Course Syllabus

Dept. Psychology Course B356 Course Title: Motivation

Instructor’s Name: Rob Stewart Ph.D. Term: Spring Year: 2013

Class # 9235 Tuesday 6:00-8:45 p.m. Location: LE104

Office:
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Office hours:
Wednesday 1:00-3:00 pm or by arrangement.

Teaching Assistant: Tracy Row tsrow@iupui.edu

Textbook:

Purpose and goals:
Motivation: activates and directs our behavior; makes our behavior more vigorous or energetic; and changes our preferences or choices.

Motivation will be examined from biological, behavioral, and cognitive/social theoretical perspectives. Special emphasis will be placed on the historical development of ideas about motivation throughout the 20th century.

The course material will be presented in two ways: 1) classroom lectures and presentations, and 2) related reading assignments from the textbook. Please note that lecture materials and text readings both will be included in the tests and that the lectures will contain some information not covered in the text.

Lecture outlines: Outlines of the lectures will be posted on Oncourse each week.

Attendance:
It is very important that you attend class. Students who attend class generally do better than those students who do not attend regularly.
Learning objectives

This course has 10 specific learning objectives that represent the IUPUI Principles of Undergraduate Learning (PUL):

<table>
<thead>
<tr>
<th>PUL</th>
<th>Specific Learning Objectives</th>
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| Communication Skills                   | 1. Students will participate in classroom discussions.  
                                           2. Students will complete two written assignments and demonstrate the ability to analyze and synthesize ideas and facts and express them effectively in a written format.  
                                           3. Students will learn to use Internet and library resources to locate older “classic” articles or books that may not be readily available in electronic formats.             |
| Critical Thinking                      | 4. Students will critically evaluate and interpret research findings and apply them to the material learned in the course and to their own lives.                                                                |
| Application and Integration of Knowledge| 5. Students will be able to apply knowledge gained about motivational theories to situations outside class. They will gain insight into how people are motivated including themselves. In addition, some biological motivational theories directly pertain to public health issues including disregulation of hunger and body weight (obesity, eating disorders), mechanisms of alcohol and drug addiction, and stress management. |
| Intellectual Depth and Adaptiveness    | 6. Students will demonstrate an understanding of the historical background of motivational theories including the pioneering works of past scientists from different psychological perspectives such as biological, learning, developmental, social, and cognitive.  
                                           7. Students will demonstrate knowledge and a historical perspective of how the scientific method works with regard to the formation, refinement, and occasional rejection of scientific theories. |
| Understanding Society and Culture      | 8. Students will learn to take a cross-cultural perspective especially with regard to social theories of motivation (e.g., achievement motivation) and conversely, learn how some motivational theories can be criticized for being ethnocentric. |
| Values and Ethics                      | 9. Students will learn how certain motivational theories (e.g., humanistic theories) account for the development of values and ethics as part of psychological growth.                                                                 |
                                           10. Students will demonstrate an understanding of ethical principles in research, in particular, issues of deception and psychological harm (e.g., early social research on compliance and obedience). |
Evaluation:

There will be three in-class tests and two writing assignments.

Exams: The tests will consist of multiple-choice type questions (about 80% of the total score for each test) plus short-answer essay questions (about 20% of the total score for each test). The tests will be non-cumulative, that is, they will be based on the lecture material plus assigned readings since the last test. Makeup tests, by arrangement with the instructor, are discouraged and will be allowed only if a compelling and legitimate excuse is provided.

Writing assignments: There will be 2 projects worth up to 15 points each. Each project will consist of finding an original research article, review, or chapter that is cited in the textbook that is a “classic” or “seminal” paper in terms of its contribution to scientific theory about motivation. You are encouraged to choose older papers (i.e., pre-1975). The idea is to briefly summarize the content of the paper and explain why it is important in about 2-3 typed double spaced pages. There is a more detailed description of the project on the last pages of this syllabus. The homework projects are due February 19 and April 2.

Grading: The total number of points for the course equals 330. The three tests combined are worth a potential total of 300 points with each test worth 100 points. The two student writing projects combined are worth a potential total of 30 points, with each project worth up to 15 points.

Extra credit: Up to 15 extra credit points may be earned by completing an additional writing project, reading and summarizing a third classic paper as described above.

The number of points earned out of 330 is converted to a final average % score using the formula (total points/330) x 100 and then to a letter grade using the following scale:

A+ 98-100%  B+ 88-89%  C+ 78-79%  D+ 68-69%  F 0-59%
A  92-97%    B  82-87%    C  72-77%    D  62-67%
A-  90-91%   B-  80-81%   C- 70-71%   D- 60-61%
# Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text reading Chapter (pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Introduction (organization)</td>
<td></td>
</tr>
<tr>
<td>January 22</td>
<td>2. Ethology</td>
<td>2 (39-59)</td>
</tr>
<tr>
<td>January 29</td>
<td>3. Behavioral theories (learning)</td>
<td>5 (149-172)</td>
</tr>
<tr>
<td>February 5</td>
<td>4. Behavioral theories (drives, incentives)</td>
<td>6 (181-191)</td>
</tr>
<tr>
<td>February 12</td>
<td><strong>Test 1</strong></td>
<td></td>
</tr>
<tr>
<td>February 19</td>
<td>5. Arousal and emotion</td>
<td>3 (61-68), 12 (356-363)</td>
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<tr>
<td></td>
<td><strong>Student project 1 due</strong></td>
<td></td>
</tr>
<tr>
<td>February 26</td>
<td>6. Biological bases of reward, opponent process</td>
<td>6 (202-203), 7 (223-229),</td>
</tr>
<tr>
<td>March 5</td>
<td>7. Physiological regulation (thirst, hunger I)</td>
<td>4 (101-112, 130-135)</td>
</tr>
<tr>
<td>March 12</td>
<td>SPRING BREAK no class</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>8. Regulation (hunger II; eating disorders)</td>
<td>4 (112-129)</td>
</tr>
<tr>
<td>March 26</td>
<td><strong>Test 2</strong></td>
<td></td>
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<tr>
<td></td>
<td>March 30 (last day to withdraw)</td>
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<tr>
<td></td>
<td><strong>Student project 2 due</strong></td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>10. Social influences</td>
<td>9 (278-300)</td>
</tr>
<tr>
<td>April 16</td>
<td>11. Consistency, Attribution</td>
<td>9 (268-278), 10 (303-306)</td>
</tr>
<tr>
<td>April 23</td>
<td>12. Competence and control</td>
<td>11 (331-351)</td>
</tr>
<tr>
<td>April 30</td>
<td><strong>Test 3 (during final exam period; same time and room as regular class)</strong></td>
<td></td>
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Student Projects Overview:

There will be 2 projects worth up to 15 points each. Each project will consist of finding an original research article, review article, or chapter that is cited in the textbook that is a “classic” or “seminal” paper in terms of its contribution to scientific theory about motivation. You are encouraged to choose older papers (i.e., pre-1975). The idea is to briefly summarize the content of the paper and explain why it is important in terms of its contribution to ideas or theories about motivation. Total length should about 2-3 typed double spaced pages. About 2/3 of the report should summarize the article and 1/3 of the report should discuss its importance.

The homework projects are due Feb 19 and April 2.

Tips for finding articles in scientific journals for Student Research Projects:
Go to the homepage of the IUPUI University Library [http://www.ulib.iupui.edu/](http://www.ulib.iupui.edu/). Under RESEARCH open the Find Articles menu. If you know the name of the journal you are looking for, select e-journals. Type in the name of the journal or search for the journal using the alphabetical listing.

You may be asked for your IUPUI username and password if you are conducting the search from a non-university computer.

Each journal has a different system so you need to follow what appears on the screen. Some trial and error learning will be involved here.

If the journal is not available at an IUPUI library you can request articles using Interlibrary Loans under Services on the University Library homepage.
There are other ways of conducting a search such as actually going to the library and finding journals on the shelves. Another strategy is to do your electronic search from a computer in the University Library. The advantage to this is that there are professionals there to help. There is a IUPUI library website designed to help psychology students: [http://www.ulib.iupui.edu/subjectareas/psychology](http://www.ulib.iupui.edu/subjectareas/psychology).

Searches by Subject: If you want to do more general searches such as using subject keywords, you should explore the other options in the Find Articles menu of the IUPUI University Library homepage. I recommend Databases by Subject; click on Psychology. Within the Psychology databases page there are several choices. I suggest MEDLINE (Ovid). If you click on MEDLINE you will be presented with a list of options, the first choice called Ovid MEDLINE (R) is good. Within the Psychology databases I also suggest PsycARTICLES (EBSCO) or PsycINFO 1887-current (EBSCO). All of these databases allow you to search the scientific literature by subject keywords and the results of such searches are mostly scientific articles in journals. In most cases, they allow you to access and download electronic versions of the articles directly.
Again, using these databases for searches and using them to locate specific journal articles will require some trial and error learning and practice.

Simply doing a Google search on a topic will not necessarily get you to a scientific journal article (e.g., Wikipedia is informative but is not a scientific journal) and when the results of a Google search include an actual journal article you may reach a point were you are asked to pay for a copy. To avoid this, do your searches and locate journal articles through the library homepage because it greatly enhances chances of locating acceptable articles and the library has subscriptions for most journals so they are free to students.

**For a guide to how to write a summary of an article see Oncourse resource:**
University of Washington, Summarizing a Research Article

**Requirements for the project:**
1. Hard copy or PDF of article you are summarizing

2. Face page with

   Your Name
   date
   B356 Motivation Project
   Title of article
   Author(s) of article

3. Summary of article plus discussion of its contribution (2-3 pages)

No reference section is necessary

Submit hard copies of your project and the original journal article on which the project is based in class or as a Word document (project) and PDF (original article) to the Assignments section of Oncourse.
WITHDRAWAL POLICY

Withdrawal from classes requires only an advisor’s approval from **TUESDAY, JANUARY 15, 2013 to FRIDAY, MARCH 1, 2013 at 5:00 p.m.** (for in-person transactions).

Withdrawal from classes requires approval of both the instructor and advisor from **SATURDAY, MARCH 2, 2013 to MONDAY, APRIL 1, 2013 at 6:00 p.m.**

Withdrawal from classes requires approval of the instructor, the advisor, and the student’s dean or director after 6:00 p.m. **APRIL 1, 2013. The School of Science Dean’s Office will not endorse a withdrawal after APRIL 1 for School of Science majors unless a documentable excuse is established.**

**NOTE:** To maintain integrity as to how students are treated in this area, the policy for School of Science students is considered to be the policy for all students served by our school.

**NO REQUESTS FOR WITHDRAWAL FROM CLASSES MAY BE ACCEPTED AFTER THE LAST DAY OF CLASSES (MONDAY, APRIL 29) AND FINALS HAVE BEGUN, PER THE IUPUI OFFICE OF THE REGISTRAR.**

CAREER FAIRS

Attending a Career Fair is an excellent way to meet employers, learn about the job market, and is vital to your success in securing a part-time or full-time job or internship. If you’re not sure what to do at a Career Fair or which ones you should attend, please set up an appointment with Mikki Jeschke in Psychology by calling 274-6765 or Career Development Services staff by calling 274-5677. These Career Advisors can help you plan what to say, what to wear, and can help you prepare your resume. Schedule an appointment a few weeks in advance of the fair to get ready!

Below is a list of Career Fairs for Spring 2013. As the event draws near, the list of employers will be posted to help you prepare. All of these Career Fairs are held on the 4th floor of the Campus Center. Plan this into your schedule now and ask for time off work, if necessary, so that you can attend.

Kelley Career Fair, Feb 12, 2-6pm [http://events.iupui.edu/event/?event_id=6592](http://events.iupui.edu/event/?event_id=6592)
Nonprofit Career Expo and Fair, Feb 28th, 1 to 4pm [http://spea.iupui.edu/about/npexpo/](http://spea.iupui.edu/about/npexpo/)
Summer Job & Internship Fair, Feb 19th, 11-3pm [http://employment.uc.iupui.edu/Employers/Events.aspx](http://employment.uc.iupui.edu/Employers/Events.aspx)
IUPUI "Just In Time" Career Fair, April 3rd, 1-4pm [http://events.iupui.edu/event/?event_id=6594](http://events.iupui.edu/event/?event_id=6594)
IUPUI SCHOOL OF SCIENCE
Spring 2013 ACADEMIC CALENDAR
http://registrar.iupui.edu/enrollment/4132/cal4132.html

Monday, January 7  Weekday CLASSES BEGIN.
Monday, January 7  100% refund period begins.
Monday, January 7 through Monday, January 14 Withdrawal with the course deleted from record; no advisor or instructor approval required.

Saturday, January 12  Weekend CLASSES BEGIN.
Monday, January 14  100% refund period ends.
Monday, January 14 Last day to withdraw with course deleted from record and no grade assigned; no advisor or instructor approval required.
Tuesday, January 15 If registered for other courses already, added courses require approval of advisor and instructor.
Tuesday, January 15 to Friday, March 1 (5:00 p.m.) Withdrawal from classes requires only an advisor’s approval; student receives an automatic W.
Sunday, January 20 75% refund period ends at midnight using online eDrop/eAdd.
Monday, January 21  MARTIN LUTHER KING JR. HOLIDAY – NO CLASSES
All OFFICES CLOSED
Friday, January 25 Last day to file for Pass/Fail or Audit option (by 5:00 p.m.).
Sunday, January 27 50% refund period ends at midnight using online eDrop/eAdd.
Sunday, February 3 25% refund period ends at midnight using online eDrop/eAdd.
Friday, March 1 Through this date (by 5:00 p.m. in-person), withdrawal from classes requires only an advisor’s approval using either a paper form or the online eDrop/eAdd link in OneStart. Student receives an automatic grade of W.
Saturday, March 2 to Monday, April 1 (6:00 p.m.) Withdrawal from classes requires the approval of both the advisor and the instructor.
Monday, March 4 1st 8-weeks classes end.
Tuesday, March 5 2nd 8-weeks classes begin.
EXCEPTION: “Monday Only” classes begin March 18.
Wednesday, March 6 Middle of term.
Monday, March 11 through Sunday, March 17  SPRING BREAK – NO CLASSES
Monday, March 18 2nd 8-weeks “Monday Only” classes begin.
Monday, March 18 through Fall/Summer 2013 priority registration – by appointment, for students
Friday, March 29 enrolled during Spring 2013.
Saturday, March 30 Registration and drop/add for Fall/Summer 2013 by computer
continues (see Schedule of Classes for ongoing registration days). Refer to Schedule Confirmation for fee due dates.

**Monday, April 1**

*After 6:00 p.m. on this date, withdrawal from classes requires approval of the instructor, the advisor, and the student’s Dean. The policy of the School of Science is that an instructor will not give a grade of W after this date unless a documentable excuse can be verified. For students enrolled in the School of Science, the Academic Dean or Executive Director of Academic Affairs will not endorse a withdrawal unless a documentable excuse can be verified.*

Friday, April 26 Weekday Classes End

**EXCEPTION:** “Monday Only” and “Monday/Wednesday” classes end Monday, April 29.

Monday, April 29 NO REQUESTS FOR WITHDRAWAL FROM CLASSES MAY BE ACCEPTED AFTER THIS DATE.

Tuesday, April 30 through Final Examinations for Weekday Classes.
Friday, May 3

Saturday, May 4 through Final Examinations for Weekend Classes.
Sunday, May 5

**SATURDAY, MAY 4**

OneAmerica 500 Festival Mini-Marathon – extra travel and parking time may be needed for students and faculty.

Your final for this course is on (date): _______________________________________________________

At (time): ______________________________________________________________________________

In (building and room number): ____________________________________________________________

Sunday, May 5 Last day for final exams.

Tuesday, May 7 Faculty deadline for submitting Spring 2013 grades (submit by 8:00 p.m.).

Thursday, May 9 Spring 2013 final grades are available on transcripts and viewable through OneStart (www.onestart.iu.edu).

Sunday, May 12 COMMENCEMENT