



## PSYC-385 – Spring 2022 Motivation, Emotion and Well-Being

<b>Dates:</b>	January 10 <sup>th</sup> – April 6 <sup>th</sup> 2022	<b>Instructor:</b>	Frederick Grouzet, Ph.D.
<b>Format:</b>	On-line/face-to-face – synchronous	<b>Office hours:</b>	Sign-up ( <i>see links on BrightSpace</i> )
<b>Meeting</b>	Tuesday, Wednesday, & Friday	<b>Tel.:</b>	250.721.7537
<b>Time:</b>	10:30 a.m. – 11:20 a.m.	<b>E-mail:</b>	<a href="mailto:PSYC385instructor@uvic.ca">PSYC385instructor@uvic.ca</a>
<b>Location:</b>	<a href="https://uvic.zoom.us">uvic.zoom.us</a> & DTB-A104	<b>Websites:</b>	<a href="http://bright.uvic.ca/d2l/home/156069">bright.uvic.ca/d2l/home/156069</a> <a href="https://teams.microsoft.com">teams.microsoft.com</a>

*We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

### 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 humanistic, cognitive, and social perspectives. The role of motivation and emotion for individuals' well-being and mental health is also examined. While basic principles in motivation and emotion are identified, human diversity of backgrounds and perspectives is 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 each class of the first week (and do not provide prompt notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration and waitlist. It is the student's responsibility to check their registration status. **The last date for adding courses is January 26, 2022. The last date for withdrawing with 100% reduction of fees is January 30, 2022, and without penalty of failure is February 28, 2022.**

### COURSE POLICIES AND LEARNING ENVIRONMENT

- The class 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 **read textbook chapters and required readings**, and then **actively participate in class discussions and group discussions**.
- The course is offered **synchronous**, via Zoom (<https://uvic.zoom.us>) and face-to-face (starting Jan. 25<sup>th</sup>). To protect everyone's privacy and ensure that everyone is comfortable with sharing their video when on Zoom and freely speaking during class discussions, **class sessions are NOT recorded and students are committed to NOT record in anyway class sessions**. *The course is designed (i.e., Learning Groups and livestreaming; see below) to ensure that students who have to miss a class session can do it without missing learning opportunities.*
- **Learning groups** of up to seven students will be formed in order to engage in class sessions as a group, participate in discussion forums, and create a collaborative and supportive learning environment. These learning groups will also provide a source of support for students who will miss a class session.
- The focus of class sessions on **Tuesdays and Wednesdays** will be on class discussions (on zoom, in person, or both with **livestreaming**) while **Fridays'** class will be dedicated to Learning Groups' meetings and works.
- Students are strongly encouraged to establish a **distraction-free environment** (e.g., turn off cell phones, closing unnecessary applications on their computer, reducing background noise, etc.) during class sessions.
- Students are expected to **respect the diversity of perspectives** that all students can bring to the class because of their cultural background, personal experience and values, to the extend that rights, dignity and wellbeing of everyone is respected. Students' rights for privacy and confidentiality should also be 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*) and [Standards for Professional Behaviour for students in Tri-Faculty courses](#).

**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. It is the student’s responsibility to ensure that their current email address is listed on MyPage (<http://uvic.ca/mypage>).
- If students have questions or concerns about the course, they should contact the instructor by sending an email to [PSYC385instructor@uvic.ca](mailto:PSYC385instructor@uvic.ca). The subject of your message should be informative and the message must be signed (i.e., name and student ID). Questions will be answered within 24h during weekdays; if the question and the answer can benefit all students, an email message to all students 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. The use of BrightSpace or Microsoft Teams to communicate with other students should be limited to facilitate group activities for the course.
- The instructor is **available for consultation** during weekdays at specific timeslots. Students who would like to meet with instructor need to register to available zoom meetings (*links on BrightSpace*).

**LEARNING GOALS**

- **Understand** the key theories and principles relevant to motivation and affective science.
- **Analyze** and **contrast** key factors relevant in theories of needs, intrinsic motivation, autonomous and controlled forms of extrinsic motivation, mindsets, personal control beliefs, goal setting, valuing processes, self-regulation, unconscious goal pursuit, emotions and emotion regulation, and positive mental health.
- **Use the appropriate scientific terminology** to describe and discuss psychological concepts and theories.
- **Identify** new empirical contributions and critically **integrate** them to recently acquired knowledge.
- **Critically and creatively apply** psychological concepts to enhance one’s understanding of human motivation, goal pursuit, self-regulation, and emotions in various contexts, as well as their impact on well-being.
- **Engage in active learning** by participating to online discussions and by the autonomous development of knowledge and skills through various methods (*see Course Website for more information on active learning*).
- **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.
- **Translating and mobilizing knowledge** to engage into concrete actions and interventions to enhance learning experience and well-being of oneself (*see also Be Well section below*) and others.

**REQUIRED READINGS AND COURSE MATERIAL**

- [\*Understanding Motivation and Emotion \(7<sup>th</sup> edition\)\* by J. Reeve \(2018, Wiley\)](#).
- Journal articles and book chapters posted on BrightSpace.
- 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 this class. Trying to give, sell, receive or seek copies of unauthorized materials hinders students’ learning, is unfair to classmates and seriously undermines the instructor’s course objectives. 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 **learning activities** and associated forum discussions (30%), and completion of **learning projects** (60%).

<u>Evaluation</u>	<u>Date</u>	<u>Percentage of Grade</u>
<b>Learning Engagement</b>	<i>Continuous</i>	<b>10%</b>
<b>Learning Activities</b> ( <i>incl. Forums</i> )	<i>See BrightSpace</i>	<b>30%</b>
<b>Learning Projects</b>	<i>Feb. 18, Mar. 18, April 8</i>	<b>60%</b>
		<b>100%</b>

The final letter grade in the course will be based on total percent score as shown above. 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, the grade will be rounded to 90.

**Learning Engagement:** Students' learning engagement will be assessed through completion of a self-presentation video and surveys, participation to class sessions, contributions to learning groups (e.g., on MS Teams), and positive contribution to learning environment. *Detailed grading criteria are available on BrightSpace. Students who cannot attend a class due to illness are asked to notify the instructor immediately.*

**Learning Activities:** Students will be offered 11 learning activities to summarize what was learned in the text and discussed during class sessions, tie up loose ends, engage with new material not discussed, and think about issues that go beyond class discussions. After engaging with the material, students are invited to post responses (aka "Thread") to discussion forums and then reply to threads posted by all other students in their group (aka "Replies") with the objective to enhance group members' understanding of the topic. Both the quality of the "Threads" and the "Replies" will be marked. Submission of the "Threads" early enough to allow other students to respond (i.e., by a specific deadline) is part of the grading criteria, and the absence of "Thread" by the forum's closing date will be assigned a zero. "Replies" are required before closing date, and only to "Threads" posted by the deadline (replies to a late "Thread" is optional). Submission deadlines for the "Threads" and closing dates for the forums will be indicated on BrightSpace. ***Because of the interdependence of the "Threads" and "Replies", no extension can be allowed for any reason.*** In order to accommodate students who may be ill or experience difficulties, and allow students to make errors, only the six highest marks (out of 11) will be use to assign a grade (5% each). *Detailed grading criteria are available on BrightSpace.*

**Learning Projects:** Students are invited to show their understanding and abilities to apply the course material through two or three learning projects synthesizing concepts covered in Part II (Needs), Part III (Cognitions), and/or Parts IV-V (Emotions/Well-being). Students can choose among seven types of projects: (1) a review paper, (2) a creative artwork (e.g., painting, drawing, mosaic, song, poem, children book, etc.), (3) an infographic, (4) a fiction analysis (i.e., analysis of a series of movies or TV series), (5) a board/video game, (6) a (video or audio) documentary, or (7) an intervention. While options 5 and 6 can be completed individually or in groups of 2-3 students, an intervention requires a group of 3-4 students (groups will be formed by the instructor). Students need to complete at least two different types of projects.

Students should submit a **project proposal** (for approval and feedback) no later than 1 pm on January 28 (for Part II projects), March 4 (for Part III projects), and March 25 (for Parts IV-V projects). *Late submissions can only be accepted until 48h before the due date for the final project but students may not receive feedback. The quality and completeness of a proposal submitted on time will be worth 10% of the project's grade.*

The **final projects** should be submitted no later than 6 pm on February 18 (for Part II project), March 18 (for Part III project), and April 8 (for Parts IV-V project). *Late submission (with proper justification and previous approval by the instructor) will be accepted only until feedback is provided to other students.* However, to accommodate students who may experience difficulties or obstacles and allow students to make errors (receiving a low grade on a project), only the best two projects (and associated proposals) will contribute to the final grade. *Detailed instructions and grading criteria are available on BrightSpace.*

**Bonus credits (3%):** 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 3h of participation or 6 SONA credits, which will be translated into 3% (if a complete report is submitted), or (2) published works on a specific topic. *[Important: It is unethical to coerce someone to participate in a study, so selecting Option #1 should be voluntary.]*

### **LEARNING SUPPORT**

Learning, including activities used for evaluations, should be an enjoyable and personal-growth experience. While the course is designed to foster this positive learning experience, it does not occur in isolation from other academic activities and life in general. Students are thus invited to take care of themselves and do their best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. Students are also encouraged to get all the support that it is offered to them, in the context of this course (i.e., instructor and learning groups; see above) and at UVic in general. *All of us benefit from support during times of struggle. You are not alone.*

**The UVic Wellness Centre** offer free professional, confidential, inclusive support to currently registered UVic students. They offer a variety of services to support students' mental, physical and spiritual health. *You can make a same-day or pre-booked appointment with a counsellor, nurse, physician, or spiritual care provider.* <https://www.uvic.ca/student-wellness/>

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

The **Centre for Accessible Learning** staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://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. <https://www.uvic.ca/services/indigenous/students/programming/elders/>

The **University of Victoria Students' Society (UVSS)** is a social justice based non-profit run by students, for students and is entirely separate from UVic. *As an undergrad student, you are already a member!* They work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. They fund clubs and course unions, and have several advocacy groups. They also have a Food Bank and Free Store, a Peer Support Centre, and run students' health and dental plan. *They are here to support you, so reach out to them at [uvss.ca](http://uvss.ca)!*

**Social Life, Friends, & Community at UVic:** Having a supportive 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>

**Sexualized Violence Prevention and Response at UVic:** UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). *If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out the EQHR, Sedgewick C119 (Phone: 250.721.8021; Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca))*

**CLASS SCHEDULE**

The following schedule should be viewed as a flexible guide and adjustments will likely be necessary. Chapter numbers refer to the 7<sup>th</sup> edition of Reeve’s textbook and are only indicative; additional required readings and specific references are available on reading guidelines (*see Course Website*).

In general, the focus of class sessions on Tuesdays and Wednesdays will be on class discussions (on zoom, in person, or both with livestreaming) while Fridays’ class will be dedicated to Learning Groups’ meetings and works. A more specific schedule for a typical week and for the Learning Projects can be found on BrightSpace.

Dates	Content	Readings	Activities
Jan. 11-14	PART I – INTRODUCTION <ul style="list-style-type: none"> <li>Practical information, class community</li> <li>Learning through inquiries and group discussions</li> <li>Learning through projects</li> </ul>	<i>Documents posted on BrightSpace</i>	
Jan. 18-21	PART I – INTRODUCTION <ul style="list-style-type: none"> <li>Lay theories and everyday understanding of motivation and how to motivate others</li> <li>Definitions and basic principles</li> <li>Needs, cognitions, and emotions</li> </ul>	Chap. 1-2 <i>(and other chap. sections)</i>	Learning Activity #1
Jan. 25 – Feb. 4	PART II – NEEDS <ul style="list-style-type: none"> <li>Intrinsic vs. extrinsic motivation</li> <li>Need for autonomy, internalization, and integration</li> <li>Support of autonomy, benefits, and reasons for supporting autonomy</li> </ul>	Chap. 5-6 <i>(+ readings posted on BrightSpace)</i>	Learning Activities #2-3 Project Proposal #1
Feb. 8-11	PART II – NEEDS <ul style="list-style-type: none"> <li>Needs for competence vs. achievement</li> <li>Needs for relatedness vs. affiliation/intimacy</li> </ul>	Chap. 6-7 <i>(+ readings posted on BrightSpace)</i>	Learning Activities #4-5
Feb. 15-18	PART III – COGNITIONS <ul style="list-style-type: none"> <li>Personal control beliefs</li> <li>Growth/fixed mindset</li> </ul>	Chap. 9-10 <i>(+ readings posted on BrightSpace)</i>	Learning Activity #6 Learning Project #1
Feb. 21-25	<b>READING BREAK – NO CLASS</b>		
March 1-11	PART III – COGNITIONS <ul style="list-style-type: none"> <li>Goals, goal setting, and valuing processes</li> <li>Goal striving and self-regulation</li> </ul>	Chap. 8 & 11 <i>(+ readings posted on BrightSpace)</i>	Learning Activities #7-8 Project Proposal #2
March 15-25	PART IV – EMOTIONS <ul style="list-style-type: none"> <li>Nature of emotion</li> <li>Cognitive, social, and cultural aspects</li> <li>Basic, self-conscious, and complex emotions</li> <li>Emotion regulation</li> </ul>	Chap. 12-14 <i>(+ readings posted on BrightSpace)</i>	Learning Activities #9-10 Learning Project #2 Project Proposal #3
March 29 – April 1	PART V – WELL-BEING <ul style="list-style-type: none"> <li>Hedonic and eudaimonic views of well-being</li> <li>Self-actualization and actualizing</li> <li>Positive psychology</li> </ul>	Chap. 15 <i>(+ readings posted on BrightSpace)</i>	Learning Activity #11
April 5-6	SYNTHESIS <ul style="list-style-type: none"> <li>Synthesis and conclusion</li> </ul>		Learning Project #3
April 11-14	LEARNING PROJECT PUBLIC EXHIBITION ( <i>Optional</i> )		

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2022**

***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 January 2022.

***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 formal exam period***

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 formal exam period***

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](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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 2021.

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

**Other useful resources on Plagiarism and Cheating include:**

1. 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)