Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Psychology

2. Course Prefix and Number: PSYC 3640
   3. Effective Term: Fall 2012

4. Course Title: Motivation and Emotion
   Abbreviated Title (30 characters or less): Motivation and Emotion

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number: PSYC 3640
   Proposed Course Number: PSYC 3640

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>Lecture</td>
<td>weekly</td>
<td>3</td>
<td>30</td>
</tr>
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   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   PSYC 2010 or PSYC 2017 (C or greater), PSYC 2140 (C or greater), and STAT 2100 (C or greater)

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [X] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Overview of historical and contemporary perspectives on human motivation and emotion.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is
    in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [X] Not Applicable
14. Justification: This course has been offered previously as a special topics course (PSYC 3970) and because of student interest and demand for this topic, we would like to make it a permanent course that is offered to our psychology majors. (Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Existing resources will be used for this course. (Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: The student will gain understanding and knowledge of historical and contemporary theoretical perspectives on motivation and emotion. Additionally, they will gain scientific literacy by reading and discussing current empirical papers examining motivation and emotion in many different contexts (e.g., social interactions, school, relationships), a particular focus will be on their application to the workplace. (State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1: Introduction to Motivation (Ch. 1 Reeve)
Week 2: Introduction to Motivation Cont.
Week 3: Introduction to Emotion (Ch. 11 Reeve)
Week 4: Aspects of Emotion (Ch. 12), Presentations, and Posting #1 due
Week 5: Aspects of Emotion cont.
Week 6: Positive and Negative Emotions (Ch. 13 pages 367-374; Ch. 11 p. 312-317; Berkowit & Harman-Jones)
Week 7: Positive & Negative Emotions cont., Presentations, and Posting #2 due
Week 8: MIDTERM & Presentations
Week 9: Consequences of Emotion (Bower & Forgas; Isen & Positive and Labro:; Coté)
Week 10: Consequences of Emotion cont., Discussion & Posting #3 due
Week 11: Interpersonal Aspects of Motiv. & Emotion (ch. 7 Reeve)
Week 12: Emotion Regulation and Intelligence (Gross & Thompson; Mayer & Salovey)
Week 13: Emotion Regulation and Intelligence cont. Presentations, Posting #4 due
Week 14: Goal-Setting theory of Motivation (Ch. 8 Reeve & Seo, Barrett, & Bartunek)
Week 15: Goal-Setting cont., Posting #5 Due
FINAL EXAM: during exam scheduled exam period

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Article Presentations

In teams of two, you will be expected to do two article summary presentations in class. We will be choosing teams, article assignments, and presentation schedules during the first week of class. On your day to present, you are expected to present to the class the main points of your assigned article in an interesting and creative way. You are allowed to use any format you like for presenting (e.g., short video clip, powerpoint, poster format). Your main objective is to effectively get the key points across to your peers in approximately 20 minutes. Note. You must use some sort of format for presenting - simply standing in front of the class and talking about the article is not sufficient. In addition to the oral presentation, your team will be responsible for preparing and handing out a one-page (single space, 12 point font) bullet-pointed summary of the article to each of your classmates. Both team
members will be responsible for preparing the materials and presenting them to the class. You will be graded on the quality and originality of your presentation, the degree to which you appropriately integrated the article into the assigned class readings, and the completeness and accuracy of your summary sheet. You will also be providing peer evaluations of your teammate’s performance, and these will be factored into your grade.

Attendance/Participation

You will be graded on attendance and participation in this class. Not only does research show that attendance is positively related to grades, but since this is a seminar class, there are things we will discuss in class that you won’t be able to make up if you miss it.

The criteria for what is considered an excused absence is the same as the criteria for missing an exam (i.e., you need a university-approved excuse). You must turn in documentation for an excused absence no later than 7 days after the missed class period (otherwise, it will be counted as an unexcused absence). Please submit all documentation for excused absences to the course GTA.

Exams

There are 2 exams in this class- an in-class midterm and a cumulative final exam during the final exam period. The midterm exam will consist of 50 multiple-choice questions, and the final exam will consist of 75 multiple-choice questions. You will need to bring your own scantron and a #2 pencil to each exam. All exams will cover material in the assigned readings (this includes both the book as well as any additional supplemental readings) as well as anything covered in class (e.g., lectures, in-class activities, movie clips shown in class, article presentations). Note: regarding the article presentations, you will only be tested on the material included in the one-page summary sheet provided to you by your peers.

While the final exam will mostly focus on topics covered since the midterm exam, there will be a cumulative component (i.e., approximately 15-20 questions covering material from the first half of class). The final exam will take place at the regularly scheduled final exam time.

Discussion Postings

Each Monday I will post a discussion question. There will be 5 discussion questions all together, and each discussion response is worth 10 points. With the exception of the final discussion posting, you are expected to post a response by that Friday at 11:55 p.m. For the final discussion posting, you need to submit your responses by the final day of class at 11:55 p.m. Appropriate responses must be at least 200 words (but no more than 400). All discussion postings must be grammatically correct with correct spelling to receive full credit. Plagiarism WILL NOT be tolerated, and you may refer to the Tiger Cub for any questions regarding what is plagiarism and how it will be dealt with. All discussions are to be posted in the “Discussion Board” on the Blackboard site, by the due date listed in the syllabus. Failure to complete these discussions and properly post them by their respective due dates will result in the full loss of points for that assignment since you have a full week to complete each discussion response, there are NO exceptions to this rule.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Grading: Each component of the course will be worth the following points:
Component Points
Attendance/Participation: 50
Discussion Postings: 50
Midterm Exam: 100
Article Presentation #1: 50
Article Presentation #2: 50
Final Exam 150
TOTAL 450

Your final percentage grade is simply the number of points earned divided by the number of points possible (i.e., 450). Once I calculate the final scores at the end of the semester, your final letter grade in the course will be determined as follows:
100 - 90% = A
89 - 80% = B
79 - 70% = C
69 - 60% = D
59 - 0% = F

(List all components of the course grade - including attendance and/or participation if relevant - with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T/T).