Instructor: Karen R. Scheel, Ph.D.
Phone: 294-4083
e-mail: krscheel@iastate.edu

Teaching Assistant: Jeritt Tucker, M.S.
e-mail: jrtucker@iastate.edu

Office: Lagomarcino W169
Office Hours: Th 2:15—5:00, and by appointment

Office: W239 Lagomarcino
Office Hour: Th 11:00--12:00, and by appointment

Prerequisite: Psychology 101.


Blackboard Learn: A Blackboard Learn site is provided for this course and should be checked regularly for important announcements, slides, grades, and information about the application assignment.

COURSE DESCRIPTION
Motivation—why we seek what we seek, do what we do. It’s everywhere! From satisfying our hunger to striving to be the best that we can be, motivation is a central feature in our lives. In this course we will explore what psychological theory and research can tell us about how emotion relates to motivation, how certain motivations may be traceable to our evolutionary history, and the ways motivation operates at biological, environmental, and psychological levels. Some specific areas we will examine include addictions, hunger and eating, coping, goal attainment, personality differences in motivation, and motivational strategies for overcoming problems and growing in self-fulfillment.

COURSE GOALS AND OBJECTIVES
The following lists broad learning goals for psychology majors at ISU and specific course objectives in relation to those goals for Psych 314.

Goal: Develop a detailed knowledge of psychology

Course Objective 1: Understand the definitions of motivation and emotion and the history of their study.

Course Objective 2: Gain knowledge about the major theories and research on motivation and emotion at biological, environmental, and psychological levels.

Goal: Develop an understanding of scientific inquiry and demonstrate critical thinking.

Course Objective 3: Critically examine motivational theories and research, including the philosophical assumptions that underlie them.
Goal: Understand the role of ethics and diversity in human behavior

Course Objective 4: Understand the ways in which biological, environmental, and psychological factors interact to account for individual and group differences in motivation.

Goals: Develop skills supporting employment or graduate/professional education. Be able to communicate effectively in the discourse of psychology.

Course Objective 5: Be able to apply concepts from the psychological literature to the motivation of self and others.

COURSE OBJECTIVES

INSTRUCTIONAL ACTIVITIES, EVALUATION, AND POLICIES

1. Lecture and Other Classroom Activities
The classroom experience is an important part of the learning of this course, and attendance each class is expected. The primary objective of class lectures is to highlight and clarify key points of the reading. A secondary objective is to provide information and points of view beyond those of your text. Lectures will be supplemented with additional strategies to deepen learning, including videos, class activities, and sample test questions.

Abbreviated versions of the lectures will be posted on Blackboard; they will not include all the detail provided in class on the slides and in lecture. The Blackboard slides are provided for three purposes: 1) to guide you to important material in your reading; 2) to print prior to class to facilitate note taking; and 3) to serve as study guides for the exams.

2. Exams
Three non-cumulative, multiple-choice exams will be given. Dates are listed on the course schedule. The exams will vary in number of questions and points based on the amount of material anticipated for each (but subject to change as necessary based on class pacing). As currently scheduled, Exam I will cover 4 units, include 40 questions, and be worth 80 points; Exam II will cover 4 units, include 40 questions, and be worth 80 points; and Exam III will cover 6 units, include 60 questions, and be worth 120 points. Exam scores will be posted on Blackboard. Students are welcome to review their exams during office hours or by appointment.

Alternative exam times will only be arranged in compelling circumstances such as illness or a mandatory University related conflicting event. Documentation will be required. Contact the TA as soon as you are aware of a problem with exam scheduling so you can discuss the possibility of an alternative time. An exam missed without a valid, documented reason will not be rescheduled and a grade of zero will result. If a genuine emergency arises that interferes with your attendance at an exam, it is critical that you contact me or the TA as soon as possible!

3. Motivation Application Paper
In a two to three page typed, double-spaced paper, apply one or more concepts from class to a motivational issue in your own past, present, or imagined future life. Details will be provided in a separate document that will be posted on Blackboard. You will be assigned a due date, which will be also be posted on Blackboard. Be sure to check for it!
Summary of Requirements and Grading Scale:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>80</td>
</tr>
<tr>
<td>Exam II</td>
<td>80</td>
</tr>
<tr>
<td>Exam III</td>
<td>120</td>
</tr>
<tr>
<td>Motivation Application Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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Grading Scale in Points:  
0 – 178 F  
179 – 187 D-  
188 – 199 D  
200 – 208 D+  
209 – 217 C-  
218 – 229 C  
230 – 238 C+  
239 – 247 B-  
248 – 259 B  
260 – 268 B+  
269 – 277 A-  
278 or more A

Grading Scale in Percentages:  
0% -- 59% F  
60% -- 62% D-  
63% -- 66% D  
67% -- 69% D+  
70% -- 72% C-  
73% -- 76% C  
77% -- 79% C+  
80% -- 82% B-  
83% -- 86% B  
87% -- 89% B+  
90% -- 92% A-  
93% -- 100% A

Final course grades are rounded up at .5 and down at .4. Final course grades are final. No extra credit, make up, or other opportunity to “boost” a final course grade will be provided.

Absence from Class
Although attendance at every class is expected, it is understood that illness or other situations may result in absence from class. If you are unable to attend class, it is not necessary to contact the instructor or teaching assistant unless you anticipate multiple absences. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate. Lecture notes are not available from the instructor. Bonus points are sometimes given for class activities. Bonus points are extra credit and cannot be “made up.” There will be a number of bonus point opportunities throughout the semester.

Students with Disabilities
Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

Academic Honesty
It is expected that academic honesty and integrity is a shared value of all members of this class. Students should familiarize themselves with definitions and forms of academic dishonesty (information and examples are available online at: http://www.iastate.edu/~catalog/2007-2009/geninfo/dishonesty.html). If you are unsure of the appropriateness of any course-related action you are considering, please consult with me. Any confirmed instances of academic dishonesty will result in grade penalty, up to and including a failing grade in the course. In accordance with University policy, suspected academic dishonesty will also be reported to the Dean of Students as a potential violation of student conduct. http://www.dso.iastate.edu/ja/academic/misconduct.html
Dead Week
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook http://www.provost.iastate.edu/resources/faculty-handbook.

Harassment and Discrimination
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

Contact Information
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

Course Schedule—see next page
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1 (1/12, 1/14, 1/16)</td>
<td>M Introduction to Course&lt;br&gt;WF Introduction to Motivation &amp; Emotion (C1)</td>
</tr>
<tr>
<td>2 (1/21, 1/23)</td>
<td><strong>M Martin Luther King Day</strong>&lt;br&gt;WF The History of Motivation and Emotion (C2)</td>
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<tr>
<td>3 (1/26, 1/28, 1/30)</td>
<td>Emotions and Moods (C13)</td>
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<tr>
<td>4 (2/2, 2/4, 2/6)</td>
<td>Emotions as Motives (C14)</td>
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<tr>
<td>5 (2/9, 2/11, 2/13)</td>
<td><strong>M EXAM I (Chapters 1, 2, 13, 14)</strong>&lt;br&gt;WF Evolutionary Antecedents of Motivation (C3)</td>
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<tr>
<td>6 (2/16, 2/18, 2/20)</td>
<td>MW Evolutionary Antecedents of Motivation (C3)&lt;br&gt;F Behavior, Arousal, and Affective Valence (C6)</td>
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<tr>
<td>7 (2/23, 2/25, 2/27)</td>
<td>MW Behavior, Arousal, and Affective Valence (C6)&lt;br&gt;F Addictions &amp; Addictive Behaviors (C4)</td>
</tr>
<tr>
<td>8 (3/2, 3/4, 3/6)</td>
<td>MW Addictions &amp; Addictive Behaviors (C4)&lt;br&gt;F Homeostasis: Hunger &amp; Eating (C5)</td>
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<tr>
<td>9 (3/10, 3/12, 3/14)</td>
<td>MW Homeostasis: Hunger &amp; Eating (C5)&lt;br&gt;<strong>F EXAM II (Chapters 3, 4, 5, 6)</strong></td>
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<td></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>11 (3/30, 4/1, 4/3)</td>
<td>Goal Motivation (11)</td>
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<tr>
<td>12 (4/6, 4/8, 4/10)</td>
<td>Economics of Motivation (12)</td>
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<tr>
<td>13 (4/13, 4/15, 4/17)</td>
<td>Personality and Self in Motivation (C9)</td>
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<tr>
<td>14 (4/20, 4/22, 4/24)</td>
<td>Drives, Needs, &amp; Awareness (C8)</td>
</tr>
<tr>
<td>15 (4/27, 4/29, 5/1)</td>
<td>Stress, Coping, &amp; Health (C7)</td>
</tr>
<tr>
<td>16 FINALS WEEK</td>
<td><strong>EXAM III (Chapters 7, 8, 9, 10, 11, 12)</strong>&lt;br&gt;T 5/5 9:00 a.m. – 11:45 a.m.</td>
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