

# PSYC 385 – Spring 2021

## Motivation, Emotion, and Well-Being

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**Dates:** January 11<sup>th</sup> – April 12<sup>th</sup>, 2021  
**Class Times:** Tuesdays, Wednesdays, and Fridays (9:30am – 10:20am)  
**Instructor:** Myles A. Maillet ([maillet.teach@uvic.ca](mailto:maillet.teach@uvic.ca))  
**Location:** Online ([uvic.zoom.us](https://uvic.zoom.us))  
**Website:** [bright.uvic.ca](https://bright.uvic.ca) & [teams.microsoft.com](https://teams.microsoft.com)

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### 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.

### Pre-Requisites 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 miss two or more classes during the first two weeks (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 January 22<sup>nd</sup>, 2021, and the last date for withdrawing from courses without penalty of failure is February 28<sup>th</sup>, 2021.**

### Online Course Format:

Course material will be presented in 3 sections through online discussions, discussion forums, and learning projects. The course will be offered synchronously, via zoom, requiring that everyone can interact through a web camera and audio. Regular and reliable internet access 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>).

To ensure that everyone is comfortable sharing their video and freely speaking, **online sessions will NOT be recorded and students will be required to commit to not recording them in any way.** Students who have concerns about sharing their video should contact the instructor as soon as possible to discuss their situation.

The online sessions are not lectures or summaries of the readings and course materials; instead, they are syntheses and discussions of the current state of knowledge on course concepts, including recent research findings and applied illustrations to enhance comprehension of theories and concepts. Therefore, students are expected to read the required readings prior to classes each week to ensure they can participate.

Learning groups of up to seven students will be formed to engage in online group discussions, participate in weekly discussion forums, and to create a collaborative learning environment.

### **Required Readings:**

- [Understanding Motivation and Emotion](#) (7th Edition) by J. Reeve (2018, Wiley)
- Journal articles, book chapters, brief articles, and videos posted on the course website.

*All course content and materials are made available to students 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).*

### **Course Policies:**

- This course outline contains general information about the course objectives, evaluation, and schedule. It is the student's responsibility to regularly check the course website for any updates. Students are also expected to familiarize themselves with the Department of Psychology's Important Course Policy Information (attached at the end of this document).
- Students are expected to attend online sessions and actively participate in group discussions. This is the best way to synthesize and integrate what you learn from the required readings, and to clarify any confusions you may have about course concepts.
- Students are expected to respect the diversity of perspectives that all students bring to online discussions because of their background, personal experience, and values. Students' rights for privacy and confidentiality are also respected.
- 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.

### **Communication:**

- If you have any questions or concerns about the course, you can raise these at the beginning of class. Questions about the class activities and submission deadlines will be answered then.
- Communication between instructor and student is primarily through email. If students have questions or concerns about the course, they should contact the instructor by sending an email to [maillet.teach@uvic.ca](mailto:maillet.teach@uvic.ca). The subject of your message should be informative and the message must be signed (i.e., name and student ID). Priority will be given to questions that have not already been answered during online sessions. If the response to your question can benefit other students, you may not receive a direct reply, but instead the instructor may send an email to all students with the information.
- Students should NOT use BrightSpace or Microsoft Teams to communicate with the instructor or teaching assistants outside the online sessions. The use of BrightSpace and Microsoft Teams to communicate with other students should be limited to facilitate group activities for the course.

### **Learning Goals:**

- **Define and understand** key theories and principles relevant to motivation and affective science.
- **Use appropriate scientific terminology** to describe and discuss psychological concepts/theories.
- **Critically apply** psychological concepts to enhance 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 discussion and autonomous development of knowledge and skills through various methods.
- **Enhance awareness** of the diversity of perspectives from people of different gender, skin color, sexuality, abilities, age, socio-economic status, ethnicity, language, and culture.

### **Evaluation and Grading Policy:**

Students will be graded on their Learning Engagement (28%), and completion of three Learning Projects (22% each, plus a proposal for each project worth 2%). Each of the Learning Projects will focus on a specific section of the course.

**Learning Engagement:** Students' learning engagement will be assessed through contributions to online discussion forums (28%). Each week, a discussion question will be posted on the course webpage, and you will be invited to write a brief (~200 word) response to the question using course concepts and your own experience. Then, you will gain access to other students' responses to the question, and will be invited to read, reflect, and respond to them. There will be 10 discussion forums throughout the course, and your best 8 of them will count towards your grade. Detailed grading criteria will be posted on the course website.

**Learning Projects:** Students can choose to show their understanding and abilities to apply and synthesize the course material through various learning projects. There will be one research project for each of the three sections of the course, each worth 22% of a student's final grade. Prior to each Learning Project, students will be asked to submit a proposal outlining their plan for the Project (worth 2%).

Students can choose among five types of projects: (1) an essay/term paper, (2) a creative work (e.g., painting, drawing, video, song, poem, short story, board game, etc.), (3) an art-focused analysis (e.g., analysis of movies, TV series, songs, etc.), or (4) a documentary/podcast. Option 4 (documentary/podcast) can be completed in groups of 2-3 students, which will be determined by the instructor based on students' interests. Each student must select Option 1 (essay/term paper) for at least one of the three course sections, but can select any combination of the options for the other two course sections.

The deadline to make decisions on the types of projects you will complete is January 29<sup>th</sup> at 5:00pm. No changes can be made after this date. If a student does not submit their decisions, the instructor will assume all three learning projects will correspond to Option 1 (essay/term paper). Students will also be invited to submit a proposal for each project before submitting the final product, and the instructor will provide feedback and guidance as necessary.

Late submissions of learning projects will receive a 10% penalty per day, and will not be accepted if submitted more than 5 days after the submission deadline. Late proposals will not be accepted after the submission deadline. Details regarding criteria and submission dates for the learning projects will be posted on the course webpage.

**Research Participation/Review (Bonus):** Students will also be expected to either (1) participate in ongoing research studies and complete a brief report about their experience, or (2) review published research on a specific topic. For the first option, students can participate in research studies as a participant in Department of Psychology for the equivalent of 2 hours of participation, or 2 SONA credits, and complete a brief report about their experience as a participant and the aims of the study. Or, students can review published research on a specific topic and complete a brief analysis and report. The Research Participation/Review contributes 2% bonus towards a student's grade, and details for both options will be posted on the course webpage.

**Tentative Schedule: (see the course webpage for any updates or changes)**

<i>Wk.</i>	<i>Dates</i>	<i>Topics</i>	<i>Textbook Readings</i>
1	Jan. 11 - 15	Course introduction and Class Community; Learning Projects; Definitions and Basic Principles	Chapter 1
2	Jan. 18 - 22	Needs and Cognitions; Intrinsic vs. Extrinsic Motivation	Chapters 5 and 6
<b><i>PART I – NEEDS AND MOTIVATION</i></b>			
3	Jan. 25 – 29	Need for Autonomy, Internalization, and Integration; Supporting Other's Autonomy	Chapters 5, 6, & 17
4	Feb. 1 – 5	Needs for Competence and Achievement; Personal Control Beliefs; Growth and Fixed Mindsets	Chapters 6, 7, 9, & 10
5	Feb. 8 – 12	Needs for Relatedness, Affiliation, and Intimacy; Deprivation and Social Rejection	Chapters 6 & 7
-	Feb. 15 – 19	<i>Reading break (no scheduled classes)</i>	-
<b><i>PART II – GOALS AND COGNITIONS</i></b>			
6	Feb. 22 – 26	Goals and Goal Setting; Valuing Processes and the Self	Chapters 8, 9, & 11
7	Mar. 1 – 5	Goal Striving, Self-Control, and Self-Regulation	Chapter 11
8	Mar. 8 – 12	Implementation Intentions and Automatic Goals; Mindfulness; Goal Persistence and Disengagement	Chapters 8 & 16
<b><i>PART III – EMOTIONS AND WELL-BEING</i></b>			
9	Mar. 15 – 19	Nature of Emotions; Cognitive, Social, and Cultural Aspects	Chapter 12 & 13
10	Mar. 22 – 26	Basic, Complex, and Self-Conscious Emotions; Emotion Regulation	Chapter 12, 13 & 14
11	Mar. 29 – Apr. 2	Affective Forecasting; Hedonic and Eudaimonic View of Well-Being	Chapter 15
12	Apr. 5 – 9	Self-Actualization and Actualizing Tendency	Chapter 15

*Note.* See the course webpage for due dates regarding the Project Proposals, Learning Projects, and Research Participation/Review. Textbook readings are a rough guide to the readings that will be assigned for each week. Specifically, pages within each specified chapter will be assigned, in addition to journal articles, book chapters, brief articles, and/or videos, which will be posted on the course webpage.

# 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/](http://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/](http://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/](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.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://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/](http://www.uvic.ca/mentalhealth/undergraduate/)

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

**Important Course Policy Information**  
**Spring 2021**

***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 2021.

***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 January 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)