

Sul Ross State University – BASS Department - Psychology

PSY 4316 Course Syllabus – Fall 2025

Course Title:	Emotion and Motivation
Required Text:	Reeve, J. (2018). <i>Understanding motivation and emotion</i> . (7 th ed.). Wiley.
Contact Information:	Alicia M. Trotman, PhD, alicia.trotman@sulross.edu
Office (LH306) Hours:	Mondays (2:30 to 4:30pm), Tuesdays (2:30 to 5:30pm), & Wednesdays (11:00am to 12:00pm; 2:30 to 4:30pm) Appointment: https://calendly.com/amtsulross/office-hours-appointment
Prerequisites:	General Psychology (PSY 1302)

Course Description and Goals

Welcome! The aim of this course is to 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 you to cultivate healthy motivations.* Your goal will be to learn about motivation from a scientific perspective and a emotions from a depth perspective. The science of motivation and emotions has been well documented with contributions from cognition, neuroscience, computer science and biology. Motivation science illustrates how our lives are affected mostly by brain activity, and what can be observed, and felt. The depth 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 (manifesting as motivation). As such, this personal connection, if present, linked to spirit, can conjure emotion in a direction towards the highest good. So, motivation 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 obtruse to observable, we will identify motivations in categories, and emotions that exist on this continuum, to possibly determine why you may not express or feel some of them (in public) and/or sometimes you feel listless or lethargic (in other words, have little to no motivation).

Student Learning Outcomes

1. Given the scientific nature of motivational science as it relates to behavior, students will identify and summarize the differing theories of motivation.
2. Students will identify and distinguish between various types of motivation, considering the influence of personality, cultural background, cognitions, and needs.
3. Given the function of emotion, students will critique the major theories and evaluate the mechanisms that lie behind self-conscious emotions.

4. Students will describe the nature of emotions from a depth perspective and apply the elements of emotion, as observed evolutionarily and/or phenomenologically.
5. Given the non-empirical existence of emotions that do not clearly explain bizarre or incoherent behaviors, students will explore the influence of the unconscious on the emotional realm of self.

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

Recognizing Course Requirements

1. The textbook **MUST** be obtained via *Perusall*. All other texts for this class will be accessed using *Perusall* via Blackboard.
2. Respect for students and lecturer must be always maintained when we meet. Importantly, this class will foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights 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 Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Sul Ross International students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

Library Services Statement

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. *A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated.* **Students should submit work that is their own** and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity will result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these 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. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Your use of generative AI tools must be properly documented and cited for any work submitted in this course. *Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.*

Observing Class Guidelines

This is a course that requires online and in class discussion and experiences. **Class attendance IS REQUIRED and participation is important IN CLASS and ONLINE (via Perusall).** This class is held in person, and **these sessions will begin October 21st.**

Class participation and attendance will be worth 20% of the final grade. The percentage is considerable so your presence online in *Perusall* and in class will **help** your ability to complete all of the assignments for this class.

Class Participation: This is an in-class and online course. Your active, weekly participation in this course is essential and required to be successful. Active involvement includes prompt and regular attendance, active listening, writing, participating via discussions in *Perusall*, completing assignments in a timely manner and checking email and Blackboard announcements frequently. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade.

Attendance: Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. 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 participate online and in class frequently (weekly), please discuss the reason with me and check this syllabus or our Blackboard course, or consult with one of your peers to review online notes, handouts or assignments you may have missed. 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. **Excessive unexcused absences (more than 4 missed class sessions) WILL result in a failing grade for the course.** I reserve the right to drop a student from the class with a failing grade if the number of unexcused absences exceed a three-week span. If you recognize that you will need extra assistance with writing (more than I can provide), it is recommended that you make an appointment with the tutoring center or submit your papers to Tutor.com (more information below).

Face to Face Classes on TUESDAYS; Online Meetings on THURSDAYS (starting October 21st) – You are expected to attend our online Microsoft TEAM meetings when scheduled. I will elaborate further on the textbook readings and answer your questions about your weekly postings and responses.

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 a 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 [SRSU 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 using the Messages tool on Black Board and/or [booking an appointment](#) which provides you with contact hours for the rest of the semester. GENERAL QUESTIONS are to be posted using the Messages tool. 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 48 hours during the work week, please resend your email.

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](#).

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

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.

Cell Phone and Computer Use - During the entire class period, you should be fully engaged in the day's activity.

Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. 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.

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!

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Evaluation

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

Video Introduction & Syllabus Quiz

This is an asynchronous online class for the first half of the semester and will be held in a hybrid format beginning October 21st. Face-to-face classes will be held on Tuesdays and online synchronous classes on Thursdays. As a result, I will only see your products through your work and may not have any idea how you are uniquely you! The video introduction helps to give the context I need for the beginning of the semester. The syllabus quiz is to make sure you did not gloss over this syllabus... but actually have read it! Therefore, I expect you to know what is expected of you in this class, and you know what is expected of me as your instructor.

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 EACH weekly reading. 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 YOUR EXPERIENCE as it connects to the readings.

- Report #1 - Summarize the nature of motivation from a scientific perspective, using terms from the text to identify parallels in your experience.
- Report #2 - Apply the function of your emotions, as they connect to motivation, highlighting your cultural background and/or personality.
- Report #3 – This is where you creatively illustrate your experience, either with poetry, digital media snapshots, art, and/or music.

For each time you commit to your weekly activity, you must write 1-2 typewritten pages in APA format about what you understand from the reading as connect to your personal experience. These experiences can differ from one another on a weekly basis. These weekly journal entries will build your reports for this project. Make certain to identify the concepts learned in class and cite using APA format for each entry. The theories/concepts must come from theories we learned about in the assigned readings. The first report is scheduled for submission during the week of **October 6th**, the second report on **November 3rd**, and the final report on **December 1st**. Each report will be graded using a rubric and you will have the opportunity to evaluate two other students reports using the rubric.

At the end of the semester, your Creative Journaling Project (CJP) contains these three digital reports. You will deliver an oral presentation of all three reports during finals week. This project is due on **Tuesday December 9th**. A rubric for this oral presentation will be provided.


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.

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
Attendance/Participation:	200 points total (20 @ 10 points each)	20%
Video Introduction (10) and Syllabus Quiz (10)	20 points	2%
Assignments (A)	100 (10 @ 30 points each)	30%
Journaling Exercises (J)	300 (10 @ 30 points each)	30%
Creative Journaling Project (CJP) (1 st , 2 nd & 3 rd = 60)	180 points	18%

The heart is a strange beast and not ruled by logic.” ~ 

Unit 1: What is Motivation and Motivation Science?

Day	Content
Week of Aug. 26 th	Reading Syllabus and Accessing Books (Aug. 28 th – Last day for late registration and schedule changes)
Homework	Accessing Perusall
Week of Sept. 2 nd MODULE 1	Chapter 1 – Introduction (Reeve, 2018) (HOLIDAY - Labor Day – Sept. 1st)
Homework	Journal Exercise 1 (J1)
Week of Sept. 9 th MODULE 2	Chapter 2 – Motivation and Emotion in Historical Perspective (Reeve, 2018) (Sept. 10 th - Last day to drop classes without creating an academic record)
Homework	Assignment 1 (A1)
Week of Sept. 16 th MODULE 3	Chapter 3 – The Motivated and Emotional Brain (Reeve, 2018)
Homework	Journal Exercise 2 (J2) & Assignment 2 (A2); Creative Journaling Project
Week of Sept. 23 rd MODULE 4	Chapters 5 & 6 – Extrinsic Motivation and Internalization, and Psychological Needs (Reeve, 2018)
Homework	Journal Exercise 3 (J3) & Assignment 3 (J3); Creative Journaling Project
Week of Sept. 30 th MODULE 5	Chapters 8 & 9 – Goal Setting and Goal Striving, and Mindsets (Reeve, 2018)
Homework	Journal Exercise 4 (J4) & Assignment 4 (A4); Creative Journaling Project
Week of Oct. 7 th MODULE 6	Chapter 7 – Implicit Motives (Reeve, 2018) First report of Creative Journaling Project due
Homework	
Week of Oct. 14 th MODULE 7	Chapters 10 & 11 – Personal Control Beliefs, and The Self and its Strivings (Reeve, 2018)
Homework	Journal Exercise 5 (J5) & Assignment 5 (A5); Creative Journaling Project

Unit 2: What is Emotion? The Experience of Emotion from a Non-Empirical Perspective

Day	Content
Week of Oct. 21 st MODULE 9	Perusall: Reading 8
Homework	Journal Exercise 6 (J6) & Assignment 6 (A6); Creative Journaling Project
Week of Oct. 28 th MODULE 10	Perusall: Reading 9
Homework	Creative Journaling Project
Week of Nov. 4 th MODULE 11	Perusall: Reading 10 Second report of Creative Journaling Project due (<i>November 7th: LAST Day to withdraw from the 16-week course with grade of 'W'</i>)
Homework	Journal Exercise 7 (J7) & Assignment 7 (A7); Creative Journaling Project
Week of Nov. 11 th MODULE 12	Perusall: Reading 11 (<i>November 10th: LAST day for instructor initiated drop for excessive absences</i>)
Homework	Journal Exercise 8 (J8) & Assignment 8 (A8); Creative Journaling Project

Unit 3: Cultural and Individual Differences in Emotions and Motivation

Day	Content
Week of Nov. 18 th MODULE 13	Perusall Reading 12
	Journal Exercise 9 (J9) & Assignment 9 (A9); Creative Journaling Project
November 25 th MODULE 14	Perusall: Reading 13 <i>Thanksgiving Break: Wednesday November 26th to Friday November 28th</i>
	Journal Exercise 10 (J10) & Assignment 10 (A10); Creative Journaling Project
December 2 nd	Perusall: Reading 14 Final report of Creative Journaling Project due
Homework	Work on final presentation
Tuesday December 9th	Final Presentations: 12:30 to 2:30pm