Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
Syllabus

Psychology of Motivation
Autumn 2021 – Online

Course Description:

Welcome to the Psychology of Motivation (and Emotion). We will examine the psychological factors that are thought to be the source of, and influence on, motivation. Motivation is a “slippery” concept, defined in myriad ways. We will survey different theories of motivation both conscious and nonconscious. In the spirit of critical thinking, I hope we all leave the course with more questions than answers and a more mindful approach to understanding our own motivations and emotions and how they affect us and our relationships with others.

This (the first Autumn ever) semester:

We will be exploring our very own Dr. Reiss and the 16 basic motivations he describes in his book, Who Am I. Not only can we honor a dedicated Buckeye’s important contribution to Psychology, we can perhaps make our course more applicable to our own personal endeavors.

Significant changes have been made to the course consistent with the shift to online presentation. Expect reduced emphasis on exams and increased emphasis on homework/projects.

Course Learning Outcomes

1. Upon completion of this course, students will demonstrate the ability to:
2. Compare and contrast theoretical approaches to understanding and explaining the role of motivation in psychology as a science and as applied to everyday life.
3. Analyze events in everyday life utilizing the principles of and research in psychology viewed through the explanatory “lens” of motivation/emotion.
4. Differentiate drive, need, motive, motivation and emotion.
5. Identify and describe processes associated with initiating and inhibiting action in ourselves and others.
6. Apply conditioning and motivation techniques to behavior modification.
7. Describe means of applying psychological principles to the motivations and emotions that underlie personal communications and relationships.
8. Apply specific psychological information to your technology or career choice and success.

Course Materials and Technologies
Textbooks:

Required:

Recommended:

Other fees or requirements
None

How this Course Works:

Mode of delivery:

- 100% online delivery.
- There are many opportunities for synchronous and asynchronous interaction with instructional staff, Dr. mark, and each other
- All synchronous sessions will be held on Tuesdays from 11:30am to 12:30pm. These will be recorded and made available asynchronously.
- Synchronous sessions will include discussion and activities designed to enrich your understanding of the topics and prepare you for weekly assignments, papers, and quizzes.
- The Expanded Schedule describes all synchronous and asynchronous work
- The most reliable schedule information is located on Carmen on the “Schedules” page.

Pace of online activities: This course is divided into weekly modules that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- There are 3 due dates each week depending on the type of assignment:
  - Saturday, Sunday, and Monday all at 11:59pm
- A Course Flow:
  - Monday-Tuesday: watch video lectures and read designated chapter in book
  - Wednesday: If the discussion board requires post and response, initial post is due.
  - Wednesday: Thursday: Meet with team members virtually to work on assignments.
  - Wednesday, Thursday, and Friday: Attend office hours as desired
  - Tuesday: Attend Weekly Zoom session at 11:30m. Optionally, review asynchronous recording of Zoom session.
- Saturday- Complete Discussion Board
- Sunday – Submit assignments via Carmen @ 11:59pm.
- Monday- Take online quiz by 11:59pm. There are 5 quizzes in all – see quiz schedule

**Grading and Faculty Response**

**Point Breakdown:**

<table>
<thead>
<tr>
<th>Assignment category</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers (2)</td>
<td>45</td>
</tr>
<tr>
<td>Discussion Boards (3)</td>
<td>30</td>
</tr>
<tr>
<td>Homework Assignments (8)</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
</tr>
</tbody>
</table>

*See course schedule below for due dates. Please be advised that there may be modifications to the number of assignments, the point totals, and due dates. I would like it all to 'be a solid', but based on Spring semester's experience with COVID mandated online presentation of the course and the uncertainty of AU21, we best anticipate the need to be a bit flexible...*

**Course schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Lecture</th>
<th>Lectures</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Introductory Stuff</td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Motivation in Historical Perspective</td>
<td>HW1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>The Motivated and Emotional Brain</td>
<td>DB 1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>4</td>
<td>Physiological Needs</td>
<td>HW2</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>5</td>
<td>Extrinsic vs Intrinsic Motivation</td>
<td>Paper 1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>6</td>
<td>Psychological Needs</td>
<td>HW3</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>7</td>
<td>Social Needs</td>
<td>HW4</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>8</td>
<td>Goal Setting and Goal Striving</td>
<td>HW5</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>--------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>9</td>
<td>Personal Control Beliefs</td>
<td>DB 2</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>10</td>
<td>The Self and Its Strivings</td>
<td>HW6</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>10.1</td>
<td>Who Am I?</td>
<td>Paper 2</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>11</td>
<td>The Nature of Emotions</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>12</td>
<td>The Aspects of Emotions</td>
<td>HW7</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>13</td>
<td>Personality Characteristics</td>
<td>HW8</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>14</td>
<td>Freudian Unconscious</td>
<td>None</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>15</td>
<td>Growth Motivation and Positive Psychology</td>
<td>DB 3</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>16</td>
<td>Conclusion</td>
<td>None</td>
</tr>
</tbody>
</table>

This table is a decent guide, but the ultimate authority on due dates are the assignment descriptions themselves. Assignment deadlines, guidelines, etc are all located in the 'modules' for each assignment. Assignment descriptions will also make clear whether it is a team assignment or an individual assignment.

**Late Assignments**

- Late submissions will be accepted with up to a 10% late fee.
- Please refer to Carmen for due dates.

**Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-
All assignment points will be recorded in Carmen's grade book. If after two weeks you do not see points for an assignment you have turned in, please let me know!

*Please do not rely on the Carmen gradebook to give you an accurate representation of your grade -- I sure don't. There is no substitute for doing the math: points earned/points possible = percentage. I download points from Carmen at the end of the course and make percentage calculations in Excel.*

**Descriptions of example major course assignments**

**Description**: Paper 1 - Exploration and Application of Extrinsic/Intrinsic Motivation Principles

Cleary describe/explain each regulatory style and it associated motivational level.

Then describe a motivated intervention, that is the way that you would motivate an individual to do a task (if it makes sense to differentiate desirable vs undesirable tasks, please do so). Then explain how you would motivate the person to do the task(s).

Do this again for the second selection.

Incorporate in your paper a discussion of (at least):

- Motivational style/type
- Regulatory style
- Level of self determination
- External contingency at stake (if applicable)
- Pros and cons implied by your motivational approach.

I think a page for each of the regulatory styles should be sufficient. Do not exceed three typed double-spaced pages.

What is important:

A cohesive treatment of each, effectively integrating the above points into a meaningful motivational strategy with an enlightened explanation of pros and/or cons.

Support your assertions. The text and lectures should supply you with the wherewithal to do that!

**Academic integrity and collaboration:**
This is an individual assignment, and it is expected that one’s paper will represent one’s own work.

This is an individual assignment, and it is expected that one’s paper will represent one’s own work.

**Description:** Discussion Board 1 - Motivated Incrementing

Let’s borrow an effective strategy from Social Psychologists: incrementing.

Perhaps the best known example of incrementing used to shape behavior was the systematic creation of anti-Semitism in Nazi Germany. A step at a time, beginning with simply speaking badly about the Jews, ordinary men and women were convinced to kill 6 million Jewish people. Thus while it might seem impossible to get people from point A to point Z, if we move folks a point at a time, we increase the probability of getting to Z.

In this case we see that motivation was incremented (or if you are a behaviorist, “shaped”) from resistance to participation.

1. Pick one of the places where motivation is an issue for you—that it is difficult for you to get yourself to do? (The starting point)
2. Identify the opposite situation (target).
3. Then, 3 potential steps that would lead from the starting point to the target point.
4. Now that you have three steps, what might be an obstacle to each step being completed?
5. Now develop a step by step behavioral plan to overcome each of those three obstacles so that you move from the existing motivational challenge to desired motivated accomplishment.
6. Identify a personality trait that might be a potential source challenge/pitfall. Note it on the DB and expect to discuss it in a future DB!
7. Finally, read a classmate’s post. Provide them one “caution” to their plan and follow it up with an awesome and specific suggestion to help them succeed!

Example: Behavior: Failing to donate money to charity. Target: Donating money to charity

**Academic integrity and collaboration:** Your initial DB post is expected to be your own, to be original. As to response, it too should be original. Discussion about course concepts with peers is ok, and seeking clarification of original posts is allowed.

**Description:** Homework 6 – Analyzing Motivational Components of an Emotion

For this HW assignment, please pick an emotion:
Then describe the feelings, bodily arousal state, sense of purpose and social expressive elements of the emotion selected. You may use sadness or another emotion of your choice.

Use this format for your answers:

Emotion selected:

Then complete these four components from the diagram for that emotion.

1. Feelings (example for each of the three points)
2. Bodily arousal/reaction (example for each of the three points)
3. Sense of purpose (example for each of the two points)
4. Social Expressive (example of each of the three points)

**Academic integrity and collaboration:** You may discuss all pieces of the assignments and materials with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 14 days.
- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university.

**Other course policies**

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
• **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

• **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

• **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

• **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Cravens-Brown

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**Zoom/Videoconferencing Guidelines**

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

• **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

• **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

• **Participation:** At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to
share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Cravens-Brown.

**Academic integrity policy**

See *[Descriptions of major course assignments]*, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**Ohio State’s academic integrity policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic
misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (osu.edu/cardinal-rules)

Additional Academic Integrity Policies specific to this course this semester:

- Most group homework assignments require filling out a “who did what” table. Putting someone’s name next to a portion of work they did not actually do is academic misconduct.
- Quizzes are open book and open note only. They are not ‘open internet’. Use of websites such as Chegg during quizzes is not allowed.
- Quizzes are to be done independently, please do not work with anyone, nor seek anyone’s advice or answers while taking your quiz.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.
Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability
Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (osu.edu/zoom-accessibility)
- Collaborative course tools

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- Office hours and live sessions: OPTIONAL
  All live, scheduled events for the course, including my office hours, are optional. There
are many opportunities for synchronous and asynchronous interaction with instructional staff, Dr. mark, and each other.

- **Participating in team meetings**: 2+ TIMES PER WEEK
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## Course technology

### Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help(hours)](http://ocio.osu.edu/help), and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [osu.edu/help](http://osu.edu/help)
- **Phone**: 614-688-4357 (HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743

### Technology Skills Needed for this Course

- Basic computer and web-browsing skills
- Navigating Carmen ([osu.edu/canvasstudent](http://osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([osu.edu/zoom-meetings](http://osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([osu.edu/video-assignment-guide](http://osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([osu.edu/video-assignment-guide](http://osu.edu/video-assignment-guide))

### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [osu.edu/office365help](http://osu.edu/office365help).
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

## Carmen Access
You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.