Instructor: Daniel S. Levine
Email: levine@uta.edu
Office: 414 Life Sciences Building
Telephone: 272-3598
Office Hours: TTh 11:00-12:00 or by appointment
Course Web Page: The course is on Canvas

Undergraduate TA: Breanne Smallwood
Email: breanne.smallwood@mavs.uta.edu
Office: TBD
Office hours: TBD

Course description: Theory and research involving relation of motivation and emotion to learning theory, social behavior, personality, and development.

Prerequisite: PSYC 1315.

Text: Petri & Govern, *Motivation: Theory, Research, and Applications*, 6th ed. (Please get the latest edition as either a print book or e-book: The course materials refer to chapters and page numbers, which are different between the last two editions.)

Study Guide: To be obtained at the Canvas site and is required for this section. Most of its questions are from the textbook, a
few deal with issues covered in the lecture slides but not in the textbook.

**Learning Objectives:**
To understand different sources of human motivation (physiological, cognitive, social, and emotional) and the interrelationships among these sources.

To appreciate both the strengths and the limitations of different grand theories in the history of psychology, such as will; instinct; drive; evolutionary psychology; cognitive information processing; Freudianism and ego psychology; humanistic psychology.

To be able to apply this knowledge to different “real-world” settings including employment, education, sports, clinical practice, and criminal justice.

**Examinations and Grading:** There will be 4 tests, including a final, worth 100 points each. Each test will include 15 short-answer questions, all from the study guide, worth 4 points each, and 2 essay questions worth 20 points each. The lowest of the 4 test grades will be dropped at the end of the semester, giving a total of 300 points on tests.

There will also be a termpaper worth 80 points (40 for depth and 40 for writing style) on a topic of the student’s choice but related to motivation and behavior. A few examples of past 3320 termpaper topics will be posted on the course website. *The termpaper will be due on May ????, 11:59 PM, on the course Canvas site via the tool called Unicheck.*
Attendance will be taken for every non-test class from February 13 on, and students can earn up to 20 points for attendance. 4 or fewer *unexcused* absences from lecture constitute perfect attendance; thereafter 2 points are taken off for every unexcused absence. (Reasonable excuses, such as work pressures if not excessive, sports teams, or family occasions will be excepted if reported promptly.) **Attendance will be taken via an app called Kahoot.** Students can sign up for that app on [www.kahoot.it](http://www.kahoot.it).

There will be discussions posted on Canvas, one per book chapter. Each student will be expected to contribute to the discussions by posing a question and by responding to another student’s question. Each contribution will be worth 2.5 points of credit up to a total of 30 points for the semester, in addition to one posting where you identify yourself and what your ambitions are. **Deadlines for postings will be about 2-3 weeks after the start of that chapter’s coverage.** In addition, we will have one in-class discussion per month, with the class divided into groups of 5-10 students each. **The discussion questions may NOT be taken directly from the Study Guide.** Students have an option of basing questions on research articles that will be posted on Canvas.

The maximum possible score before extra credit is added is 300 (tests) + 80 (term paper) + 20 (attendance) + 30 (discussions) = 430. The grade ranges are

- 387-430 = A
- 344-386 = B
- 301-343 = C
- 258-300 = D
0- 257 = F

Students can earn up to 10 points extra credit for participation in laboratory experiments under the SONA system (5 points per experiment credit); see https://uta.sona-systems.com. Also, the instructor may in some cases by discretion (more likely as you go down the grade scale) raise a grade for a student just below a cutoff point for constructive class and office hour participation – so it pays to keep your big trap OPEN and ask a lot of questions!

**Approximate Class Schedule:**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Topics</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Chapter 1</td>
<td>General theories, evolutionary influences</td>
<td>1/21 to 1/23</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Genetic contributions</td>
<td>1/23 to 1/28</td>
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<td></td>
<td>Physiological mechanisms of arousal</td>
<td>1/28 to 2/4</td>
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<tr>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>Review 2/6</td>
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**EXAM 1**  Thursday February 11

<table>
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<tr>
<th>Readings</th>
<th>Topics</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4</td>
<td>Physiological mechanisms of regulation</td>
<td>2/13 to 2/18</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Learned motives</td>
<td>2/20 to 2/25</td>
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<tr>
<td>Chapter 6</td>
<td>Incentive motivation</td>
<td>2/25 to 2/27</td>
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<tr>
<td>Review 3/3</td>
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**EXAM 2**  Thursday March 5; then Spring

**Break the 10th and 12th**
Chapter 7  Hedonism and sensory stimulation  3/17 to 3/19
Chapter 8  Expectancy-value approaches  3/24 to 3/26
Chapter 9  Social motivation and consistency  3/31 to 4/2

Review 4/7

**EXAM 3**  Thursday April 9

Chapter 10  Attribution approaches  4/14 to 4/16
Chapter 11  Competence and control  4/21 to 4/28
Chapter 12  Emotions as motivators  4/28 to 5/5
Review or makeup tests  5/7

**FINAL EXAM (only on Chs. 10-12)**

**Tuesday May 12**
**5:30-8:00 PM**

**Be on time to take tests!** Once one of your fellow students takes the tests and leaves the classroom, no more copies will be handed out that day.

There is no curve. Any make-up exams will be given during the **final week of classes**. (Those do NOT need to be arranged: if a test is missed I will schedule a makeup during that week.)

Students may earn up to 10 points extra credit for participation in experiments on the SONA system, with signup instructions to be...
posted on the course website. For those not wishing to participate in experiments there will be an alternative method of obtaining those points (e.g., reading and writing a short report on a journal article).

**Other important dates**

- Census date: February 5
- Last day to drop: April 3

**Americans with Disabilities Act**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference to Public Law 93112---The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. 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. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Dishonesty**
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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. “Scholastic
dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or material 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 the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2 Subdivision 3.22)
Student Success Programs
The University of Texas at Arlington 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, admissions 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.

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 bomb threats. 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.

Library Information
Andy Herzog is the Psychology librarian. His email is amherzog@uta.edu. The library psychology page for students is http://libguides.uta.edu.psychology.