

Sul Ross State University – BASS Department - Psychology

PSY 4316 Course Syllabus – Spring 2023

Course Title:	Emotion and Motivation
Prerequisites:	General Psychology (PSY 1302)
Contact Information:	Alicia M. Trotman, PhD, alicia.trotman@sulross.edu
Office (LH306) Hours:	Tuesdays & Thursdays (3:30 to 5:30pm), Wednesdays (2:00 to 4:00pm) & Fridays (Online 2:00 to 5:00pm)
Appointment:	https://calendly.com/amtsulross/office-hours-appointment

The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart – Helen Keller

Course Description and Goals

Welcome! The aim of this course is open your world to the world of emotions and motivation! So often, we have been told to control our emotions. But we cannot control them if we do not know what they are, how they arise and manifest, and more importantly, how they transform. It sounds like emotions can stand apart from your conscious mind. They can, and without logic. They can be felt in the body, or they can emerge with someone else. A conundrum yes? And when they are not managed well, it becomes more difficult to be intrinsically motivated and to accomplish your goals well along with others' objectives. That's why you're taking this class. You are making every attempt to understand and manage your *own* emotions to allow to cultivate healthy motivations. Your goal will be to learn about emotions from a scientific perspective and a soul perspective. The science of emotions has been well documented with contributions from cognition, neuroscience, computer science and biology. Emotion science illustrates how our lives are affected mostly by brain activity, and what can be observed. The soul of emotions is indirectly observed since their development and expression do not necessarily follow a logical or 'normal' path. Saint Augustine describes emotions in the vein of human sin and virtue and are expressions of will. As such, this individual connection, if present to a higher being, conjures emotion in a direction towards the highest good. So, emotion can be quantified... as in scientific practice, but there is a deeper more obscure reality where emotion emerges as energy that the individual holds. In learning about emotion from the obstruse to observable, we will identify emotions that exist on this continuum, and possibly determine why you may not have expressed some of them (in public) and/or sometimes you feel listless or lethargic (in other words, have little to no motivation).

Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This *Emotions & Motivation* course is designed to enhance your communication skills. Therefore, this course has the following QEP

Student Learning Outcome:



QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Student Learning Outcomes

- i. Summarize the nature of emotions from a scientific perspective.
 - a. Critique the major theories in the field of emotion.
 - b. Explain how emotions operate with the nervous systems and brain models.
 - c. Interpret the various functions of emotions, including emotional intelligence.
 - d. Evaluate mechanisms that lie behind self-conscious emotions.
 - e. Examine the long-term effects of emotion and cognition, specifically mood activation.
 - f. Investigate emotion regulation strategies.
 - g. Contrast the societal and individual development of emotion and gender.

Method of Assessment: Assignments, Journaling Exercises and Creative Journaling Project
- ii. Describe the nature of emotions from a soul perspective.

Method of Assessment: Assignments, Journaling Exercises and Creative Journaling Project
- iii. Apply the elements of emotion, as observed in the past or evolutionary development to self, observing cultural distinction.

Method of Assessment: Assignments, Journaling Exercises and Creative Journaling Project
- iv. Distinguish the different types of motivation, and the links to emotions.

Method of Assessment: Assignments, Journaling Exercises and Creative Journaling Project

Recognizing Course Requirements

1. All texts for this class will be accessed using [Perusal](#) via Blackboard.
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).
3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<https://www.sulross.edu/counseling-and-accessibility-services/>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

One ought to hold on to one's heart; for if one lets it go, one soon loses
control of the head too.” ~ Friedrich Nietzsche

SRSU Accessibility and Counseling Services:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/>

Library Services Statement

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

Honoring Academic Integrity

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Academic Honesty Policy](#) under Undergraduate Academic Regulations.

Marketable Skills:

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

Observing Class Guidelines

Class Participation

This is a course that requires online and in-class discussion and experiences. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth 20% of the final grade, and includes prompt and regular attendance, active listening, writing, participating via polls or quizzes, and engaging in discussions. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal

or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 2 missed class sessions) WILL result in a failing grade for the course.**

Online Meetings – You are expected to attend our online Microsoft TEAM meetings if needed when scheduled. I elaborate further on the textbook readings and answer your questions about your weekly postings and responses.

Cell Phone and Computer Use

During the entire class period, you should be fully engaged in the day's activity. Please be advised that computer or cell phone use not pertaining to the class activity or discussion will be noted and result in being marked "absent" for the day.

DISTANCE EDUCATION STATEMENT - Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the [Student Handbook](#).

REGULAR COMMUNICATIONS WITH THE PROFESSOR - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is by email, meeting with me during our weekly Microsoft Team meetings or scheduling a meeting with me via Calendly. The syllabus which provides you with contact hours for the rest of the semester.

GENERAL QUESTIONS are to be posted on the Blackboard discussion board for all in the Virtual Office. For **PERSONAL** or **PRIVATE ISSUES** email me at alicia.trotman@sulross.edu or call me at 432-837-8147 or make an appointment with me (<https://calendly.com/amtsulross/office-hours-appointment>) or text me on Microsoft Teams. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or text me. I strive to respond as soon as possible.

COURSE BEHAVIORS - RESPECT AND DISRUPTIONS

Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

CHILDREN IN THE CLASSROOM

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or

her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

Late Assignments/Projects

You are expected to meet assignment deadlines. Late response posts or projects will be reduced by 10% of the overall assignment for the first day of lateness, 30% for lateness beyond one day, and 50% beyond one week for unexcused absences. In other words, if your assignment, journal exercise or Creative Journaling Project (CJP) submission is more than one week late and it is unexcused, your submission will be deducted by 80%. For excused absences (university-authorized, legal or medical issues), speak with me before the absence so arrangements can be made.

Discussing Evaluation

Students are expected to demonstrate knowledge of the subject matter and understanding of class material and discussions in the following ways:

Assignments and Journal Exercises

These assignments identified by (A) and journal exercises by (J) are short answer or essay questions you'll be asked to answer individually. These exercises are based on your understanding of the most pertinent concepts from assigned chapters of the readings that will be discussed using [Perusall](#). These exercises are worth thirty (30) points.

Creative Journaling Project

During the semester, each student will maintain an on-going self-project. These projects are not group projects and must be conducted individually. You must identify experiences that correlate with ONE or TWO of the ten emotions. Your experiences may promote self-understanding and self-improvement that can be monitored on a weekly basis. The purpose of the project is to provide a work-in-progress where you apply theory and findings in the course to concrete, self-relevant situations. You are expected to choose experiences that are meaningful and important, and you should select activities that you feel comfortable discussing with others because you will report on your project in three digital reports to the professor and in one oral presentation to the entire class. You will report on the progress of this project each week to gain feedback on your experiences. Experiences that are deemed commonplace, immoral, illegal, or distasteful will not be approved (at the instructor's discretion).

- ✚ Describe the nature of ONE emotion.
 - Report #1 - Summarize the nature of emotions from a scientific perspective.

- Report #2 - Apply the elements of emotion, as observed in the past or evolutionary development to self, observing cultural distinction.
- Report #3 – This is where you creatively illustrate the emotion, either in terms of your experience with the emotion, or others’ encounter with the emotion.

For each time you commit to your weekly activity, you must write, draw or create a journal entry of your experience. In addition, you must choose **one** concept learned in class and relate it to each journal entry. The concept **must** come from theories we learned about in the assigned readings. *You can create this report using the Portfolio feature in Blackboard.*

Throughout the semester, your three digital reports must contain 2-4 typewritten pages in APA format **delivered orally, and** pictures, presenting an account of your semester-to-date monitoring and analysis of ONE or TWO emotions discussed in class. This project is due on **May 3rd, 2022**. The presentations that are based on this project will be completed during finals week. You will present your digital portfolio showing ways you integrated theories and the research findings discussed in class as pertinent to your self-analysis. In other words, you can focus on your selected emotion demonstrating how you may have applied or comprehended them. A rubric for assessment will be provided. In addition, you will have the opportunity to evaluate two other students reports using the rubric.

Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will post on a weekly basis and complete a Creative Journaling Project.

Grading:	1000 points total	Percentage
Assignments (A)	100 (10 @ 30 points each)	30%
Attendance/Participation:	200 points total (20 @ 10 points each)	20%
Journaling Exercises (J)	300 (10 @ 30 points each)	30%
Creative Journaling Project (CJP)	200 points	20%

“The heart is a strange beast and not ruled by logic.” ~ Maria V. Snyder

Unit 1: What is Emotion? Emotional Elicitation and Expression

Day	Content
Week of January 19 th	Reading Syllabus and Accessing Books
Homework	Accessing Perusall
Week of January 24 th MODULE 1	Perusall: Reading 1 (Jan. 24 th – Last day for late registration and schedule changes) (Jan. 25 th – Last day to drop classes without creating an academic record)
Homework	Journal Exercise 1 (J1)
Week of January 31 st MODULE 2	Perusall: Reading 2
Homework	Assignment 1 (A1)
Week of February 7 th MODULE 3	Perusall: Reading 3
Homework	Journal Exercise 2 (J2) & Assignment 2 (A2); Creative Journaling Project
Week of February 14 th MODULE 4	Perusall: Reading 4
Homework	Journal Exercise 3 (J3) & Assignment 3 (J3); Creative Journaling Project
Week of February 21 st MODULE 5	Perusall: Reading 5
Homework	Journal Exercise 4 (J4) & Assignment 4 (A4); Creative Journaling Project
Week of February 28 th MODULE 6	Perusall Reading 6
Homework	Creative Journaling Project
Week of March 7 th MODULE 7	Perusall: Reading 7 First report of Creative Journaling Project due
Homework	Journal Exercise 5 (J5) & Assignment 5 (A5); Creative Journaling Project
Homework	Enjoy Spring Break!

Unit 2: The Experience of Emotion from a Non-Scientific Perspective, Cultural Influences, and Emotional Regulation

Day	Content
Week of March 21 st MODULE 9	Perusall: Reading 8
Homework	Journal Exercise 6 (J6) & Assignment 6 (A6); Creative Journaling Project
Week of March 28 th MODULE 10	Perusall: Reading 9
Homework	Creative Journaling Project

Week of April 4 th MODULE 11	Perusall: Reading 10 Second report of Creative Journaling Project due Good Friday – April 7 th (No classes)
Homework	Creative Journaling Project
Week of April 11 th MODULE 12	Perusall: Reading 11 April 14 th : LAST Day to withdraw from the 16-week course with grade of 'W' April 14 th : LAST Day to apply for May/December graduation without a late fee
Homework	Journal Exercise 7 (J7) & Assignment 7 (A7); Creative Journaling Project

Unit 3: Cultural and Individual Differences in Emotions and Motivation

Day	Content
Week of April 18 th MODULE 13	Perusall Reading 12
	Journal Exercise 8 (J8) & Assignment 8 (A8); Creative Journaling Project
Week of April 25 th MODULE 14	Perusall: Reading 13
	Journal Exercise 9 (J9) & Assignment 9 (A9); Creative Journaling Project
Week of May 2 nd	Perusall: Reading 14
Homework	Journal Exercise 10 (J10) & Assignment 10 (A10); Creative Journaling Project
Week of May 9 th	Review and obtain feedback for creative journaling projects
Homework	Work on final presentation Final report of Creative Journaling Project due
Monday May 15th	Final Presentations: 12:30 to 2:30pm