

Behavior & Motivation

PSYC 3320-002

Spring 2008

LS 101

Tuesday / Thursday 5:30-6:50

Instructor: **Shaun Culwell**

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TEXTBOOK

Motivation: Theory, Research, and Applications, 5th edition by Herbert Petri and John Govern

COURSE DESCRIPTION

In this course you will be introduced to the psychological study of human motivation and many of its theories and theorists. The course is designed to familiarize students with the general study of why people do what they do at different points and in different situations throughout the course of life. Areas of concentration in this course will include: evolution and motivation, sex drive and arousal theory, love and attraction, major constructs in motivation, biology and genetics and their contributions to motivated behavior, early theories in motivation, classical ethology, states of consciousness, regulation (hunger and thirst), aggression, classical and instrumental/operant conditioning, emotions and stress, hedonism and sensory stimulation, conformity, compliance, and obedience, and finally, the role of our emotions in behavior. What you learn in this course may help you to look at life and situations a bit differently and may help you to better understand what makes you choose to do the things you do, and how it all came to be that way. What you learn here may also help you to better manage everyday situations and understand the motivations of others.

ATTENDANCE

Attendance is expected and you will be rewarded for it. I will take attendance regularly and then randomly select 5 attendance sheets at the end the semester. For each of the 5 attendance sheets on which your name appears, you will receive 1 point added to the raw score of your final (required) exam. *If you are not present, you will not be punished.* There will, however, be material covered in class that is *not* available in the text. If you are not able to make it to class one day, I suggest that you get the notes that you missed from some one that was in class. **I will not** provide lecture notes, handouts, or overheads outside of class unless your absence is valid and documented. I suggest that you exchange contact information with a classmate for that reason.

COURSE OBJECTIVES

Upon satisfactory completion of the course, students will have a broad understanding of the major theories and theorists of Human Motivation. Students will understand the scientific basis for how thoughts, emotions, and behavior affect motivation, given what is currently known from experimental and applied analysis.

GRADING/TESTING

There will be 3 multiple-choice exams in this course. The exams will *not* be cumulative. The 3rd exam will be required, and the lowest of the first 2 exam grades will be dropped. In other words, 2 exams (one of them being your last exam) will be averaged to compute your final grade. If you miss one of the first two exams, that will be the grade that is dropped. Make up exams will not be given except in extenuating and documented conditions, so be present for the exams. Each regularly scheduled exam will include 50 multiple-choice questions, with each question being worth 2 points. Each exam will also have one (somewhat difficult) short answer/essay question that students may attempt for 5 points extra credit on that exam. The short answer/essay bonus question will require critical and thoughtful insight on the part of the student and partial credit will be awarded, up to the maximum points possible. The exams will include material from lecture

and material from the text, with emphasis on material from lecture. There will be areas in which the lecture and text do not overlap, and students will be responsible for both lecture and text material.

Class participation will be taken into account in situations in which a student's grade is borderline. If you contribute thoughtful and reasoned questions and comments in class, I will notice and it may affect your grade positively. I will not punish those who choose not to participate, however.

Grades will be awarded on a 10-point scale:

- A = 90-100%
- B = 80- 89%
- C = 70- 79%
- D = 60- 69%
- F = below 60%

TENTATIVE CLASS SCHEDULE

(Dates and material are subject to change)

Tuesday 1/15	Introduction, Go over syllabus
Thursday 1/17	Chapter 1: Evolution and Motivation
Tuesday 1/22	Chapter 1: Evolution and Motivation
Thursday 1/24	Chapter 2: Conceptualizing and Measuring Motivation
Tuesday 1/29	Chapter 2: Conceptualizing and Measuring Motivation
Thursday 1/31	Chapter 3: Genetic Contributions to Motivated Behavior
Tuesday 2/5	Chapter 3: Genetic Contributions to Motivated Behavior
Thursday 2/7	Chapter 4: Physiological Mechanisms of Arousal
Tuesday 2/12	Chapter 4: Physiological Mechanisms of Arousal
Thursday 2/14	EXAM 1: Chapters 1-4 and corresponding lectures
Tuesday 2/19	Chapter 5: Physiological Mechanisms of Regulation
Thursday 2/21	Chapter 5: Physiological Mechanisms of Regulation
Tuesday 2/26	Chapter 6: Learned Motives: Classical, Instrumental, and Observational Learning
Thursday 2/28	Chapter 6: Learned Motives: Classical, Instrumental, and Observational Learning
Tuesday 3/4	Chapter 7: Incentive Motivation
Thursday 3/6	Chapter 8: Hedonism and Sensory Stimulation
Tuesday 3/11	Chapter 8: Hedonism and Sensory Stimulation
Thursday 3/13	EXAM 2: Chapters 5-8 and corresponding lectures
Tuesday 3/18	NO CLASS: SPRING BREAK
Thursday 3/20	NO CLASS: SPRING BREAK
Tuesday 3/25	Chapter 9: Cognitive Motivation: Expectancy-Value Approaches
Thursday 3/27	Chapter 9: Cognitive Motivation: Expectancy-Value Approaches (March 28 is the last day to drop)

Tuesday 4/1	Chapter 10: Cognitive Motivation: Social Motivation and Consistency
Thursday 4/3	Chapter 10: Cognitive Motivation: Social Motivation and Consistency
Tuesday 4/8	Chapter 11: Cognitive Motivation: Attribution Approaches
Thursday 4/10	Chapter 11: Cognitive Motivation: Attribution Approaches
Tuesday 4/15	Chapter 12: Cognitive Motivation: Competence and Control
Thursday 4/17	Chapter 12: Cognitive Motivation: Competence and Control
Tuesday 4/22	Chapter 13: The Emotions as Motivators
Thursday 4/24	Chapter 13: The Emotions as Motivators
Tuesday 4/29	TBA
Thursday 5/1	EXAM 3 (required): Chapters 9-13 and corresponding lectures

Americans with Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide reasonable accommodation to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services: The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Dishonesty: Academic dishonesty is a **completely** unacceptable mode of conduct and will **not** be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Academic dishonesty includes, but is not limited to: cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or even *the attempt* to commit such acts. (Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Bomb Threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by the bomb threat. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Disruptive Classroom Behavior: UT Arlington seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions.

Disruptive Behavior is Prohibited. "Disruptive behavior" means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the College.