Psy 6357
Emotion, Motivation, and Stress
Fall 2021

Instructor: Cheryl Stenmark
Email: cstenmark@angelo.edu
Phone: 325-486-6131
Office: A 104A
Office Hours: M: 12pm-4pm, T/Th: 11am-2pm

Course Information

Course Description

What causes people to act the way they do? Why do some people strive to improve or demonstrate their competence more than others? The motivational control of behavior depends on many things, including goals, beliefs, and experience. This course will introduce you to the processes and principles of motivation and emotion. We will review research on the psychological and physiological aspects of motivation and emotion in behavior. Topics to be covered include physiological and psychological needs, extrinsic motivation, how beliefs about the self influence motivation, and the nature of emotions.

Course Credits

3

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of completing this course successfully.

Program Outcomes

Upon completion of the program of study for the I/O Psychology Masters program, the graduate will be prepared to:
## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a foundational knowledge of the history and development of the motivation theories presented in the textbook, understanding the components of each motivation model or approach, and identifying the strengths and weaknesses of each model.</td>
<td>Chapter Readings, Quizzes, Exams, Discussion Questions</td>
<td>Master Knowledge and Skills</td>
</tr>
<tr>
<td>Be able to apply what you have learned from the textbook, identifying practical uses of motivation theory in other contexts, and recognition of your own motivations.</td>
<td>Discussion Questions, Course Project</td>
<td>Apply Concepts and Research, Master Psychological Ethics</td>
</tr>
<tr>
<td>Be able to connect the concepts and behaviors learned in class to other ideas, people and realms of life.</td>
<td>Discussion Questions, Course Project</td>
<td>Apply Concepts and Research</td>
</tr>
<tr>
<td>Understand the human dimension of motivation; learning about yourself and others. How does knowing about motivation theory help one to function and relate to others more effectively? How useful are the various motivation models and approaches for improving motivation in others?</td>
<td>Discussion Questions, Course Project</td>
<td>Apply Concepts and Research, Master Psychological Ethics</td>
</tr>
<tr>
<td>Develop new interests in motivation or caring about motivation to a greater extent than before. Students who care become engaged in issues outside of the classroom and continue to develop their skills.</td>
<td>Chapter Readings, Discussion Questions, Course Project</td>
<td>Master Knowledge and Skills, Apply Concepts and Research</td>
</tr>
</tbody>
</table>

### Course Delivery

This is an online course with learning resources and supplemental materials posted on Blackboard.
**Required Texts and Materials**
Understanding Motivation and Emotion (6th ed.) by Johnmarshall Reeve

**Recommended Texts and Materials**
There may be additional readings for you to read and discuss throughout the semester. They will be posted on Blackboard for you to download. The syllabus, announcements, supplemental readings, and grades for this class may be found on Blackboard. I encourage students to access this site regularly for important information pertaining to the course.

**Technology Requirements**
To successfully complete this course, students need to have access to a computer with Respondus LockDown Browser and Respondus Monitor. More information about LockDown Browser and Monitor is included below.

**To participate in one of ASU’s distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**
The topics that will be covered in this course can be found in the Course Schedule at the end of the syllabus.

**Communication**
I must be able to contact all students in this course via e-mail. It is expected that students regularly check their e-mail and Blackboard (at least once a day is preferred). The best way to contact me is via e-mail. Although I answer e-mail regularly (and relatively quickly) throughout the work week (Monday - Friday, 7:30AM to 4:30PM), I respond to it less frequently on weekends and holidays. During those times, you can expect an answer to your e-mail within 24-
48 hours. There may be times during the semester, when I do not have access to email. I will be sure to notify students if such situations occur.

If you are on campus and would like to drop by my office, please feel free to do so. As I am often away from my desk, it is probably best to arrange a specific time in advance. Please email me to do so.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

**Grading**

**Evaluation and Grades**
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Summaries</td>
<td>150 (3 Chapter Summaries, 50 points each)</td>
</tr>
<tr>
<td>Tests</td>
<td>300 (3 tests, 100 points each)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60 (6 quizzes, 10 points each)</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>30 (6 weeks, 5 points each)</td>
</tr>
<tr>
<td>Course Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>

**Grading System**
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- **A** = 90.00-100 points
- **B** = 80.00-89.99 points
- **C** = 70.00-79.99 points
- **D** = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

As an abbreviated 8-week course (really it is more like 7 this year with the new coronavirus schedule), this course is organized into three, two-week exam periods, where four chapters are covered, and there is an exam over those four chapters (see the schedule at the end of this syllabus). There are also quizzes for each chapter, to help you make sure you understand the material for each chapter before you take the exam. All quizzes, tests, and chapter summaries for each two week period are due at the end of each exam period.

Chapter Summaries: This very interesting book has far too many chapters to cover in one course. I tried to select chapters based on a broad appeal to most students, for us to cover in class. That, however, leaves out many other interesting chapters! Thus, for each exam period, I would like you to read one additional chapter to those assigned, and summarize the chapter. Please describe the chapter’s key takeaway points, and how those points can be applied (broadly), and how you might personally use what you learned in the chapter. Additionally, please discuss anything that you found surprising, or just particularly compelling from the chapter. These assignments will probably be 2-3 pages. They will be due at the time each exam is due (Sunday at 11:59pm of exam week).

Exams: There will be three exams, including the final, covering material from the textbook as well as lectures and discussions. The exams are worth 100 points each. These exams will contain 50 questions, and you will have 120 minutes to complete each exam, and you will have TWO attempts; the highest grade will count. Exam items may include multiple choice, matching and true/false items. The final exam will not be comprehensive. There will be NO make-ups scheduled for the exams. You will have the entire two-week period of the unit (beginning Monday at 12:00am, ending two Sundays later at 11:59pm) to complete the exams; that means that you may take the exam any time during those days, but the exam must be COMPLETED by 11:59pm on Sunday of the exam weeks. You may use your book/notes when taking exams.
**Quizzes**: Each exam period, you will have four quizzes to complete that cover the chapters in the exam unit. These are designed to help students keep up with and apply the material. You will have the entire two period week (beginning on a Monday at 12:00am, ending the Sunday two weeks later at 11:59pm) to complete all of the quizzes, and given their nature they **may not** be “made up”. There will be NO exceptions. Quizzes will be multiple choice, and they will be timed. You will have TWO attempts for each quiz; the highest grade will count. Quizzes are worth 10 points each, and they will cover both material from the text and material from the Power Point lectures. There will be 12 quizzes, each worth 10 points, and I will drop your 6 lowest grades, for a total of 6 quizzes. **You may use your book/notes for quizzes.**

**Weekly Discussion Board Posts**: Each week, each student will be required to respond directly to two discussion questions that I have posted pertaining to the topic of the unit that is being covered that week and **respond to a colleague’s post at least once**. Your discussion posts are due by Sunday of each week at 11:59pm. **NOTE: There are discussion questions due EACH WEEK. Other class activities/assignments are due every two weeks, but discussions are EVERY WEEK.**

The response must be substantive; more than just “I agree” discussion board posts. These posts are worth 5 points each. Be considerate and appropriate when using the discussion board. It is neither a public forum nor a limited public forum. I have the right to remove any message for the purposes of saving space, focusing attention of students on relevant materials, and avoiding material inappropriate for the classroom. On this last note, with freedom comes responsibility. Please keep in mind, as you contribute to the discussion board, that not everyone comes from the same background, or shares the same values and ideals. Please be appropriate (professional) and considerate of others. If you have any questions on this matter, contact the instructor for clarification.

Please apply this same courtesy whenever communicating with anyone in the course, whether it is myself or another student, in any way, including e-mail, discussion board responses, and any other communication.

**Course Project**: For the course project, I would like you to find and evaluate a motivation intervention that you find online. More details are provided in the Course Project document on Blackboard. **The Course Project is due Friday, October 15.**

All assignments should be typed and presented in a professional manner. You may always turn in assignments early; I will accept them prior to their scheduled due date.
Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at cstenmark@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
Deadlines: NO LATE WORK will be accepted in this course. Exceptions will be made only for serious illness or emergency and then only after discussion with the instructor. Please contact the instructor by telephone or email if an emergency situation occurs.
If the student is involved in a university-approved absence, arrangements should be made with the instructor as far in advance as possible to ensure agreement on interpretation and the make additional arrangements for different deadlines.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook¹
- Angelo State University Catalog²

Student Responsibility and Attendance
Attendance is expected and required to do well in the course. Included in the syllabus is a tentative class schedule. Students should read the pertinent chapter(s) prior to class. Students will be responsible for and tested over both text and lecture material. Consequently, to benefit fully from this course it is important for students to read the text, stay current with the material and attend class. If a student misses a class for a pre-excused or unexcused absence it is the student’s responsibility to request/obtain material/information (e.g., notes, schedule modifications, announcements, etc.) from a classmate.

Please note that tardiness and early departure is disruptive to others in class; therefore students should appear on time for each class session and remain until class dismissal. In addition, the ringing or use of cell phones is disruptive to others; consequently it is requested...
that students mute cell phones prior to the beginning of class. Students who violate these class policies may be academically withdrawn from the course.

**Academic Integrity**
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from
completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 [Student Absence for Observance of Religious Holy Day](#) for more information.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other
types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of
gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual
intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal
violence (domestic violence or dating violence), sexual violence, and any other misconduct
based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX
Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.
You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report
incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to
someone in confidence about an issue, you may contact the University Counseling Center (325-
942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-
2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s
policy please visit: www.angelo.edu/title-ix.

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At
Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the
mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current
research on the COVID-19 virus suggests there is a significant reduction in the potential for
transmission of the virus from person to person by wearing a mask/facial covering that covers
the nose and mouth areas. Therefore, in compliance with the university policy students in this
class are required to wear a mask/facial covering before, during, and after class. Faculty members
may also ask you to display your daily screening badge as a prerequisite to enter the classroom.
You are also asked to maintain safe distancing practices to the best of your ability. For the safety
of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave
the classroom immediately. The student will be responsible to make up any missed class content
or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 23-Sept 5</td>
<td>Syllabus, Introduction Motivation in Historical Perspective The Motivated and Emotional Brain <strong>Test 1</strong></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>Sept 6-Sept 19</td>
<td>Physiological Needs Extrinsic Motivation Psychological Needs <strong>Test 2</strong></td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>3</td>
<td>Sept 20-Oct 3</td>
<td>Implicit Motives Goal Setting and Goal Striving Personal Control Beliefs <strong>Test 3</strong></td>
<td>7, 8, 10</td>
</tr>
<tr>
<td>4</td>
<td>Oct 4-Oct 15</td>
<td>The Self and Its Strivings Nature of Emotion Individual Emotions <strong>Test 4</strong></td>
<td>11, 12, 14</td>
</tr>
</tbody>
</table>

**The course ends on Friday, October 15; therefore, everything for the last module of the class (the last 3 chapters we will cover, the final test, and the final project) must be completed by FRIDAY of that week, instead of Sunday like the other weeks. No work can be accepted after Friday, October 15.**

### Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of
Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

2. https://www.angelo.edu/catalogs/
4. https://www.angelo.edu/services/disability-services/
5. https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
7. https://www.angelo.edu/dept/writing_center/academic_honesty.php
8. https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of