

UWUCC Appr 2/8/05
Senate Info 3/1/05

04-45

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: PSYC 371 Human Motivation

Instructor of Record: L. Edersoff phone: 7-4525 e-mail: LMFED

JAN 25 2005

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No
2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
3. Are there suitable opportunities for interaction between the instructor and student? Yes No
4. a. Will there be suitable methods used to evaluate student achievement? Yes No
 b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) Yes No

5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

Mary Lou Guind 1/21/05
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail S. Sechrist 2/8/05
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

Approved as distance education course

Rejected as distance education course

Mark Pugh 2/11/05
signature of Provost date

Step Four:

Forward materials to Dean of the School of Continuing Education.

Step One:

1. Regarding her qualifications to teach PSYC371 on WebCT, Dr. Federoff has taught General Psychology on WebCT continuously since the Summer of 2002, for a total of eight times through the Fall of 2004. She is currently teaching PSYC101 on WebCT for the ninth time. She presents material consistent with the breadth and depth of material taught in a traditional classroom setting of PSYC101.

Regarding her qualifications to teach PSYC371 (Psychology of Human Motivation), Dr. Federoff has taught two separate independent study sections of Human Motivation. In addition, as a clinical psychologist, she teaches methods to increase client motivation in PSYC 792, Stress and Habit Disorders Clinic and routinely uses motivational theory to facilitate therapeutic change in clients.

2. The technological presentation of the Psychology of Human Motivation will combine the use of a traditional textbook with online discussion and use of a variety of websites in a manner consistent with information presented in a traditional classroom.

3. There are suitable opportunities for interaction between student and instructor through use of email, online discussions, and telephone availability in addition to in-office consultations as needed by students.

4. A. There will be 14 quizzes, 6 papers, 6 discussion, and one group presentation utilized to evaluate student performance.

B. Reasonable efforts have been made to insure academic integrity including presenting a "different" quiz to each student. That is, the test bank for the book together with instructor-generated questions are uploaded to each quiz database. Items are then selected randomly from the quiz bank, presenting each student with a unique set of questions. In addition, quizzes are timed in order to encourage repeated exposure to course material to optimize performance on each quiz.

Regarding the syllabus of record: The syllabus attached from 1984 is the most recent syllabus of PSYC 371 that is available in the Psychology Department office.

MOTIVATION (PC 371-561)
SUMMER 84

Dr. Schneider
Clark 313
Phone: 2426

Text: Psychological Theories
of Motivation, 2nd. Edition
Arkes and Garske

<u>Lecture</u>	<u>Text</u>	<u>Workshop</u>
Motivation-Problems and Definition Search for the source of energy	1-105	Motivational Assessment
Nature vs Nurture Issues Biology and its constraints		" "
Personality (Predispositions?)		" "
Mind/body issues (Consciousness)		" "
Drug addiction Unitary or multifactorial		" "
 <u>TEST I -- 100 Points</u>		
Origins of Current Concepts Mind, Drive, motive	108-136 138-150 173-195	Goal Setting and Feedback Motive Development
Drives-Biological and cognitive	252-265	Performance and Environment Expectation vs Outcome
Motives-Social		
Motive theory-McClelland and Atkinson		
 <u>TEST II-- 100 POINTS</u>		
Achievement Motivation	269-277 303-317	Collective Motivation
" "	319-324 333-344	Power and Conflict
Motive Conflict		Affiliation & Dependency
 <u>FINAL EXAM -- 100 Points</u>		

The final grade will be based on the three 100 point exams and a paper that will be worth 20 points.

Test Policy: I must receive notification 24 hours in advance if you cannot take an exam. The make-up exam will not be given without legitimate proof that the absence was justified.

SYLLABUS

Psychology 371

Psychology of Motivation

Summer 2005 WebCT

Instructor: Lynda M. Federoff, Ph.D.

Office: 214 Uhler Hall

Telephone: (724) 357- 4525

E-mail: LMFED@iup.edu

Office Hours: tba

Required Texts:

Deckers, L. (2005). *Motivation Biological, Psychological, and Environmental*. Boston, MA: Allyn & Bacon.

Course Description: A systematic study of how behavior is initiated, sustained, directed, and terminated. Current theories in this area are critically reviewed. Prerequisite: PSYC 101

Course Objectives: Course objectives are threefold: (a) to introduce the student to contemporary theories, research methods, and the terminology used in the study of motivation and emotion, (b) to motivate students to adopt a critical attitude with respect to the various psychological theories of motivation that have developed over the years and to evaluate those theories in the light of the empirical research that characterizes modern psychology, and (c) to show students how the knowledge of the psychology of motivation can be applied to their daily lives.

Course Format: Course material will be presented via WebCT. A variety of pedagogical strategies will be utilized including a Power Point presentation for text (i.e., Deckers) material, resource links for additional information, and on-line discussion sessions to address the readings. Quizzes will be taken on line and papers will be submitted electronically via the "Assignments" tool. Although students enjoy being able to write papers and participate in on-line discussions as part of their evaluation process, the electronic nature of the course can be confusing. Therefore, **students are asked to review this syllabus thoroughly** and present any questions on course requirements as early in the course as possible.

Course Grades: Course grades are based on achievement on (1) 14 quizzes based on the Deckers material and web resource material, (2) six written assignments based on psychological theories of motivation, (3) participation during six discussions (responding once to one of the

professor's discussion questions and once to peer postings to receive full credit) and, (4) one group presentation addressing a topic in the psychology of motivation that is addressed in the Deckers text. Course involvement and participation in discussion rooms will be utilized to assist in the potential adjustment of "borderline" grades. Borderline grades are defined as being within 5 points of a grade cut off. Final grades will be based on the total points accumulated throughout the semester as follows:

450 - 500 A

400 - 449 B

350 - 399 C

300 - 349 D

LT 300 F

Quizzes are worth 25 points each ($14 \times 25 = 350$), written assignments based on the Briggs material are worth 10 points each ($6 \times 10 = 60$) and discussion sessions on Briggs' material are worth 10 points each ($6 \times 10 = 60$), and the group project is worth 30 points, for a total of $350 + 60 + 60 + 30 = 500$ points.

Format of quizzes: Fourteen quizzes will be administered over the course of the semester (see calendar and/or quiz listing for dates). Each quiz will consist of 25 multiple choice and/or short answer questions drawn from lecture material (i.e., PowerPoint presentations and web resources as specified on the PowerPoint presentations) and text material (Deckers only) and will have a time limit of 30 minutes. Use of books, notes, etc. is permissible. However, each student must use her or his own materials and must complete the quiz independently. Although students may complete quizzes early, students must complete quizzes by 11:55 p.m. on the ending date specified for that quiz on the course calendar. Missed quizzes or quizzes completed after that time will be assigned a grade of zero. Fourteen quizzes will be administered and will comprise the quiz portion of the course grade. Quizzes are graded automatically so your grade will be available once the quiz is submitted successfully. Students are encouraged to organize study materials well! You do not have to memorize facts but should learn them (and how to find them) through repeated exposure to the material. Two attempts are allowed on quiz #1 to orient the student to the level of detail presented in the quizzes. The higher grade received on this quiz will count toward the course grade. All other quizzes will permit only one attempt to complete the quiz.

Format of written assignments and discussions: Theories of motivation will be identified as fodder for papers and discussion. One-page (i.e., typed, 12-point font, one inch margins) written assignments are due on the same day (by 11:55 p.m.) as the discussion session addressing the theories of motivation material. **Late assignments will not be accepted.** Topics for these papers are entered on the homepage under the Assignments tool. Due dates are on the on the WebCT course calendar and on the Assignments listing page. Papers not submitted by the due date will

not be accepted by WebCT. Papers MUST be submitted through the "Assignments" link. Papers are worth 10 points each. Participation in the related discussion is also worth 10 points (Five points for answering one of the professor's topics directly, and 5 points for a rebuttal/response written to peers; see below). A grade of zero will be assigned to any late or missing papers.

Discussion topics are posted on the discussion board. Dates for discussions are posted on the calendar. Late discussion entries will not be accepted. Each student is expected to log on, choose a discussion question on the bulletin board, and respond to that question, hopefully stimulating interest for additional students to respond to their points. In addition, each student is expected, during the course of the discussion, to respond to one STUDENT comment. Thus, two entries are required to get a perfect score of 10 points. Inability to participate in discussions will result in a grade of zero for that discussion. Any paper/discussion that demonstrates that the student has read the material, integrated major points, and presented their thoughts in a logical and presentable manner with demonstrated participation during the discussion will earn a grade of 20 points.

Format of Group Presentation: This assignment is designed to increase your information literacy. Therefore, library research, either online or at the library, is mandatory. Each student will be assigned to a study group by the professor. Groups are assigned under "Discussion" groups. If you post a message to your group, no one can see it except other members of your group. ~~This does NOT connect to email so you must see which discussion group you are a member of!~~ It will have a number (e.g., "Group3"). Each group may choose a chapter from the text (i.e., Deckers) on which to develop a presentation. Only one group may present on each chapter and chapters are chosen on a first come, first serve basis. Each individual student is credited with 5 EXTRA CREDIT points for being involved in the on-line discussion group for their own topic by the date specified under this assignment as posted under "Assignments" on the homepage at 5 p.m. Individual students are also credited with 5 EXTRA CREDIT points for outlining what portion of the agreed-upon topic he/she will develop for the group presentation. Each group should submit their desired chapter to the professor BY the date on the calendar and wait for a verification that the chapter is assigned. Verification of topic MUST be received back from the professor by the group BEFORE ANY individual topics can be accepted. Each group should choose a specific topic of interest from their chapter, do a literature search on the PsychInfo database regarding that topic, and develop a PowerPoint presentation on the topic. Presentations should NOT include information presented in the chapter. Rather, it should expand on the relatively shallow level of material in the text and expand the knowledge base on the chosen topic with "real" research. There are three goals in completing this project. The first goal is to learn about one topic in depth. The second goal is to learn to do a literature search on PsychInfo. The third goal is to have fun and get to know your classmates. Cooperation is expected between group members in the development of the presentation. However, **in order to receive credit for the presentation, each group member must submit a one-page summary of her/his level of involvement in the project through the assignment tool.**

As an example, you are assigned to Group 3. You enter the discussion for group 3 and type something relevant (e.g., "I am interested in personality in motivation. Is anyone else interested in Chapter 9?"). Other students respond to your posting with preferences of their own

until a topic is established. IF you enter the discussion by the due date, you get 5 points ONLY IF you go into the assignment tool under "Presentation Discussion" and type something like "I entered the presentation discussion on 4/5." THIS IS THE ONLY WAY I CAN GIVE YOU CREDIT FOR ASSIGNMENTS. I CANNOT OVERRIDE ASSIGNMENT GRADES WHEN NO ASSIGNMENT HAS BEEN SUBMITTED. Once a group chose to present a topic from, for example, the Personality chapter (i.e., Chapter 9 of the text), they will FIRST email the professor for approval of their topic. Once they receive approval to research from that module, they may choose to present on behavioral therapy specifically. Each group member would do a literature search, obtain their article (or topic) of choice, and inform the professor (with in the assignment tool by the date listed for 5 additional points) and communicate with other members of the group the information they found. For example, one student may be find an interesting case study describing how a behavioral therapist approached a person who had experienced a very traumatic experience in her/his life. Another student may find a study describing how behavior therapy addresses phobias, and a third student find a study that compares the efficacy of behavioral versus play therapy in children. The group would then work together (via discussion, email, meetings, etc.) to synthesize the obtained information into a presentation. Subsequently, each member of the group would write a one-page summary outlining her/his specific involvement in this activity. Maximum grade for the presentation/paper is 30 points plus 10 points for the 2 topic-related assignments. Students do not have access to post presentations on WebCT. Therefore, all presentations should be submitted to the professor who will convert them to a readable format and post them to WebCT. Consult the model presentation under the "Student Presentations" icon for format and ideas.

Attendance Policy: Although there is no specified time for class activities, there are deadlines to complete quizzes, submit papers, be involved in discussions, etc. Please consult the calendar for deadlines for assignments due. All quizzes and assignment submission deadlines EXPIRE AUTOMATICALLY! Please give yourself extra time so you will not be denied permission to submit. Computer glitches are VERY common!

Academic Integrity: Violations of academic integrity (including sharing written assignments, turning in another's work as one's own, allowing another student to copy your work, etcetera; see Undergraduate Catalog, p. 31 for additional details) will result in sanctions as outlined in the IUP Undergraduate Catalog, p. 34, performance on previous work notwithstanding. The use of notes, books, or friends during quizzes/examinations is absolutely forbidden. Although written material may not be plagiarized or shared, for the enrichment of the learning experience, students are encouraged to study together and share ideas and perceptions. Because no in class quizzes are given, time needed to answer quiz questions will be monitored by the professor. Quizzes in this class may be taken with the benefit of open book and/or notes but must not be taken with classmates or peers.

Students with special concerns: Students with special concerns (e.g., learning, sensory, or physically disabled) are asked to communicate with the instructor during the first 2 weeks of the semester during regular office hours or by appointment so that provisions can be made to accommodate your needs. This is especially critical for students who need extra time to complete quizzes due to physical or learning disabilities. All such contact will be confidential as needed.

Grade Record Form

Total quiz	14 X 25	_____/350
Total Paper and Discussion grade	6 X 20	_____/120
Group Project and paper	1 X 30	_____/30

Semester Outline: Please consult the on-line course calendar for reading assignments, dates assignments are due, discussion sessions, and quiz/exam schedule.

Communication: I receive email both from within the course (so you must be in the course to send it) and through my IUP email. I typically check my IUP email several times per day during school days. Therefore, if you must contact me quickly, either email LMFED@iup.edu or call me.

Regarding assignments, I can open documents produced by Word or WordPerfect. I can not open Microsoft Works (.wks) documents. If you send a Works document, I will ask you to resubmit a text file, which results in more work for both of us. So, please, submit ".doc," ".wpd," or ".txt" attachments. Regarding group presentations, please contact me if no one in your group has PowerPoint.

Good luck and remember, timely communication with faculty regarding special needs or situations is advised in this, as in all courses. However, it is particularly important in this course because most of us will never meet face to face (although you are welcome to stop by any time).

THE PSYCHOLOGY OF MOTIVATION AND EMOTION

Outline based on Motivation, 2nd
edition by Decker, 2005

by

Lynda M. Federoff, PhD
IUP, 2005

INTRODUCTION

- The meaning of motivation
- The sources of motivation
- Research in and study of motivation and emotion

Why Study Motivation?

<http://www.csupomona.edu/~msharifzadeh/mhr318/Chapter06.html>

<http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>

The Meaning of Motivation

- Motive
- Incentive
- Involuntary versus voluntary
- Energy for behavior

Motivation for Study

<http://learn2study.org/teachers/motivation.htm>

Knowledge, Competence, and Motivation

- Determinism
- Free will
- Free act

Determinism

<http://plato.stanford.edu/entries/determinism-causal/>

Free Will versus Determinism

<http://www.sfu.ca/philosophy/swartz/freewill1.htm>

Sources of Motivation

- Internal
 - Evolutionary factors
 - Personal history
 - Psychological factors
- Environmental
- Interaction effect
- Motivation sequence

The Study of Motivation & Emotion

- Research in motivation
 - Experimental versus correlational
 - Feasibility and ethics
 - Natural setting research
- Research in emotion

Motivation and Emotion

<http://www.has.vcu.edu/psy/psy101/forsyth/zmoemo.htm>