

Motivation and Emotion in Daily Life

Department of Psychology
Concordia University
Winter 2019

Professor: Erik Chevrier

Office Hours: Mon/Wed 2:30 – 4 PM (by request)

Day/Time: Mon/Wed 1:15 – 2:30 PM

Room: MB 3.270 SGW

Website: www.erikchevrier.ca

Professor's Office: H-1125.12

E-mail: professor@erikchevrier.ca

Why do people do the things they do? What motivates them to perform certain behaviours over others? How do people experience emotions? How do emotions affect peoples' behaviour? Motivation and emotion are dynamic processes that are always changing. They direct our attention towards or away from certain behaviours. People are not always aware of what causes them to experience emotions or what causes them to behave in certain ways.

The goal of this course is to provide students with an overview of motivation and emotion science. Students will explore a variety of theories, frameworks and models that explain motivation and emotion. Furthermore, students will discuss experiences from their personal lives by relating them to the theories, models and frameworks introduced in the textbook and explained in class.

Topics in this course include historical perspectives of motivation and emotion science; physiological and psychological needs; extrinsic and intrinsic motives; goal setting and striving for success; mindsets; personal control beliefs; the self-concept; emotions; moods; growth motivation and positive psychology.

Course Materials and Text:

Students are expected to complete **ALL** the designated readings **BEFORE EACH CLASS**. Students are also expected to attend **ALL** classes, complete **ALL** take home assignments and participate in class discussions. Please see the course schedule below for the dates the readings are due.

The required readings:

Reeve, J. (2018) Understanding Motivation and Emotion, 7th ed. John Wiley and Sons

This book is available at Concordia Community Solidarity Co-op Bookstore: www.co-opbookstore.ca/

The power-point **lecture notes** will be posted on the course website before each class.

Recommended readings: URLs and other electronic sources may be posted on the course website from time to time. Please visit the course website to get this material.

Course Format

In this course, students will learn the science of motivation and emotion. The professor provides a balance of lectures and discussion based activities to teach students about a variety of theories, frameworks and models that explain motivation and emotion. He will also show relevant multimedia clips, including documentary movies, Ted Talks and other interesting videos. Students will be encouraged to participate in discussions by relating what they learn in class about motivation and emotion to their own lives. Students are expected to read the required text and/or watch the assigned movie before coming to class.

Participation

Participation is an important part of this course. From time to time, the professor will ask students to complete additional readings, watch video clips, think about certain subjects and/or complete short assignments outside of class time. Students **MUST** accomplish these tasks. The grade given for participation will be determined according to the completion of these tasks, classroom attendance and participation in discussions.

Course Evaluation

Exam 1	30%
Exam 2	30%
Exam 3	30%
Class Participation	10%

Letter Grade Equivalency

Your numerical grades will be converted to letter grades as follows:

A+	(93 – 100%)	B+	(77 – 79.9%)	C+	(67 – 69.9%)	D+	(57 – 59.9%)
A	(85 – 92.9%)	B	(73 – 76.9%)	C	(63 – 66.9%)	D	(53 – 56.9%)
A-	(80 – 84.9%)	B-	(70 – 72.9%)	C-	(60 – 62.9%)	D-	(50 – 52.9%)
F	< 50%						

Lecture Schedule: Themes and Required Readings

This is a **TENTATIVE** schedule and is subject to change. Be sure to consult the course website regularly to be aware of any changes.

Course schedule, topics and required readings:

January 7th – Introduction

January 9th – Overview of Motivation and Emotion

Chapter 1 – Introduction

January 14th – Motivation in a Historical Perspective

Chapter 2 – Motivation in a Historical Perspective

January 16th – Motivation in a Historical Perspective

Chapter 2 – Motivation in a Historical Perspective

January 21nd – Physiological Needs

Chapter 4 – Physiological Needs

January 23th – Physiological Needs

Chapter 4 – Physiological Needs

January 28th – Extrinsic Motivation and Internalization

Chapter 5 – Extrinsic Motivation and Internalization

January 30st – Extrinsic Motivation and Internalization

Chapter 5 – Extrinsic Motivation and Internalization

February 4th – Exam 1

February 6th – Psychological Needs

Chapter 6 – Psychological Needs

February 11th – Psychological Needs

Chapter 6 – Psychological Needs

February 13th – Implicit Motives

Chapter 7 – Implicit Motives

February 18th – Implicit Motives

Chapter 7 – Implicit Motives

February 20th – Goals, Setting Goals and Goal Striving

Chapter 8 – Goals, Setting Goals and Goal Striving

March 4th – Goals, Setting Goals and Goal Striving

Chapter 8 - Goals, Setting Goals and Goal Striving

March 6th – Mindsets

Chapter 9 - Mindsets

March 11th – Mindsets

Chapter 9 – Mindsets

March 13th – Exam 2

March 18th – Personal Control Beliefs

Chapter 10 – Personal Control Beliefs

March 20st – Personal Control Beliefs

Chapter 10 – Personal Control Beliefs

March 25th – The Self and Its Strivings

Chapter 11 – The Self and Its Strivings

March 27th – The Self and Its Strivings

Chapter 11 – Nature of Emotions: Six Perennial Questions

April 1th – Nature of Emotion

Chapter 12 – Nature of Emotions: Six Perennial Questions

April 3rd – Nature of Emotion

Chapter 12 – Nature of Emotions: Six Perennial Questions

April 8th – Aspects of Emotion

Chapter 13 – Aspects of Emotion

April 10th – Aspects of Emotion

Chapter 13 – Aspects of Emotion

Final Exam During the Final Exam Dates

A list of Student Services and Useful Resources

Counselling and Psychological Services: <http://concordia.ca/students/counselling-life-skills>

Concordia Library Citation and Style Guides: <http://library.concordia.ca/help/howto/citations>

Student Success Centre: <http://concordia.ca/students/success>

Health Services: <http://concordia.ca/students/health>

Financial Aid and Awards: <http://concordia.ca/offices/faao>

HOJO (Off Campus Housing and Job Bank): <http://csu.qc.ca/hojo>

Academic Integrity: <http://concordia.ca/students/academic-integrity>

Access Centre for Students with Disabilities: <http://concordia.ca/offices/acsd>

CSU Advocacy Centre: <http://csu.qc.ca/advocacy>

Dean of Students Office: <http://concordia.ca/offices/dean-students>

International Students Office: <http://concordia.ca/students/international>

Student Hub: <http://concordia.ca/students>

Sexual Assault Resource Centre: <http://concordia.ca/students/sexual-assault.html>

Indigenous Directions: <http://concordia.ca/about/indigenous.html>

University Rights and Responsibilities

Academic Integrity: “The Academic Code of Conduct sets out for students, instructors and administrators both the process and the expectations involved when a charge of academic misconduct occurs. The regulations are presented within the context of an academic community which seeks to support student learning at Concordia University.” (From Article 1 of the Academic Code of Conduct). Full text:

<http://www.concordia.ca/students/academic-integrity/offences.html>

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignment and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism. **In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it!** Source: Academic Integrity Website: <http://concordia.ca/students/academic-integrity>

Disabilities: The University’s commitment to providing equal educational opportunities to all students includes students with disabilities. To demonstrate full respect for the academic capacities and

potential of students with disabilities, the University seeks to remove attitudinal and physical barriers that may hinder or prevent qualified students with disabilities from participating fully in University life. Please see the instructor during the first class if you feel you require assistance. For more information please visit <http://concordia.ca/offices/acsd>

Safe Space Classroom: Concordia classrooms are considered ‘safe space classrooms’. In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counter-productive to successful teaching and learning. The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, helps to accomplish this goal. However, in expressing viewpoints, students should try to raise questions and comments in ways that will promote learning, rather than defensiveness and feelings of conflict in other students. Thus, questions and comments should be asked or stated in such a way that will promote greater insight into the awareness of topics as opposed to anger and conflict. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions with respect and civility.

I acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. (Indigenous Directions Leadership Group, Feb. 16, 2017)