



# Psychology 333: Motivation and Emotion

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Location Science Hall 125  
Loras College MWF 10:00-10:50

**Psychology Program** Fall 2017

**Instructor:** Jake Kurczek, PhD  
Assistant Professor of Neuroscience and Psychology

**Office:** Henn 193

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**Office Hours:** By appointment

**Textbook:** *None*  
Additional journal articles and materials will be assigned as needed and posted to the course website

**Class Website:** You will be able to find PDFs of the lectures and discussions posted to the course website

## Course Goals and Overview

This course is designed to introduce contemporary theories of motivation and emotion and empirical approaches to the study of motivation and emotion, emphasizing application to humans.

Prerequisites: PSY 101: Introductory Psychology.

### Course Objectives

1. Present major psychological concepts, theory, and research related to motivation and emotion.
2. Emphasize application of these theories to your own experiences and goals.
3. Develop your critical thinking abilities in order to create new ideas or conclusions.
4. Create opportunities for you to explain & discuss these concepts with others.
5. Allow you to continue developing lifelong learning skills in writing and civil discourse.

### Learning Outcomes

1. Students who take this course should be able to:
2. Demonstrate familiarity with the major concepts, theories, related to motivation & emotion
3. Apply these principles to their own experiences and career goals
4. Explain and discuss ideas and issues from the course civilly with other students
5. Use critical thinking to synthesize acquired information creating new ideas or conclusions.

6. Demonstrate standard writing.

## Course Requirements, Policies and Assignments

### ***Assignments (Option 1)***

Applied Emotion	20
Presentation	
Applied Motivation	20
Presentation	
Engagement	40
News Update	3
Experiential Component -	14
Stress Journal and Stress Reduction	
Motivation: Plan, Goal and Achieve	
Reflection	3
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<b>Total</b>	<b>100</b>

### ***Assignments (Option 2)***

Applied Emotion	7
Presentation	
Applied Motivation	7
Presentation	
Engagement	40
News Update	3
Experiential Component -	40
Stress Journal and Stress Reduction	
Motivation: Plan, Goal and Achieve	
Reflection	3
<hr/>	
<b>Total</b>	<b>100</b>

***Applied Emotion/Motivation Digital Storytelling (Option 1)***. As a class, we will create a web-based resource for students and adults to learn about how the psychology of motivation and emotion interfaces with life. My thinking is that this resource will help people understand the applications and misapplications of psychology to our lives. Others who are eager to learn about psychology and science should have access to this material for teaching and learning alike. A digital storybook of the two psychology topics of your choice should be designed for a general audience.

This digital storybook should include the following aspects

An introduction to the topic

### Interesting/Analytic Components

Interactive components that can teach you more about the topic (e.g. data visualization, games, demonstrations, other resources)

The two topics will include one on an application of motivation and a second on an application of emotion.

### **Applied Motivation**

You are asked to find a popular application of motivation and analyze whether it is an appropriate application of motivation theory. You will work to help people understand the basic underlying theory and then either provide further proof or debunk problems in the application of motivation. Motivational parables and speakers are a dime a dozen. In a recent news article out of Iowa, there are upwards of 13,000 motivational speakers lighting fires for listeners. What are the motivational techniques that they're using, are they backed up by scientific research, what might be a better technique according to science?

### **Applied Emotion**

You are asked to find a popular application of emotion and analyze whether it is an appropriate application of emotion theory. You will work to help people understand the basic underlying theory and then either provide further proof or debunk problems in the application of motivation. Just as there are thousands of "experts" on motivation, there are thousands of love experts. From PUAs to relationship and dating advice columns everyone seems to know the ins and outs of love. What are the emotional theory that they're using, are they backed up by scientific research, what might be a better technique according to science?

### **In-depth Infographic (Option 2)**

One of the most important skills to acquire in any scientific field is the ability to think critically about a given topic. Beyond thinking critically is the ability to break difficult information down into more understandable information. Infographics allow you to communicate information in a fun and understandable way. It is important for scientists to share information and educate others about the things that they study. Check out [this page](#) for what infographics are.

**Digital Storytelling Presentation.** Psychology conferences typically host symposium sessions, in which researchers construct talks to present their research findings from a recent study or studies. The last few days of class will consist of an academic symposium. During the session, each student will present their digital story that they have developed over the course of the semester. For each project you will be asked to give a presentation detailing your experience and your new understanding of motivational/emotional theories. Each presentation should be 5 minutes with a minute for questions.

**Reflection Paper.** Students are asked to write a 3 page, double-spaced reflection paper reacting to the experience of researching a topic and what the process was like. Also, discuss why the topic is significant to people in general.

**News Updates.** Students will be asked to give a presentation of 2-4 minute each on topics of their choice across the semester. These presentations will give students an opportunity to summarize either a current event or research finding and discuss how it relates to psychology.

### ***Experiential Component***

#### **Motivation: Goal, Plan Achieve (Option 1)**

In order to truly understand motivation, you are asked to take on your own self improvement project. Over the course of six weeks, you will work on your own self improvement project. You will choose something that you are motivated to get better at. Then you will submit a 1 page plan to get better at that skill. Over the next six weeks you will submit five journal entries describing your performance. You will also be asked to implement new motivational techniques to keep improving towards your goal. Finally, you will be asked to write a 4 page reflection (use Literature Review/White Paper Guide) that ties in current scientific literature explaining/analyzing their motivation and improvement techniques. The plan is worth 0.5 points. Each individual entry is worth 0.5 points each (2.5 points total) and each new motivational technique implemented is worth 0.5 point each (2.5 points total). Lastly, the final reflection regarding the experiential component is worth 8.5 points.

#### **Stress Journal and Stress Reduction (Option 1)**

In order to truly understand individual stressors, control's influence on stress, ways to relieve stress, and benefits to implementing stress reduction techniques, you will keep a stress journal for one week. In order to ensure that you feel safe and comfortable in this learning activity, don't feel obligated or pressured to tell me about your personal life. Each night, for one week, you will submit a journal entry by midnight. You will do this for 5 days, M-F with your last journal entry concluding on Friday as reflection of this experience. You will also be asked to implement 5 stress reduction techniques and journal about them, they do not have to be implemented in the same week as the stress journal. Finally, you will be asked to write a 4 page reflection (use Literature Review/White Paper Guide) that ties in current scientific literature explaining/analyzing their stress experiences and stress reduction techniques. Each individual entry Monday–Friday is worth 0.5 points each (2.5 points total) and each new stress reduction technique implemented M-F is worth 0.5 point each (2.5 points total). Lastly, the final reflection regarding the experiential component is worth 9 points.

#### **Motivation: Goal, Plan Achieve (Option 2)**

Use the semester to get better at something and connect your experience to the literature.

At the beginning of the semester: What do you want to spend the semester improving? How will you assess your baseline ability? What plan or goals are you going to implement and strive for? What are you going to do to keep track of your progress and report on your goals? What will you produce at the end of the semester that summarizes your progress and analyzes your results through the lens of the literature?

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At the end of the semester: How will you assess your progress and end ability? How will you compare the beginning and end results? What will it mean if you haven't met your goals or kept up with your checkpoints? How is your result explained by the literature?

Literature that might be helpful: willpower, reward system, incentive, social influence, temptation bundling, planning fallacy (bounded rationality),

**News Updates.** Students will be asked to give a presentation of 2-4 minute each on topics of their choice across the semester. These presentations will give students an opportunity to summarize either a current event or research finding and discuss how it relates to psychology.

### **Engagement**

**Critical Thinking Journal.** Over the course of the semester I will ask students to respond to questions in-class. You must be present in order to receive credit. If you will be absent any given day, make sure to send me an e-mail **before** class.

**In-Class Participation/Activities/Discussion.** I look forward to this being an active class where we discuss ideas and participate in a number of different activities. I will post questionnaires/surveys and other aids to facilitate in class experiments and inquiries, please do your best to fill them out on time.

**Out of class engagement.** In addition to learning, the college experience involves building relationships with peers and faculty. For many students, interactions with faculty take place only in the classroom. For students at small liberal arts colleges, though, students and faculty often meet serendipitously both on and off campus. Thus, by attending guest lectures, meetings and other campus community events you can contribute to our learning experience. Further you can contribute to your peers learning by bringing our attention to relevant new studies or information by posting on twitter or instagram and tagging me (@engagedbrain) or through our course webpage.

**Comprehension Checks.** There will be exams/quizzes in class. The exam questions may include the following question formats: multiple-choice; fill-in-the-blank; matching; true/false; and short-answer sections. Everything that is presented in lecture and in the article/chapter readings will be fair game. Note also, that some of the lecture material will be non-overlapping with the article/textbook, as lectures are designed to augment, or expand upon, the article/chapter readings. Your lowest 10% of scores will be dropped.

## Schedule

### **Important Dates**

8/28 – First day of classes

9/4 – Labor Day

9/15 - Last day to drop classes without "W"

10/7 - Homecoming

10/16-10/17 – Fall Free Days

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10/27 - Last day to drop without receiving an “F”

11/10 – Nick Wetjen Visit

11/22-11/24 – Thanksgiving

12/8 – Last Day of Class

12/11-12/14 – Final Exams

<b>Day</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
8/28	Introduction		
8/30	Historical Perspective	(Graham & Weiner, 1996)	Syllabus Assignment
9/1	The Motivated Brain	(Schupp et al., 2004)	
9/4	Labor Day - No Class		
9/6	Research		
9/8	Research		
9/11	Intrinsic Motivation	(Ryan & Deci, 2000)	
9/13	Extrinsic Motivation	(Eisenberger & Shanock, 2003)	
9/15	Project Planning		
9/18	Biological & Psychological Needs	(Maslow, 1954)	
9/20	Social Motivation	(Geen, 1991)	
9/22	Cognitive Perspectives (goal setting/achievement)	(Gollwitzer & Brandstätter, 1997)	
9/25	Personal Control (empowerment vs helplessness)	(Zimmerman, 1990)	
9/27	Peer Review		

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9/29	Impulse Control	(Inzlicht, Schmeichel, & Macrae, 2014)	
10/2	Impulse Control	(Bland et al., 2016)	
10/4	Rewards	(Vansteenkiste & Deci, 2003)	
10/6	Basic Emotions	(Ekman, 1992)	
10/9	One system or two?	(Storbeck & Clore, 2007)	
10/11	Biological basis	(Duncan & Barrett, 2007)	
10/13	Peer Review		
10/16	Fall Free Days - No Class		
10/18	Creating Affect	(Gross & Levenson, 1995)	
10/20	Emotion Regulation	(Koole, 2009)	
10/23	Attention	(Jefferies, Smilek, Eich, & Enns, 2008)	
10/25	Morality in Emotion	(Tangney, Stuewig, & Mashek, 2007)	
10/27	Irrationality	(Lerner, Gonzalez, Small, & Fischhoff, 2003)	Motivation Project / Presentation Due
10/30	Presentations		
11/1	Presentations		
11/3	Presentations		

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11/6	Sadness	(Lerner, Li, & Weber, 2013)	
11/8	Affect and Memory	(Talarico & Rubin, 2003)	
11/10	Affect and Language	(Lindquist, Barrett, Bliss-Moreau, & Russell, 2006)	
11/13	Peer Review		Experiential Component (Option 1)
11/15	Emotions and Decision Making	(Slovic & Peters, 2006)	
11/17	Emotions and Decision Making	(Loewenstein, 2005)	
11/20	Peer Review		
11/22	Thanksgiving - No Class		
11/24	Thanksgiving - No Class		
11/27	Happiness	(Hsee, Hastie, & Chen, 2008)	
11/29	The Future	(Gilbert & Wilson, 2007)	
12/1	Money	(D. R. Kahneman, Kruger, Schkade, Schwarz, & Stone, 2006)	Emotion Due / Presentation Due
12/4	Presentations		
12/6	Presentations		

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12/8	Presentations		
12/11-12/ 14	Finals		Reflection Paper Experiential Component (Option 2)

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### Daily Stress Journal Template

Please follow the below template for your daily journal entries.

Date: \_\_\_\_\_ Day: \_\_\_\_\_

Use the following scale and choose the best number that represents your stress level throughout the day next to each statement.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10  
 Not at all Stressed                      Moderately Stressed                      Extremely stressed

#### Identifying Stressors

\_\_\_\_\_ How stressed were you throughout the day?

\_\_\_\_\_ How stressed are you at this very moment?

\_\_\_\_\_ How stressed were you regarding your personal life?

\_\_\_\_\_ How stressed were you regarding your work (if you are employed) \_\_\_\_\_ How stressed were you regarding school?

Identify any feelings you are currently feeling (e.g., sad, mad, happy, overwhelmed)

Were you stressed about things beyond your control? Y/N Could you control any of the things that stressed you out? Y/N

Identify one stress reduction technique that you used to combat your stress; how long did you implement the technique? Did it work?

How stressed do you feel at this very moment at the end of this entry? \_\_\_\_\_