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, and 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 and divided into four installments. Each class member will belong to 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:

● Expose you to a wide range of topics, issues, theories, and research findings within the psychology of motivation;
● Enable you to make sense of diverse theories and findings so as to categorize and apply them systematically and insightfully;
● Engage you in thoughtful analysis of the connections between what you read and study, and what you have encountered in your own life experiences; and
● Encourage a quality of thinking and understanding (through reading, conversing, writing, and the Team experience) 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, Research Manuscripts, 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:

Boston, MA: Allyn and Bacon.

I also recommend that you have the following text as a companion to your preparation of written work:

In addition, the following Supplementary Readings will be provided at the Learning Suite Web site for the course:


**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 will include films, Readiness Assessments, and Application Activities. In advance of each scheduled conversation (see the Course Calendar), you should prepare a question related to the assigned reading and that you are prepared to share as part of the in-class conversation. Avoid questions that are merely recitative of the content of the textbook. Strive for questions that go beyond what is given there so that the questions are more thought-provoking. With each exam, you may submit a sampler of your questions for bonus points.

**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 25 multiple-choice items. The Application Activities will require the Team to develop a brief written response and submit it by e-mail to me by the deadlines.

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. An End-of-Semester Considerations Form will be distributed at the last class meeting for that purpose. I will consider the completed forms in assigning final grades.

**Application Essays.** During the semester we will view four films during class meetings: Fitzcarraldo (German), Babette’s Feast (Danish), Rashomon (Japanese), and The Straight Story (American). Each film provides the centerpiece for an installment of the course. Each installment consists of assigned readings, Readiness Assessments, Application Activities, Application Essays, and Research Manuscripts. For the Application Essays, you should identify one very specific concept from the assigned Supplementary Reading associated with the film that, to your thinking, makes direct contact with it, that is, a specific 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 (no more than 400 words), 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 brief but 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. Failure to meet the deadline will result in the loss of 10% of the original score for each day the essay is late.
**Research Manuscripts.** Each Team will also author a Research Manuscript as part of each installment. The manuscript will be submitted in initial and final drafts (except for Research Manuscript 4). You should prepare the manuscripts using the format for manuscripts described in the Publication Manual of the American Psychological Association, 6th ed.

The Research Manuscripts should report the data produced by the class in response to an experiment included at the APA’s Online Psychology Laboratory (OPL) Web site. The manuscripts should be typewritten (double-spaced) and should include tabular or graphical presentation (or both) of the pertinent data. The deadlines for completing participation and for submission of the two drafts are found in the Course Calendar. The drafts are due by e-mail to me on those dates before midnight. There will be a penalty for late submission of the drafts—20% of the final score per day of lateness. Manuscripts will typically average 7-10 pages in length, including the title page, reference page, tables, and figures. A rubric for evaluation of the manuscripts will be provided at the Learning Suite Web site.

**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, the supplementary readings, and your notes when preparing your responses. 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 (and if you have elected to respond to the exam on your own). 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 person’s 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Individual Readiness Assessments (4 @ 25 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Team Readiness Assessments (4 @ 25 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Application Activities (4 @ 50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Application Essays (4 @ 50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Research Manuscripts (4 @ 70 points each)</td>
<td>280</td>
</tr>
<tr>
<td>Exams (Mid-semester, 40 points; Final, 80 points)</td>
<td>120</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1100</strong></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Reading and Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Jan</td>
<td>Overview and Introduction; Team formation; view <em>Fitzcarraldo</em></td>
<td>Course syllabus</td>
</tr>
<tr>
<td>23 Jan</td>
<td>View remainder of <em>Fitzcarraldo</em>; conversation about <em>Fitzcarraldo</em> and the assigned reading; Readiness Assessment 1</td>
<td>Chapters 1-3 in Deckers; complete participation in Research Study 1 before midnight on Saturday, 26 Jan</td>
</tr>
<tr>
<td>30 Jan</td>
<td>Conversation about the Lea and Webley article; Application Activity 1</td>
<td>Lea and Webley article; e-mail the Team’s response to Application Activity 1 before midnight on Thursday, 31 Jan; e-mail initial draft of Research Manuscript 1 before midnight on Saturday, 2 Feb</td>
</tr>
<tr>
<td>6 Feb</td>
<td>View <em>Babette’s Feast</em>; conversation about <em>Babette’s Feast</em> and the assigned reading</td>
<td>Chaps. 4-6 in Deckers; e-mail Application Essay 1 before midnight on Saturday, 9 Feb</td>
</tr>
<tr>
<td>13 Feb</td>
<td>Readiness Assessment 2; conversation about the Ainslie article; Application Activity 2</td>
<td>Ainslie article; e-mail the Team’s response to Application Activity 2 before midnight on Saturday, 16 Feb; e-mail final draft of Research Manuscript 1 before midnight on Saturday, 16 Feb; complete participation in Research Study 2 before midnight on Saturday, 16 Feb</td>
</tr>
<tr>
<td>20 Feb</td>
<td>No class meeting</td>
<td>Mid-semester Exam posted; email initial draft of Research Manuscript 2 before midnight on Saturday, 23 Feb</td>
</tr>
<tr>
<td>27 Feb</td>
<td>No class meeting</td>
<td>E-mail responses to Mid-semester Exam before midnight on Saturday, 2 Mar</td>
</tr>
<tr>
<td>6 Mar</td>
<td>View <em>Rashomon</em></td>
<td>E-mail final draft of Research Manuscript 2 before midnight on Saturday, 9 Mar; complete participation in Research Study 3 before midnight on Saturday, 9 Mar</td>
</tr>
<tr>
<td>13 Mar</td>
<td>Conversation about <em>Rashomon</em> and the assigned reading; Readiness Assessment 3; Proposed Final Grade Weightings discussed</td>
<td>Chaps. 7-9 in Deckers</td>
</tr>
<tr>
<td>20 Mar</td>
<td>Conversation about the Wegner article; Application Activity 3</td>
<td>Wegner article; e-mail the Team’s response to Application Activity 3 before midnight on Thursday, 21 Mar; e-mail initial draft of Research Manuscript 3 before midnight on Saturday, 23 Mar</td>
</tr>
<tr>
<td>27 Mar</td>
<td>View <em>The Straight Story</em></td>
<td>Complete participation in Research</td>
</tr>
</tbody>
</table>
The Instructor. I am a professor of psychology in the department of psychology. My scholarly interests lie in the experimental analysis of behavior, behavioral economics, self-control and altruism, radical behaviorism, and education reform. My office is 1074 SWKT. I'll be there on Thursdays and Fridays 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.

I welcome suggestions for improving the course and encourage you to call errors in the syllabus to my attention.

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.

Department of Psychology Expected Student Learning Outcomes for Psych 365
• Students will compare and contrast a wide range of theories and research findings within the subdiscipline of the psychology of motivation.

• Students will categorize and apply theories and concepts to specific fictional characters and settings in film.

• Students will analyze connections between the subject matter and one’s own experience of motivation.

**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.

**About You**

The following excerpt from a recently-published article (Twenge, 2013) describes the general characteristics of contemporary college students in Generation Me. As the semester unfolds, I will be interested in whether the sample you represent validates the author’s findings.

These studies have consistently found significant generational differences, especially in attitudes and traits connected to individualism. Recent generations of young people are higher in self-esteem, agentic traits, assertiveness, and high expectations for the future (Gentile et al., 2010; Reynolds, Stewart, Sischo, & MacDonald, 2006; Twenge, 1997, 2001; Twenge, Campbell, & Gentile, 2012b). Narcissistic personality traits are also higher in more recent generations across four data sets (Stewart & Bernhardt, 2010; Twenge & Foster, 2010). One data set that originally showed no change in narcissism (Trzesniewski, Donnellan, & Robins, 2008) demonstrated a significant increase once a confounding variable was controlled (Twenge & Foster, 2010).

Perhaps most relevant for the classroom, entering college students are increasingly likely to believe they are above average in attributes such as academic ability, writing ability, intellectual self-confidence, and drive to
achieve (Twenge et al., 2012b). These increases are not due to changes in actual ability, as objective measures such as standardized test scores have either remained stable or decreased over time. The increases are also not due to greater effort, as recent high school and college students report studying for fewer hours than their predecessors. One reason for students’ inflated self-perceptions might lie in the more subjective feedback they receive in the form of grades: Twice as many high school students in 2010 (vs. 1976) graduated with an A average. This also means that high school students have been given better grades for doing less work.

This generation also has unrealistically high expectations. Twice as many high school seniors in 2000 (vs. 1976) said they planned to earn a graduate degree; by 2000, fully half of high school seniors aimed for graduate education, and this rose to 59% by 2010. The number of people who actually earned graduate degrees, however, remained about 9% (Reynolds et al., 2006). The number of students who expected to work in a “professional” job also increased, with 75% of high school seniors expecting to work in such a job by the age of 30. Reynolds, Stewart, Sischo, and MacDonald (2006) concluded that recent generations had become too ambitious, with many setting goals that might not be right for them. Data on college students suggest the same: Three of four expect to earn an advanced degree, many more than actually will.

Young people are also increasingly optimistic about how they will perform in the future. In 1975, only one of three high school students predicted they would be a “very good” spouse or parent (the top choice offered), but by 2006, one of two predicted the same stellar outcome. Even more striking, two of three students in 2006 predicted they would be “very good” workers on a job (compared to one of two who guessed so in 1975). So by 2006, two thirds of students predicted that they would perform in the top 20% in their adult jobs (Twenge & Campbell, 2008).

Other generational shifts may also have implications for classroom teaching. Scores on a standard measure of creativity have declined, particularly since 1990 (Kim, 2011). College students are now more likely to say they value becoming very well-off financially and that they are attending college to make more money. They are also less likely to say they think about social issues or care about politics and government affairs (Twenge et al., 2012b).

On the positive side, today’s students are more likely to believe in racial and gender equality and are markedly more supportive of gay rights than previous generations (for a review, see Twenge, 2006). Younger generations also score higher on intelligence tests, particularly those measuring reasoning ability and math skills, though much of the gain occurred at the lower end of the IQ distribution (Flynn & Weiss, 2007). At the same time, fewer young people read books (National Endowment for the Arts, 2004), suggesting a decline in the ability to read long passages of text. Instead, young people read e-mails and short bits of text on web pages much more regularly than they read books.

Of course, not all variables show generational differences. Few generational differences appear in the importance of making a contribution to society, feeling hopeless, skipping school, wanting to own a business, and engaging in antisocial behavior (Trzesniewski & Donnellan, 2010; Twenge, Campbell, & Freeman (2012)). High school students often do not show the generational increase in self-esteem found in middle school and college students (Gentile et al., 2010; Trzesniewski & Donnellan, 2010; Twenge & Campbell, 2001). The lack of change in these variables led Trzesniewski and Donnellan (2010) to conclude that generational changes do not exist; however, the majority of studies, including their own, have shown generational differences on many variables. For example, Trzesniewski and Donnellan found generational differences larger than one tenth of a standard deviation on 20 of the 31 variables they analyzed. Generational differences also vary in size, and there is usually more variance among groups than between groups. Thus, as with any study of group differences, the average differences do not apply to every individual. (pp. 66-67)

**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 me at any point for clarification of course requirements, for help in understanding the reading, for help with your assignments, or for encouragement otherwise. I am committed to enlarging your understanding of the subject matter of the course and will be diligent to that end.

Hal Miller