Welcome to the Psychology of Motivation (and Emotion). We will examine the psychological factors that are thought to be the source of, and influence on, motivation. Motivation is a “slippery” concept, defined in myriad ways. We will survey different theories of emotion, both conscious and nonconscious. In the spirit of critical thinking, I hope we all leave the course with more questions than answers and a more mindful approach to understanding our own motivations and emotions and how they affect us and our relationships with others.

There will be a couple of new features to this semester’s section: We will be exploring our very own Dr. Reiss and the 16 basic motivations he describes in his book, Who Am I? Not only can we honor a dedicated Buckeye’s important contribution to Psychology, we can perhaps make our course more applicable to our own personal endeavors.

We will also be visiting in some depth, B.F. Skinner’s application of Behavioral principles to social control as described in Beyond Freedom & Dignity. This was a controversial work and a NYT Bestseller in 1971. It deserves to be revisited, in the context of our current societal struggles.
COURSE GOALS AND OBJECTIVES:
Upon completion of this course, students will demonstrate the ability to:
1. Compare and contrast theoretical approaches to understanding and explaining the role of motivation in psychology as a science and as applied to everyday life.
2. Analyze events in everyday life utilizing the principles of and research in psychology viewed through the explanatory “lens” of motivation/emotion.
3. Differentiate drive, need, motive, motivation and emotion.
4. Identify and describe processes associated with initiating and inhibiting action in ourselves and others.
5. Apply conditioning and motivation techniques to behavior modification.
6. Describe means of applying psychological principles to the motivations and emotions that underlie personal communications and relationships.
7. Apply specific psychological information to your technology or career choice and success.

GENERAL EDUCATION GOALS:
Critical Thinking, Effective Communication, Information Literacy

GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm 1</td>
<td>40</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>50</td>
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<td>Midterm 3</td>
<td>60</td>
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<td>Final Exam</td>
<td>70</td>
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<tr>
<td>Paper 1</td>
<td>25</td>
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Total Points 245

Exams are a combination of multiple choice, true/false, matching, short answer and essay questions. The objective portion will require a scantron. We supply the scantron, be sure to bring a pencil on exam day!

Course grades will be based on the following OSU grade scheme distribution:

- 100% - 93% = A
- 92% - 90% = A-
- 89% - 87% = B+
- 86% - 83% = B
- 82% - 80% = B-
- 79% - 77% = C+
- 76% - 73% = C
- 72% - 70% = C-
- 69% - 67% = D+
- 66% - 63% = D
- Below 63% = E

There will be no make-up exams.

I do not compute grades. I simply enter points into Carmen and OSU registrar’s software does the rest. To the extent that that system rounds up, cool. To the extent that it doesn’t, I am sorry.
As stated previously, the midterms and final exam will be a combination of multiple choice, true/false, and short answer questions. The tests will be weighted to the latter. The **midterms are designed to test student success outcomes within the first four levels of Bloom’s revised taxonomy** (remember, understand, apply, analyze).

There will be one extra credit assignment worth 5 points.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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| 1    | 1/12-14    | Introductory Stuff  
Motivation in Historical Perspective  
Activity: Social Desirability Scale | 1  
2 |
| 2    | 1/19-21    | The Motivated and Emotional Brain  
Physiological Needs | 3  
4 |
| 3    | 1/26-28    | Physiological Needs (cont)  
Extrinsic Motivation | 4  
5 |
| 4    | 2/2-2/4    | Extrinsic Motivation (cont)  
Psychological Needs | 5  
6 |
| 5    | 2/9-2/11   | Psychological Needs (cont)  
Who Am I?  
Midterm 1 (1-4) | 6  
Supplement |
| 6    | 2/16-18    | Implicit Motives  
Goal Setting and Goal Striving  
Activity: Automatic Implementation  
Intention | 7  
8 |
| 7    | 2/23-25    | Goal Setting and Goal Striving (cont)  
Mindsets | 8  
9 |
| 8    | 3/1-3/3    | Mindsets (cont)  
Activity: Deviant Functionalist Mindsets | 9 |
| 9    | 3/8-3/10   | Personal Control Beliefs  
Activity: Locus of Control  
Midterm 2 (5-8) | 10 |
| 10   | 3/14-18    | Spring Break! | |
| 11   | 3/22-24    | The Self and Its Strivings | 11 |
13 |
| 13   | 4/5-4/7    | Individual Emotion  
Activity: Emotional Intelligence  
Midterm 3 (9-12) | 14 |
| 14   | 4/12-14    | Growth Motivation and Positive Psychology  
Unconscious Motivation | 15  
16 |
| 15   | 4/19-21    | Interventions  
Beyond Freedom and Dignity | 17  
Supplemental |
|      | 4/28       | Final Exam (13-17) | |
|      | 2pm-3:45pm | | |
**Instructor responsibilities:**

1. I will be available both inside and outside of class to discuss course material and provide assistance with assignments. I will hold regular office hours and make individual appointments whenever it would be helpful. You can contact me via email or phone, and I will respond in a timely fashion.

2. Considering the fast pace of the course, I will strive to provide you with useful and timely feedback on all tests/assignments. Please be patient though, the tests do take some time to grade!

3. I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. I am always willing to re-explain course material and answer questions.

4. Academic dishonesty is unfair to everyone. I feel it is my responsibility as the instructor of this course to adhere to a “zero tolerance” policy toward academic dishonesty and I will do my utmost to ensure that academic dishonesty does not occur. In the event that academic dishonesty should occur, it will be dealt with according to University policy.

5. Consistent with University policy and humanity in general:
   *Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.*

**Student responsibilities:**

1. You are expected to read assignments by the beginning of class on the date listed in the calendar. You should be prepared to discuss these readings and ask questions about them. The quizzes (if employed) are a form of an accountability manipulation both for attendance in class and completion of the assigned readings.

2. You are responsible for all material covered, whether you were in class or not (be sure to get notes from someone else if you miss class). Because of the pace of this class and the required assignments, I strongly suggest attending class.

3. To create an atmosphere that is free from hostility and ridicule. We will be exploring topics that can be emotionally and politically charged. By keeping an open mind and showing each other respect, we stand to learn a great deal about ourselves and others as players in the legal system.

4. Please turn cell phones off and put them away. I will do the same, that way we won’t miss anything while we are busy texting (etc) in class.

5. Please do not sleep in class. You will miss out on material and it distracts other students as well as sap energy from the classroom. And I will wake you up!