PSYC-385 – Fall 2020
Motivation, Emotion and Well-Being
(Online Version)

Dates: September 9th – December 4th 2020
Format: On-line instructional method; mainly synchronous with some asynchronous
Meeting: Tuesdays, Wednesdays, and Fridays
Time: 10:30 a.m. – 11:20 a.m.
Location: uvic.zoom.us
Website: bright.uvic.ca & teams.microsoft.com
Instructor: Frederick Grouzet, Ph.D.
Office hours: By appointment
Location: uvic.zoom.us
Tel.: 250.721.7537
E-mail: PSYC385instructor@uvic.ca

COURSE DESCRIPTION
This course aims to provide a current perspective on how psychologists study, explain and predict human motivation, emotion and well-being. The focus is mainly on contemporary theoretical, conceptual, and empirical issues regarding the psychological forces that activate, organize, and direct human behaviours, with a particular emphasis on humanist, cognitive, and social perspectives. The role of motivation and emotion for individuals’ well-being and mental health is also examined. Human diversity of backgrounds and perspectives is also acknowledged in both the content and format of the course and evaluations.

PREREQUISITES AND REGISTRATION
The pre-requisites for this course are PSYC201, and PSYC231 or PSYC260 (for more information about the prerequisites see the Important Course Policy Information at the end of this course outline). Given the demand for this course, students who do not attend the first two weeks of classes (and do not provide prompt notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration. It is the student’s responsibility to check their registration status. The last date for adding courses is September 25, 2020, and the last date for withdrawing from courses without penalty of failure is October 31st, 2020.

COURSE POLICIES AND LEARNING ENVIRONMENT
• The online course will be offered synchronous, via Zoom (https://uvic.zoom.us), requiring that everyone can interact via a web camera and a good audio. To ensure that everyone is comfortable with sharing their video and freely speaking, online sessions will NOT be recorded and students will be required to commit to not record in anyway online sessions. Students who have some concerns with sharing video, should contact the instructor as soon as possible to discuss their situation. Regular and reliable access to Internet is thus essential for completing the course. UVic has established minimum technical requirements for students to participate in online learning environments: https://www.uvic.ca/systems/status/features/min-tech-requirements.php
• The online sessions are not lectures or summaries of readings and course materials; they are syntheses and discussions of current state of knowledge including recent research findings and various applied illustrations to enhance comprehension of theories and concepts. Students are thus encouraged to first read each chapter and required readings and then actively participate in online sessions and group discussions.
• In order to maintain a good learning environment during online sessions, students are strongly encouraged to establish (as much as possible) a distraction-free environment (e.g., turn off cell phones, closing unnecessary applications on their computer, reducing background noise, etc.).
• Learning groups of up to seven students will be formed in order to engage in online sessions as a group, participate in weekly discussion forums, and create a collaborative learning environment.
• Students are expected to respect the diversity of perspectives that all students can bring to online discussions because of their background, personal experience and values, to the extend that rights, dignity and wellbeing of everyone is respected. Students’ rights for privacy and confidentiality are also respected.
• Students are expected to familiarize themselves with the Department of Psychology’s Important Course Policy Information (see at the end of this course outline).
RESPECT FOR DIVERSITY

“It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality, disability, age, socio-economic status, ethnicity, language, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.” F.G.

COMMUNICATION

- Communication between the instructor and students is mainly by emails. Students should thus regularly check their preferred email account to get the most up-to-date information.
- If students have questions or concerns about the course, they should contact the instructor by sending an email to PSYC385instructor@uvic.ca. The subject of your message should be informative and the message must be signed (i.e., name and student ID). Priority is given to questions that have not been already answered during online sessions. Questions will be answered within two working days; if the question and the answer can benefit all students, a mass email (rather than individual response) will be sent out and/or the question will be answered in class. (ps: if you do not receive an automatic reply acknowledging the reception of the email, it means that an error occurred, so you need to resend it.)
- Student should NOT use BrightSpace or Microsoft Teams to communicate with the instructor and teaching assistants outside the online sessions. The use of BrightSpace or Microsoft Teams to communicate with other students should be limited to facilitate group activities for the course.

LEARNING GOALS

- Define and understand the key theories and principles relevant to motivation and affective science.
- Use the appropriate scientific terminology to describe and discuss psychological concepts and theories.
- Critically apply psychological concepts to enhance one’s understanding of human motivation, goal pursuit, and emotions in various contexts, as well as their impact on mental health and well-being.
- Analyze and contrast key factors relevant in theories of needs, intrinsic and extrinsic motivation, mindsets, personal control beliefs, goal setting, valuing processes, self-regulation, conscious and unconscious goal pursuit, emotions and emotion regulation, and positive mental health.
- Identify new empirical contributions and integrate them to recently acquired knowledge.
- Show dedication in the learning process by active participation in-class and online discussions and autonomous development of knowledge and skills through various methods.
- Enhance awareness of and capitalize on the diversity of perspectives from people of different gender, skin color, sexuality, abilities, age, socio-economic status, ethnicity, language, and culture.

REQUIRED READINGS AND COURSE MATERIAL

- Journal articles and book chapters posted on the course website.
- Supporting documents (posted on BrightSpace) aim to guide reading, synthesis of the knowledge from readings, and online discussions.
- All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).
### EVALUATION AND GRADING POLICY

Students will be graded on their learning engagement (10%), performance on weekly learning activities (30%), and completion of projects (60%).

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Engagement</td>
<td>Continuous</td>
<td>10%</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Learning activities @ 6% (best 3 out of 9)</td>
<td>Oct. 2</td>
<td>18%</td>
</tr>
<tr>
<td>Learning activities @ 4% (best 3 out of remaining 6)</td>
<td>Nov. 13 and Dec. 4</td>
<td>12%</td>
</tr>
<tr>
<td>Learning Projects</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Selection of number and weight (see below)</td>
<td>Oct. 30 and Nov. 20</td>
<td>90%</td>
</tr>
<tr>
<td>Project proposals</td>
<td>Oct. 30 and Nov. 20</td>
<td>90%</td>
</tr>
<tr>
<td>Final Submissions</td>
<td>Nov. 13 and Dec. 4</td>
<td>90%</td>
</tr>
</tbody>
</table>

The final letter grade in the course will be based on total percent score as shown below. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade will be rounded to 90.

#### Learning Engagement (10%)

Students’ learning engagement will be assessed through completion of a self-presentation video and surveys, participation to online sessions, contributions to learning groups and forums, and positive contribution to learning environment. Detailed grading criteria are available on the course website.

#### Learning Activities (30%)

Students will be offered nine learning activities to summarize what was learned in the text and discussed in online sessions, tie up loose ends, engage with new material not presented in class, and think about issues that go beyond online discussion. The activities may also involve watching videos and reflecting on personal observations to consolidate learning. Each week, the activity instructions/questions are posted on the course website by Monday 12pm, then students are invited to discuss it within their learning groups via online forum until Friday 12pm. The Friday online sessions could also be dedicated to group conversation. The activity must then be completed individually without the help of anybody and submitted by Sunday 11pm. If no activity is submitted by the deadline or if the activity is incomplete (missing an answer), a zero will be assigned. No extension will be allowed for any reason, so students are encouraged to submit their responses in advance. However, to accommodate students who may experience difficulties or obstacles (and unable to submit a complete activity by the deadline) and allow students to make errors (receiving a low grade), the three lowest marks (incl. missing activities) will be removed to assign a final mark. In addition, the marks on the best three activities will be weighted more than other three (i.e., 6% vs. 4%).

#### Learning Projects (60%)

Students can choose to show their understanding and abilities to apply and synthesize the course material through various projects. Students can choose to complete between 1 and 3 projects on motivation (Parts II & III) and between 1 and 3 projects on emotion/well-being (Parts IV & V). Students can also choose among six types of projects: (1) an essay/term paper, (2) a creative work (e.g., painting, drawing, video, song/poem, children book), (3) an art-focused analysis (e.g., analysis of movies, tv series, songs), (4) a board/video game, (5) a documentary (video or audio), or (6) an intervention program. While options 4 and 5 can be completed individually or in groups of 2-3 students, an intervention program requires a group of 4-5 students (groups will be formed by the instructor). Finally, students can choose how to distribute the 60% across the 2-6 activities (min. of 10% for any project). The deadline to make decisions on number of projects, type of projects, and weighting distribution is October 2nd @ 12:00 pm; no changes can be made after this date; failing to submit decisions will result in a zero on the learning projects. Students should submit a proposal before submitting the final product and no later than Oct. 30 (for Motivation projects) and Nov. 20 (for Emotion projects). The final projects could be submitted at any time after Oct. 2nd but no later than Nov. 13 (for Motivation projects) and Dec. 4 (for Emotion projects). Detailed instructions and grading criteria are available on the course website.
**Bonus credits (2%)**: Students can gain bonus credits by reviewing either (1) ongoing research (as participant in studies conducted in the Department of Psychology for the equivalent of 2h of participation or 4 SONA credits, which will be translated into 2% (if a complete report is submitted), or (2) published works in a specific topic. 

*Important*: It’s unethical to coerce someone to participate in a study, so selecting option #1 should be voluntary.

**Class Schedule**
The following schedule should be viewed as a flexible guide and adjustments will likely be necessary. Chapter numbers refer to the 7th edition of Reeve’s text and are only indicative; additional required readings and exact references are available on the course website.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Content</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 9 &amp; 11</td>
<td><strong>PART I – INTRODUCTION</strong>&lt;br&gt;Practical information, class community</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Sep. 15-18</td>
<td><strong>PART I – INTRODUCTION</strong>&lt;br&gt;Definitions and basic principles, Needs and cognitions</td>
<td>Chap. 1 (and other sections)</td>
<td></td>
</tr>
<tr>
<td>Sep. 22-25</td>
<td><strong>PART II – NEEDS</strong>&lt;br&gt;Intrinsic vs. extrinsic motivation&lt;br&gt;Need for autonomy, internalization, &amp; integration</td>
<td>Chap. 5-6</td>
<td>Learning Activity #1</td>
</tr>
<tr>
<td>Sep. 29–Oct. 2</td>
<td><strong>PART II – NEEDS</strong>&lt;br&gt;Support of autonomy, benefits, and reasons for supporting autonomy</td>
<td>Chap. 6 &amp; 17</td>
<td>Learning Activity #2</td>
</tr>
<tr>
<td>Oct. 6-9</td>
<td><strong>PART II – NEEDS</strong>&lt;br&gt;Needs for competence and achievement, personal control beliefs, and growth/fixed mindset</td>
<td>Chap. 6-7, 9-10 &amp; 17</td>
<td>Learning Activity #3</td>
</tr>
<tr>
<td>Oct. 13-14</td>
<td><strong>PART II – NEEDS</strong>&lt;br&gt;Needs for relatedness, affiliation, &amp; intimacy.</td>
<td>Chap. 6-7</td>
<td>Learning Activity #4</td>
</tr>
<tr>
<td>Oct. 16</td>
<td><strong>Preparing Learning Projects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 20-23</td>
<td><strong>PART III – COGNITIONS</strong>&lt;br&gt;Goals and goal setting</td>
<td>Chap. 8 &amp; 11</td>
<td>Learning Activity #5</td>
</tr>
<tr>
<td>Oct. 27-30</td>
<td><strong>PART III – COGNITIONS</strong>&lt;br&gt;Goal striving and self-regulation</td>
<td>Chap. 8</td>
<td>Learning Activity #6</td>
</tr>
<tr>
<td>Nov. 3-6</td>
<td><strong>PART IV – EMOTIONS</strong>&lt;br&gt;Nature of emotion, cognitive, social, and cultural aspects; basic and self-conscious emotions</td>
<td>Chap. 12-14</td>
<td>Learning Activity #7</td>
</tr>
<tr>
<td>Nov. 9-11</td>
<td><strong>Reading Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 13</td>
<td><strong>Sharing Learning Projects on Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 17-20</td>
<td><strong>PART IV – EMOTIONS</strong>&lt;br&gt;Emotion regulation</td>
<td>Chap. 12-14</td>
<td>Learning Activity #8</td>
</tr>
<tr>
<td>Nov. 24-27</td>
<td><strong>PART V – MENTAL HEALTH AND WELL-BEING</strong>&lt;br&gt;Hedonic and eudaimonic views of well-being, self-actualization and actualizing</td>
<td>Chap. 15 &amp; 17</td>
<td>Learning Activity #9</td>
</tr>
<tr>
<td>Dec. 1-4</td>
<td><strong>Sharing Learning Projects on Emotions</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2020.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- What to do if you miss the final exam scheduled during the last day of classes

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2020.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson's office: https://uvicombudsperson.ca/tips/plagiarism/
   The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/