

COURSE SYLLABUS

Introduction. As an upper-division elective in the Psychology major (and in other, related majors), the overriding goal of the course is similar to that of electives throughout the undergraduate curriculum: to promote deeper, richer, more complex understanding of behavior, in this case, motivated behavior. If the course is successful, then you should find yourself thinking, talking, and writing about behavior in ways more and more like those of psychologists who study motivational phenomena closely. Questions such as “Where does behavior come from?” “What causes a person to do one thing rather than another?” and “How can I become more motivated or help others to become more motivated?” are all fair game for the course.

The course is organized by the Team-based Learning format. Each class member will join a Team. Final grades will be based on individual performance as well as Team performance.

The individual- and Team-based goals of the course include:

- To expose you to a wide range of topics, issues, theories, and research findings within the psychology of motivation;
- To enable you to make sense of diverse theories and findings so as to categorize and apply them systematically and insightfully;
- To engage you in thoughtful analysis of the connections between what you read and study and what you have encountered in your own life experiences;
- To encourage a quality of thinking and understanding (through reading, conversing, and writing) that will point you in productive directions for the remainder of your undergraduate career and for life after college.

Your first assignment is to study this syllabus thoroughly. You should become conversant with it. Failure to do so could jeopardize your performance in the course.

How Will You Achieve the Goals? During the semester, you will encounter a variety of activities designed to help you learn: studying and conversing about the textbook and other assigned reading, classroom conversation, Readiness Assessments, Application Activities, films, Application Essays, and essay exams. However, it is your active and thoughtful involvement in these activities that will ultimately tell how much you get out of the course. You should learn to leverage the resources of the Team to the mutual advantage of each member—by meeting outside of the regularly scheduled class meetings to study, quiz each other, and prepare for the assessments and exams.

The course will require substantial work. Learning more effective ways of thinking and expressing your thinking necessarily takes a fair amount of time and effort. They are practiced skills. Each aspect of the course has been designed to strengthen your understanding of motivation, but you will need to decide where to invest extra effort in order to achieve your own goals.

Textbook and Readings. The following textbook is required for the course:

Deckers, L. (2010). *Motivation: Biological, psychological, and environmental*, 3rd ed. Boston: Allyn and Bacon.

I also recommend that you have the following text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

In addition, the following readings will be provided at the Blackboard Web site for the course:

- Ainslie, G. (2005). Précis of *Breakdown of Will*. *Behavioral and Brain Sciences*, 28, 635-650.
- Lea, S. E. G., & Webley, P. (2006). Money as tool, money as drug: The biological psychology of a strong incentive. *Behavioral and Brain Sciences*, 29, 161-176.
- Sunstein, C. R. (2005). Moral heuristics. *Behavioral and Brain Sciences*, 28(4), 531-542.
- Wegner, D. M. (2004). Précis of *The illusion of conscious will*. *Behavioral and Brain Sciences*, 27(5), 649-659.

Class Meetings. The class meetings are an opportunity for you to engage in conversation about the subject matter found in the textbook and other assigned reading and to share your thinking about what you read there. In addition, the agendas for the meetings will include Readiness Assessments, Application Activities, and films. Each Team will have assignments during the semester to provide a set of 3 questions based on the film or the reading assignment. The questions will be featured in the Q/A sessions (see Course Calendar). The questions should be related to the assigned reading and should focus on topics found there that are potentially confusing. As your Team authors its questions, strive to avoid those that merely ask students to recall or recognize the content of the textbook. Strive for questions that go beyond what is given there so that the questions are more thought-provoking and not just recitative. The questions should be presented on a single PowerPoint slide. Each Team should submit its questions by e-mail to Jonathan Rogers prior to the class meeting when the Q/A session will occur. One Team will be selected randomly to present their slide at the outset of the Q/A session. The collection of questions that Jonathan Rogers will maintain may be a useful aid for assessment and exam preparations.

Readiness Assessments and Application Activities. The Readiness Assessments and Application Activities will be based on the assigned reading for the class meeting at which they occur. Each Readiness Assessment will have an individual and a Team component. They will consist of multiple-choice items. The Application Activities will require the Team to develop a brief written response and submit it by e-mail to me before the end of the class meeting.

There are no makeup opportunities for the Readiness Assessments and Application Activities. But should you miss one or more, you will have the opportunity at semester's end to inform me of the reasons for your absence. I will consider them in assigning final grades.

Application Essays. During the semester we will view four films during class meetings: "Fitzcarraldo," "Babette's Feast," "Rashomon," and "The Straight Story." During a film or after viewing it, you should identify one very specific concept from the assigned reading to that point in the semester that, to your thinking, makes direct contact with the film, that is, a concept that is directly illustrated by the film. It will be to your advantage to select a single concept that can be narrowly defined, rather than a larger, more general concept. Then you should produce a one-page, double-spaced essay that states the connection you have made between concept and film. Be specific, and accurate, about those connections. In addition to describing the relevant scene(s), character(s), etc., in the film in sufficient detail, you should also be precise in your description of the concept you are linking to the film. Be sure to use the conventions of the *Publication Manual of the APA* in your essay. Finally, you should be strong in drawing the connections between concept and film. The deadlines for the essays appear in the Course Calendar. The essay should be turned in at the beginning of the class meeting when it is due. Failure to meet the deadline will result in the loss of 10% of the original score for each day the essay is late.

Exams. The Mid-semester and Final Examinations will consist of a pair of essay items. For the Final Exam, a list of candidate items will be posted in advance of the exam. One of the items that appear

in the list will be included in the exam; the other item will be new. You may use your textbook and notes when preparing your responses and may also work with one other member of the class, if you choose to. There will be a 400-word limit for each response. The opportunity to make up the Mid-semester Exam will only be available if you have notified me in advance of your absence. University policy prohibits administering the Final Examination prior to the scheduled date and time. Please do not ask to take it early, as the policy prevents me from doing so.

Peer Evaluations. At the end of the semester each student will divide a certain number of points between the other Team members according to the quality of that persons' contribution to the Team's performance during the semester. [The total number of points = (no. of team members -1) X 10]. The only stipulation is that the same number of points cannot be assigned to each Team member (that is, at least one score of 9 and one score of 11 must be assigned, with no score exceeding 15 points). This will be your only formal opportunity to honestly and accurately recognize the quality of the other Team members' contributions during the semester.

The Final Grade. Points toward the final grade will allocated as follows:

Individual Readiness Assessments (4 @ 25 pts. each)	100 points
Team Readiness Assessments (4 @ 25 pts. each)	100
Application Activities (4 @ 50 points each)	200
Application Essays (4 @ 30 points each)	120
Exams (Mid-semester, 40 points; Final, 80 points)	120
Peer Evaluation	<u>100</u>
Total	740 points

Final grades will be assigned according to weightings that will be determined by the class during the semester. The categories to be assigned weights are:

- Individual Performance (Individual Readiness Assessments, Application Essays, Exams)
- Team Performance (Team Readiness Assessments, Application Activities)
- Peer Evaluation

The three weightings will add up to 100%. Each must be at least 20%. None can exceed 50%. The weightings that are decided on by the class as a whole will be applied to the total scores in each of the three categories to produce an overall 100-point scale. Final grades will be assigned according to the distribution of scores on that scale. It is assumed, but not guaranteed, that the majority of final grades will be higher than C.

The Course Calendar

Date	Agenda	Reading and Other Assignments
2 September	Overview and Introduction; begin <i>Fitzcarraldo</i>	
9 September	Conversation about the syllabus; Team formation; watch remainder of <i>Fitzcarraldo</i>	Course Syllabus
16 September	<i>Fitzcarraldo</i> Q/A (3 questions); Textbook Q/A (3 questions); Readiness Assessment 1	Chaps. 1-3 in Deckers
23 September	Wegner Article Q/A; Application Activity 1	Wegner article
30 September	Watch <i>Babette's Feast</i>	Application Essay 1 due

7 October	<i>Babette's Feast</i> Q/A; Textbook Q/A; Readiness Assessment 2	Chaps. 4-6 in Deckers
14 October	Ainslie Article Q/A; Application Activity 2	Ainslie article; Mid-semester Exam posted
21 October	Watch <i>Rashomon</i>	Mid-semester Exam due
28 October	<i>Rashomon</i> Q/A; Textbook Q/A; Readiness Assessment 3; Final Grade Weightings discussed	Chaps. 7-9 in Deckers; Application Essay 2 due
4 November	Lea and Webley Article Q/A; Final Grade Weightings decided; Application Activity 3	Lea and Webley article
11 November	Watch <i>The Straight Story</i>	
18 November	<i>The Straight Story</i> Q/A; Textbook Q/A; Readiness Assessment 4	Chaps. 10-12 in Deckers; Application Essay 3 due
2 December	Sunstein article Q/A; Application Activity 4	Sunstein article
9 December	Concluding conversation	Application Essay 4 due
16 December	Final Examination, 5:45-7:45 p.m.	

The Instructional Staff. I am professor of psychology in the department of psychology. My office is 1074 SWKT. I'll be there on Mondays and Thursdays from 12 to 12:50 p.m. (unless I am out of town) or by appointment at other times. You can reach me by voice-mail at 422-8939 and by e-mail at harold_miller@byu.edu. Jonathan Rogers is the Graduate Teaching Assistant. His consultation hours and contact information will be posted at the Blackboard Web site for the course.

Additional Important Matter. Enrollment in 300-level courses in the undergraduate psychology curriculum beyond Psychology 304 is contingent on prior completion of Psychology 101, Psychology 111, Psychology 210, Psychology 301, Psychology 302, and Psychology 304. You may only enroll in this course if you have completed these prerequisite courses, are concurrently enrolled in Psychology 304, or have my approval otherwise.

Department of Psychology Expected Student Learning Outcomes for Majors

The objectives of the department's undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline's primary professional body. Graduates with a B.S. degree in psychology will:

- (1) Be able to demonstrate that they understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.
- (2) Be able to use computers and other research-related technology to competently collect, access, and manage information, communication, and other purposes.
- (3) Be able to express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.
- (4) Be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology.

University Policies

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be your own work** and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

H1N1 Flu Policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

A Final Note. Please do your best to work fairly and productively and, I hope, enjoyably with others in your Team. Don't hesitate to contact Jonathan Rogers or me at any point for clarification of course requirements, for help in understanding the reading, for help with your assignments, or for encouragement otherwise. We are committed to enlarging your understanding of the subject matter of the course and will be diligent to that end.

Hal Miller