

BEHAVIOR AND MOTIVATION
PSYC 3320-001, Fall 2011
MWF 10-11, LS 122

Instructor: Daniel S. Levine

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Office Hours: MW 11-12 or by appointment

Course Web Page: The course is on Blackboard

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*, 5th ed.

Study Guide: To be obtained online at course website and **is** required for this section.

Learning Objectives:

To understand different sources of human motivation (physiological, cognitive, social, and emotion) and their interrelationships.

To appreciate both the strengths and the limitations of different grand theories in the history of psychology, such as Will; Instinct; Drive; 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, most of them from the study guide and the remainder from lectures, 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 term paper 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 term paper topics will be posted on the course website. *The term paper will be due on Monday, December 5, 2011.*

Attendance will be taken for every class after the first one, and students can earn up to 20 points for attendance. 3 or fewer unexcused absences from lecture constitute perfect attendance; thereafter 2 points are taken off for every unexcused absence.

The maximum possible score is 300 (tests) + 80 (term paper) + 20 (attendance) = 400. The grade ranges are

360-400 = A
320-359 = B
280-319 = C
240-279 = D
0-239 = F

Students can earn up to 10 points extra credit for participation in laboratory experiments under the SONA system (5 points per experiment credit). 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:

Readings	Topics	Dates
Ch. 2; ideas from Reeve; pp. 11-12	General theories, measurement	8/26 to 8/31
Chapter 1	Evolutionary influences	9/2 to 9/7
Chapter 3, review	Genetic contributions	9/9 to 9/16
EXAM 1	Monday, September 19	
Chapter 4	Physiological mechanisms of arousal	9/21 to 9/26
Chapter 5	Physiological mechanisms of regulation	9/28 to 10/3
Chapter 6	Learned motives	10/5 to 10/10
Chapter 7 up to p. 206, review	Incentive motivation	10/12 to 10/17
EXAM 2	Wednesday, October 19	
Chapter 8	Hedonism and sensory stimulation	10/21 to 10/26
Chapter 9	Expectancy-value approaches	10/28 to 11/2
Chapter 10, review	Social motivation and consistency	11/4 to 11/9
EXAM 3	Friday, November 11	
Chapter 11	Attribution approaches	11/14 to 11/16
Chapter 12	Competence and control	11/18 to 11/21
Chapter 13	Emotions as motivators	11/23, 11/28 to 12/2
Review, maybe DVDs or videos, makeup tests		12/5 to 12/9

FINAL EXAM (only on Chs. 11-13)

Monday, December 12, 9-10:30 AM

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**.

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.)

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

Helen Hough is the Psychology Librarian. She can be reached at (817) 272-7429, and by email at hough@uta.edu.