

PSY 3330: Motivation [In-Person]

[CRN: 14402] 4 credits, Winter 2022

Class Time: MWF 8:00 – 9:07 am**Classroom:** Pawley Hall, Room 306**INSTRUCTOR INFORMATION****Name.** Jenna Lunge (I invite you to call me Instructor Lunge)**Student Hours** (AKA Office Hours). MW, 9:30 – 10:30 am via Zoom, or by appointment. Please notify me during class or via email if you plan to attend Student Hours.**You can reach me** at jmlunge@oakland.edu. I will respond as quickly as possible, but within 48 business hours (i.e., M-F from 9 am – 5 pm). Although I may respond during nonbusiness hours, you should generally expect that I will not respond to emails during evenings or over the weekend. Similarly, I will not expect you to respond to me during nonbusiness hours.*(Sólheimajökull glacier, Þjóðvegur, Iceland)*

Hi, I am Instructor Lunge! I am PhD candidate in the Department of Psychology and I have been teaching since 2018. I've developed a variety of courses: Introduction to Psychology, Research Design in Psychology, Psychology of Human Sexuality, Biological Psychology, and Motivation. My research focuses are psychoneuroimmunology and endocrinology; I investigate the influences of hormones and the immune system on psychology and behavior. I have 2 cats (Beau + Klondike) and 2 dogs (Laila + Rey), and a proclivity for reading nonfiction. I look forward to developing a safe and engaging learning community with you. My teaching goal is to create a challenging but fair course. Please chat with me regularly as we go through the semester; My goal for you is to feel comfortable and confident as we move through this content!

Protecting Students, Faculty, and Campus: Important COVID-19 Information. Class will begin in an online format and is *expected* to return in-person January 18. [Return to Campus](#) is the main webpage for the most up-to-date information related to OU's policies and approaches. The [Academic Experiences page](#) provides guidance on the format of courses offered and what they mean for students.

DAILY HEALTH SCREENING. All faculty, students and staff are required to complete the [daily health screening](#), regardless of vaccination status, before they will be allowed on campus. I will be taking attendance to facilitate contact-tracing, as requested by the University.

MASK MANDATE. ALL students, faculty, staff, and guests (regardless of vaccination status) must wear face coverings that cover the nose and the mouth in all buildings, indoor public spaces and classrooms (exceptions must be approved by the Dean of Students). Should this requirement lift, I reserve the right to insist that my students continue to wear masks while in the classroom. I reserve the right to cancel class if a student, after being asked, refuses to properly wear a mask. Any noncompliant behavior will be reported to the Dean of Students and Psychology Department Chair. I am unwilling to compromise the health and safety of our community. In the event of a COVID-related switch to permanent online learning, this course will be taught via synchronous live stream that can be accessed via Moodle.

COURSE INFORMATION

Course Description. Principal theories of motivation. Examination of needs, cognition, and social aspects. Includes a critical review of research and application of these theories to behavior.

Prerequisites: PSY 2500 and WRT 1060 (or equivalent) with a grade of C or higher.

This course satisfies the university general education requirement for a writing intensive course in general education or the major, not both.

Required Course Materials.

Deckers, L. (2018). Motivation: Biological, Psychological, and Environmental, 5th edition

ISBN: 781138036338

Additional supplemental readings will be required and can be downloaded on Moodle.

Microsoft Office 365 Free for OU Students. OU provides [access](#) to a suite of Office 365 cloud products as well as download and install of the full Office Productivity Suite, including Word, Excel, PowerPoint, OneNote, and more. The software can be made available on up to 5 personal devices.

Technical Assistance. For technical issues (e.g., Moodle, Microsoft Word) that you cannot resolve on your own, please contact the eLearning and Instructional Support office, not me. eLIS can be reached by phone at (248) 805-1625, or you may submit a [help ticket](#).

OUTCOMES AND OBJECTIVES

General Education Student Learning Outcomes.

(Writing Intensive): At least one third (1/3) of the overall course grade is based on written assignments.

On completion of this course the student will demonstrate:

1. Knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.
2. Effective rhetorical strategies appropriate to the topic, audience, context, and purpose.
3. Critical inquiry, including gathering, interpreting, and evaluation information appropriate to the area of study.

GRADES

Grade Calculation.

Syllabus Quiz	5%
Writing Intensive Paper (3-parts)	25%
Journal Article Responses (5)	25%
Quizzes (6)	45%
<i>Extra Credit</i>	<i>Up to 5%</i>

- **Syllabus Quiz (5%).** The first assignment available to you on Moodle will be the Syllabus Quiz. Before completing the Syllabus Quiz, you need to read the syllabus. You must pass the Syllabus Quiz with 100% to access the upcoming course content. You have unlimited attempts at the Syllabus Quiz. I strongly recommend completing this before the first day of class, but this is not required.

- **Writing Intensive Paper (3-parts = 25%).** You will complete a written paper throughout the semester. Rather than a traditional essay-type paper, I want you to show off what you've learned in a creative format that best reflects your interests, your knowledge, and your skills. Think outside of the box! We will chat about what major themes your paper should address and will work together to identify creative ways to demonstrate your knowledge and how your papers will be evaluated (i.e., develop the rubric). You may write about any aspect of Motivation psychology that you find interesting. Based on the writing-intensive course requirements, these must be at least 500 words. *Submissions must be turned in via Moodle by 11:59 pm on the due date (see Course Schedule).*
 - **Topic Proposal (5%).** You will identify the topic or theme of your writing intensive paper and the form of writing (e.g., literature review, poem, Wiki article) that you intend to create. Specific guidelines will be posted to Moodle. This must be submitted to Moodle by the deadline for evaluation and feedback, which will be provided within 2 weeks of submission.
 - **Rough Draft (10%).** You will submit a completed rough draft to Moodle for evaluation and feedback. Specific guidelines will be developed together in class and will be posted to Moodle. I will provide feedback within 2 weeks of submission.
 - **Final Paper (10%).** You will submit a final paper that addresses the feedback received from your draft. Specific guidelines based on the rubric developed in class will be posted to Moodle.
- **Journal Article Responses (25%).** Each assignment will have 3+ peer-reviewed articles posted to Moodle and you will select 1 of these articles to read and dissect. You will complete the Journal Article Response document (see Moodle). I highly recommend choosing your article early and completing your response well before the deadline. Early submissions are encouraged! *Responses are due to Moodle at 11:59 pm on the last Friday before a quiz (except your final quiz).*
- **Quizzes (45%).** 6 quizzes will be given over the course of the semester (roughly every 2-3 weeks) emphasizing material covered in lecture. Quizzes are not cumulative. Quizzes are timed (1 hour), consist of multiple choice and short answer questions, and will be completed *online via Moodle* and not within the classroom. You are not required to use a virtual proctoring service (e.g., ProctorU), however anti-dishonesty software is embedded within Moodle. *Quizzes open Sundays at 8 am and close Mondays at 11:59 pm. Quizzes are not completed during the allotted in-person class time.*
- **Extra Credit (up to 5%).** You can earn up to 5% extra credit toward your final grade by completing up to 5 additional Journal Article Responses. Each additional completed response can grant you 1% extra credit, not exceeding 5%. Additional extra credit opportunities may be announced & posted to Moodle. *Additional responses must be submitted by the regular unit due date.*

Grading.

GRADE ENTERED INTO OU SYSTEM	PERCENTAGE RANGE (CLASS PERFORMANCE)	GPA POINTS ON TRANSCRIPT
A	93 – 100%	4.0
A-	90 – 92%	3.7
B+	87 – 89%	3.3
B	83 – 86%	3.0
B-	80 – 82%	2.7
C+	77 – 79%	2.3

C	73 – 76%	2.0
C-	70 – 72%	1.7
D+	67 – 69%	1.3
D	60-66%	1.0
F	≤59%	0.0

The percentages for your course grade are rounded to the nearest whole number based on the number in the hundredth position. For example, 89.46% is equal to 89% and receives an OU grade of B+. This letter grade will appear on your transcript and be converted to 3.3 for calculation of GPA on your transcript.

STANDARD OU POLICIES

Academic Misconduct. The University's regulations that relate to academic misconduct will be fully enforced. Any student suspected of cheating and/or plagiarism will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of academic misconduct in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Students found guilty of academic misconduct by the Academic Conduct Committee may face suspension or permanent dismissal. The full policy on academic misconduct can be found in OU's [Academic Conduct Regulations](#). Following are some examples of academic misconduct:

- **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments, or other forms of misconduct on exams.
- **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
- **Falsifying records** or providing misinformation regarding one's credentials.
- **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

Behavioral Code of Conduct. Appropriate behavior is required in class and on campus.

Disrespectful, disruptive, and dangerous behavior are not conducive to a positive learning environment and may result in consequences. See the [Student Code of Conduct](#) for details.

Accommodation and Special Considerations. Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please give me a letter from Disability Support Services as soon as possible (for exam accommodations provide your letter at least one week prior to the exam) so that I can prepare accordingly. DSS determines accommodations based on documented disabilities.

Excused Absence Policy. [OU Excused Absence Policy](#) applies to any student participating in a University Sponsored Event as an official representative of Oakland University (e.g., academic, artistic, athletic, and scholarly endeavors approved by the Provost or designee). For responsibilities and procedures see [Academic Policies and Procedures](#), which includes other considerations such as Bereavement Leave. See “Attendance” below for additional policies from Instructor Lunge.

Policies on Diversity and Inclusion. Oakland University is an inclusive and diverse community that respects the rights, viewpoints, and lifestyles of all of our community members. We strive to maintain a learning and working environment free from discrimination and harassment on any basis and to create an environment where students feel respected and included. Discrimination is differential treatment, or unfair treatment, towards an individual or group, because of one’s identity. Harassment includes actions that create an offensive, demeaning, intimidating or hostile environment. Students experiencing or witnessing discrimination from a fellow student can reach out to the professor for resolving the matter. If students prefer not to reach out to their professor or are experiencing discrimination not related to a class, reach out to your academic adviser or the Dean of Students. If you are experiencing discrimination from a faculty or staff member, you can contact the Dean of Students Office directly at (248) 370-3352.

1. **Religious Observances.** If religious observances interfere with class sessions, discuss these concerns with me in order to plan ahead. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.
2. **OU’s Preferred Name Policy** ensures a student’s university records can use a name that reflects the student’s identity (abbreviated name, name change, etc.). When you go to [MySail](#), just above My Courses and Grades you will see "Display or edit your personal information," which allows you to edit your preferred first name. If you identify with a name or pronoun different from class records, please let me know. For more name change options and information, visit the [Name Services page](#).

Add/Drops. University policy officially gives you the responsibility to add and drop courses. Put in your calendar [deadline dates for dropping courses](#) (even if you think it won’t be necessary), and consult the [Drop, Withdraw, Repeat Guide](#) to make a well-informed decision before dropping a course.

Additional Student Support. These offices are available to provide additional support:

- [Center for Multicultural Initiatives](#) (CMI)
- [Gender and Sexuality Center](#) (GSC)
- [Disability Support Services](#) (DSS)
- [Veteran Support Services](#) (VSS)
- [Oakland University Counseling Center](#) (OUCC)

COURSE SPECIFIC POLICIES

Attendance. Your attendance is an expectation of your registration in this course. Although attendance will not be officially calculated into your grade, frequent absences do not benefit your academic career. In light of the continued pandemic and COVID-19-related safety, I will offer a lot of flexibility with attendance for in-person class. If you must miss class for any reason, please contact me ASAP. You are not required to divulge traumatic or personal information to receive an excused absence, but I do need to hear from you that you will not be making it to class. If I don’t hear from you, your absence is

considered unexcused. **I will provide lecture recordings and/or PowerPoints to students who request them *only if the student attended class or if the student has an approved absence.*** I reserve the right to not provide lecture recordings or PowerPoints to students who are frequently absent without just cause. Class begins promptly at 8:00 am – please be on time. If you do arrive to class late, please enter quietly to avoid disrupting the entire class.

Make-Up/Late Policies. Quizzes are open over 2 days (Sunday and Monday) to align with various possible scenarios of student availability. If a student cannot complete their quiz within the quiz window, make-ups will only be offered for serious extenuating circumstances (i.e., vacations and routine appointments do not qualify). If you are missing a quiz for an approved reason (e.g., illness, family emergency, university event), you must notify me *prior* to missing the quiz, if possible, or no later than 24 hours after (for emergencies). Virtually proctored make-ups will be scheduled with me during office hours, if possible. **If you are not available during office hours, please provide upcoming times you are available to complete the make-up in your initial email to me.**

Assignments are due via Moodle, not in-person during class, to allow for maximum flexibility in submission timing. Please consider submitting early if your schedule allows you to. You are granted a total of 2 “flex days” throughout the semester that can be used for late submissions of writing assignments (i.e., Journal Article Responses, Writing Intensive Project). These cannot be used for quizzes. These days can both be used on the same assignment, or they can be split between 2 different assignments (i.e., 1 day late, each). Assignments are considered late immediately after the deadline and flex days cannot be broken down into partial days. In other words, if your assignment is due Friday at 11:59 pm and you submit Saturday at 12:05 am, you have still used 1 flex day. If you submit Sunday at 12:05 am, you have used 2 flex days. If you submit any time *after* Sunday at 11:59 pm, the assignment will receive a 0. If you need to submit an assignment late (within 1 or 2 days, if you have eligible flex days), you will still submit the assignment to Moodle and I will automatically allocate the flex day(s) without penalty. Once you use both flex days, all deadlines are final and late assignments are not accepted except in extreme extenuating circumstances with documentation.

Courtesy & Professional Etiquette. The use of electronic devices during in-person lecture is strongly discouraged. Research has shown that taking notes on a laptop, rather than by hand, reduces information processing and inhibits learning (e.g., Mueller et al., 2014). If you do choose to use a laptop, please sit towards the back of the classroom as to not distract those behind you. Please do not talk amongst yourselves during class time. Disruptive behavior will be addressed by (1) an indirect announcement, (2) a direct announcement, (3) a request to leave the classroom, and (4) a call to Campus Police to have the student removed from the classroom. The classroom is a professional setting. Interactions between instructors and students (including via email) must reflect that. All emails should be from your OU email address, include the course you are enrolled in, and your name. I will treat all my students with respect and professionalism, and I expect the same in return.

Plagiarism is using someone else’s ideas or work as your own. Proper citation in APA 7 style is a requirement of this course. Copying and pasting words from someone else’s work is plagiarism, even if it is cited. Any use of quotation and paraphrasing must be referenced properly. Students committing plagiarism will be subject to disciplinary action. University resources are available for additional assistance with research or writing (the Writing Center), and the APA manual includes information about plagiarism. **Do not plagiarize any portion of your written assignments.** I encourage you to complete the

OU library tutorial [Academic Integrity in Research & Writing](#). Please talk with me if you would like additional assistance.

Departmental Policy for Resolution of Academic-Related Student Concerns. The student has an obligation to attempt to resolve all academic-related concerns with the instructor. If a suitable solution cannot be reached, then the student should consult the [Department of Psychology Procedure for the Resolution of Student Academic-Related Concerns](#).

Parental Accommodations. If you are a primary caregiver and are unable to find childcare please know that your baby or child is welcome in my classroom. I do not want you to miss class due to not having childcare. Be aware that some content may be inappropriate for older children.

Anything else you would like to speak to me about? Let me know! I want you to get the most value out of this class as possible and I will be as accommodating as possible to ensure you do!

COURSE SCHEDULE

Week	Date	Topic	Required Reading	Important Notes
1	Jan. 5	Course Introduction + Syllabus	Syllabus	
	Jan. 7	Introduction to Motivation and Emotion	Ch 1	Syllabus Quiz Due
2	Jan. 10	The History of Motivation and Emotion	Ch 2	
	Jan. 12			
	Jan. 14	Evolutionary Antecedents of Motivation	Ch 3	
3	Jan. 17	Martin Luther King, Jr. Day – No Class		
	Jan. 19			
	Jan. 21			Journal Response 1 Due
4	Jan. 24	Addictions and Addictive Behaviors	Ch 4	Quiz 1 (Ch 1, 2, 3) Due
	Jan. 26			
	Jan. 28			
5	Jan. 31	Homeostasis: Temperature, Thirst, Hunger, and Eating	Ch 5	
	Feb. 2			
	Feb. 4	Rubric & Outline Creation: Writing Intensive Paper		Journal Response 2 Due
6	Feb. 7	Behavior, Arousal, and Affective Valence	Ch 6	Quiz 2 (Ch 4, 5) Due
	Feb. 9			
	Feb. 11			Topic Proposal Due
7	Feb. 14	Stress, Coping, and Health	Ch 7	
	Feb. 16			

	Feb. 18			Journal Response 3 Due
8	Feb. 21	Psychological Needs and Motives	Ch 8	Quiz 3 (Ch 6, 7) Due
	Feb. 23			
	Feb. 25			
9	Feb. 28	Winter Recess – No Class		
	Mar. 2			
	Mar. 4			
10	Mar. 7	Psychological Needs and Motives	Ch 8	
	Mar. 9			
	Mar. 11			Journal Response 4 + Writing Intensive Paper Draft Due
11	Mar. 14	Personality and Motivation	Ch 9	Quiz 4 (Ch 7R, 8) Due
	Mar. 16			
	Mar. 18			
12	Mar. 21	Extrinsic and Intrinsic Motivation	Ch 10	
	Mar. 23			
	Mar. 25			
13	Mar. 28		Ch 11	
	Mar. 30			
	Apr. 1	Goal Motivation (just part 1)		Journal Response 5 Due
14	Apr. 4	Intensive Paper: Workday (Bring Updated Draft)		Quiz 5 (Ch 9, 10, P1 of Ch11) Due
	Apr. 6		Ch 12	
	Apr. 8			
15	Apr. 11	Economics of Motivation		
	Apr. 13		Ch 13	
	Apr. 15			
16	Apr. 18	Emotions and Moods (maybe? something else?)		Final Paper Due
	Apr. 25	Final Quiz		Quiz 6 (Ch 11, 12, maybe 13?) Due

***I am constantly striving to improve my courses and adjust the content based on the pace of the class. As such, this schedule is subject to change at any time during the semester. I will not move the dates of any due dates or quizzes, however.**