigned on the following schedule (numbers are percentages of total points)

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Assignments and Possible Points (390 total)
Student Profile – 5 points
Contribution to Discussion Board – 45 points
Weekly Homework Activities – 40 points
Exam One – 100 points
Exam Two – 100 points
Final Term Paper – 100 points

Course Format

This course will begin each week on Monday 12:00 a.m. and end on Sunday at 11:59 p.m. Under the “Weekly Folders” tab there will be a folder for each week, from week 1 through week 10. You will find the supplementary materials, discussion thread topic, homework activities, link to any applicable videos, and reminders of assignment due dates (if applicable) in the weekly folder.

Assignments and Course Work

Online Lectures
Each week, I will present an online lecture that will outline important information, topics, and issues that reinforce and relate to the readings. While the lecture may partially emulate what is presented in the text, it will highlight information that is critical to review for the exams. The lectures will also expand upon the material presented in the text, provide links to relevant videos, draw attention to interesting articles, and provide information that will assist your understanding of key topics.

Establish Your Student Profile (5 points)
I would like each of you to post a profile of yourself, as an introduction, on the discussion board. Ideally a photo and your student status and career goals would be helpful for us to get to know each other but only post what you’re comfortable with and do NOT post any contact information other than your email address.

Discussion Board (45 points)
Students will be required to make constant contributions to the discussion board on a weekly basis. You will be rated on both the frequency and quality of your involvement. See Instructions for the Discussion Board (under the Course Information tab) for information as to how to earn points for class interaction through the discussion board. The discussion board will allow you to demonstrate your engagement with the issues raised throughout the course and to share your developing insights with the rest of the class. Note, all postings that are late (the posting week goes from Monday to the following Sunday) will not be awarded points. The discussion board schedule can be noted on the course schedule. There is also a grading rubric provided to show how points can be earned.

Homework Activities (40 points)
There are weekly homework activities posted online, designed to explore the content in either a self-reflection or an applied manner. Activities are posted online and due each Sunday by 11:59pm for full points. Comprehensive answers, complete sentences and following directions for activities are required for full points. A total of 5 points can be earned each week in which a homework assignment is available. Make sure to look at these homework activities early as they may require some time to put together by the end of the week.

Theory Review and Application (100 points)
Over the course of this term, you will be presented with several theoretical models of motivation and emotion. For this final paper, students will write a 7-9 page paper of content (references and title page need to also be included on top of this)—in which you identify the theoretical model that you like best. You are to describe what you believe makes your chosen model the best, based on the available
literature and research. This assignment will require you to use a minimum of 5 empirically-based journal articles on some aspect of your chosen theory in addition to whatever sources you need to provide background information on your chosen theory. APA format will be strictly enforced (title and reference page required). Step-by-step instructions and details of the final paper requirements will be outlined on an additional form located under course documents.

Proctored Examinations (100 Points Each – Due Weeks 5 and 11)
There will be two proctored multiple-choice exams required in this course. Students will have two hours to complete each noncumulative multiple-choice exam, each worth 100 points. Exam #1 will cover material presented in Weeks 1-4, while Exam #2 will cover material presented in weeks 6-10. Exams will be based on assigned reading, videos, and Internet discussion.

Exams will be proctored online using Canvas technology. Proctoring guidelines and registration for proctored exams are available online through the Ecampus testing and proctoring website: http://ecampus.oregonstate.edu/services/. Arrangements must be made with OSU E-campus and a proctoring representative local to you for administering the test. It is recommended that you submit your proctoring request during WEEK ONE to prevent delays. The proctor must have access to the Internet to administer the test electronically. You will have a five-day window of opportunity to arrange the exam during the week in which they are scheduled. Because of the amount of time permitted for the exam window (5 days) and the flexibility, no make-ups will be offered for any reason. The test dates cannot be changed to earlier or later dates for any reason out of fairness to other students.

Usually students use a college testing center or library in your area as a proctor. Please refer to the following link: http://ecampus.oregonstate.edu/services/proctoring/finding_proctor.htm
Students submit their contact, course and proctor information into the Exams and Proctoring Form. After the information is received, it is then sent to the proctor, including the dates/times of the exams and the passwords.

Please refer to the following link for proctoring information, including a great Flash Tutorial: http://ecampus.oregonstate.edu/services/proctoring/
If you have a time discrepancy, please contact the instructor immediately to make arrangements. No arrangements may be made after the fact, unless you have DOCUMENTED extenuating circumstances.

Other Helpful Resources to Help you Along the Way

OSU Writing Center
The OSU Writing Center offers free help with any writing task at any stage of the writing process and is open to all OSU students, as well as to staff, faculty, and members of the Corvallis community. Writing assistants can help with all aspects of the writing process from brainstorming and organization to questions of grammar and usage. Call (541) 737-5640 for an appointment. http://cwl.oregonstate.edu/
Be aware that the Writing Center has a posted turnaround time, so be sure to submit your work for review in sufficient time for you to meet class deadlines. OSU Online Writing Lab
The OSU Online Writing Lab (OWL) allows you to send your writing project to a Writing Assistant who will help you with such things as organizing, developing, and revising your work. Writing Assistants will not proofread your paper, but they will analyze your work for errors that recur so that you can proofread the paper yourself. http://cwl.oregonstate.edu/owl.php
Be aware that the Online Writing
Lab has a posted turnaround time, so be sure to submit your work for review in sufficient time for you to meet class deadlines.

Tutoring
Effective fall term 2009 we went to a new Online Tutoring Service - NetTutor to meet the needs of Ecampus students. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

Using Track Changes Function
When I edit your work, I will use a function in Microsoft Word called “track changes.” Here is the link to instructions for using this function: http://office.microsoft.com/en-us/wordhelp/demo-use-trackedchanges-and-comments-in-your-word-2007-documents-HA010252067.aspx

Technical Information
If you have not taken an Ecampus course previously, you might want to access this ecampus orientation: http://ecampus.oregonstate.edu/orientation/

I also recommend that you use the following handy tool that will actually check your computer to see if your computer has the necessary specifications to participate in the course. Go to the [Check My Computer] link at the bottom of the web page and the system will check your computer automatically. http://ecampus.oregonstate.edu/forms/browsercheck/

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Academic and Course Policies

Late Policy and Make-ups
Late assignments and papers will NOT be accepted. Papers and assignments must be turned in by the due date noted for each assignment. Any assignments that are not turned in by the deadline will receive a ZERO. I do realize that emergencies occur. For these verifiable cases (i.e., family emergencies, illness, etc.), you must provide me with documentation of the emergency, along with a written explanation of why you were unable to turn in the assignment on time. You are given 24 hours from the original due date/time to make arrangements with me. After that grace period, I will not accept your paper or allow you to make-up an assignment, even if you did have a viable reason. It is your responsibility to contact me and make arrangements in the allotted time.

Students with Disabilities
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS. Students are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss
accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Academic Honesty**

Students are expected to comply with all regulations pertaining to academic honesty and to refrain from cheating (use or attempted use of unauthorized materials, information, or study aids), fabrication (falsification or invention of information), tampering (altering or interfering with evaluation instruments or documents), plagiarism (representing the words or ideas of another person as one’s own), or assisting another person in committing an act of academic dishonesty.

As this is a writing intensive course, you will be expected to use your own words in demonstrating your knowledge of the material you are writing about. When incorporating facts, ideas, or concepts from other authors into your writing, be sure to cite your source (include author and year of publication). When citing the required texts we use for the class, it is fine with me if you use only the author’s name (Direct quotes are discouraged, and if used, should be cited. If you find yourself copying and pasting text from other sources, this will be a problem. I will be using a plagiarism checker randomly throughout the term to be sure that all students are complying with these guidelines.

For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Student Conduct**

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by [Oregon Administrative Rule 576-015-0015 (1) and (2)](#) and is subject to sanctions under university policies, [OSU Office of Student Conduct](#).
Course Outline and Schedule

Week 1: Syllabus and Introduction
Overview of course content and grading procedures
Introduction to the study of Motivation and Emotion
Discussion Board – Establish your student profile
Discussion Board – Unique Ideas about Motivation
Homework #1
Required Reading – Chapters 1

Week 2: The History of Motivation
Motivation in Historical and Contemporary Perspectives
The Motivated and Emotional Brain
Discussion Board – Motivational Theories and the Influence of the Brain
Homework #2
Required Reading – Chapters 2 and 3

Week 3: Needs (Part 1)
Physiological Needs
Intrinsic and Extrinsic Motivations
Discussion Board – Physiological Needs and Intrinsic/Extrinsic Rewards
Homework #3
Required Reading – Chapters 4 and 5

Week 4: Needs (Part 2)
Psychological Needs
Social Needs
Discussion Board – Autonomy Support and Goal Setting
Homework #4
Required Reading – Chapters 6 and 7

Week 5: Proctored Exam One (Monday-Friday)

Week 6: Goal Setting and Personal Control
Goal Setting and Goal Striving
Personal Control Beliefs
Discussion Board – Effort and Learned Helplessness
Homework #5
Required Reading – Chapters 8 and 9

Week 7: The Self and Emotions
The Self and Its Strivings
Nature of Emotion: Five Perennial Questions
Discussion Board – Effort and Emotion
Homework #6
Required Reading – Chapters 10 and 11

**Week 8: Emotion and Personality**
Aspects of Emotion
Personality Characteristics
Discussion Board – Emotional Contagion
Homework #7
Required Reading – Chapters 12 and 13

**Week 9: Unconscious Motivation and Growth**
Unconscious Motivation
Growth Motivation and Positive Psychology
Discussion Board – Self-Definition and Growth Needs
Homework #8
Required Reading – Chapters 14 and 15

**Week 10: Conclusion**
Conclusions About Motivation and Emotion
Discussion Board – Motivational Strengths
Required Reading – Chapter 16
Final Paper Due

**Week 11: Final Exam (Monday-Friday)**