

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: PSYC 3302 VC01 – Motivation and Emotion

Campus: WBUonline

Term/Session: Fall 2 2025

Instructor: Dr. Juan M. González

Office Phone Number: 210.347.6445

WBU Email Address: juan.gonzalez@wayland.wbu.edu

Office Hours, Building, and Location: Virtual, please email to schedule a phone conference

Class Meeting Time and Location: Virtual

Course Information

Catalog Description: Examination of current research and theories about motivation and emotion and application of those theories to the lives of people.

Prerequisite(s): PSYC 1301 or consent of instructor

Textbook Information

Required Textbook(s) and/or Required Materials:

Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). John Wiley & Sons, Inc.

*The textbook for this course is part of **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

Optional Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological*

Association (7th ed.). Washington, DC: American Psychological Association.

Additional readings as assigned

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Describe key concepts, principles, and over-arching themes in the fields of motivation and emotion, drawing from a broad range of perspectives.
- Analyze motivational and emotional processes at an appropriate level of complexity
- Apply content and skills to real-world situations.
- Read and understand research in motivation and emotion

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

[Link to Statement on Academic Integrity](#) , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:

- a. No use of any generative AI tools permitted.

- i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like Chat GPT will be in immediate violation of the academic integrity policies for the course and WBU.
- ii. All assignments must be fully created, designed, and prepared by the student(s).
- iii. Any work that uses generative AI will be treated as plagiarism.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

Course Requirements and Grading Criteria

Your final grade in this course will be based on 2 exams, participation in the weekly discussion questions, 2 reviews of journal articles, and the APA Tutorial. I want each student to send me an email using your WBU webmail account within the first week. This ensures that I have a way of contacting you should the need arise. For our purposes, the week will run from Monday to Sunday. Any work submitted after Sundays will be considered late and not graded, except in extenuating circumstances.

Discussion Questions: Participation is essential. It is one of the ways I measure your understanding of the concepts. Each week, you will be given discussion question sets or subjects to discuss. Although I do not impose a word count for DQ responses, a 250-word response per DQ set is appropriate. Each question set assigned will be worth 50 points. An additional 25 points, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings; that is, students' answers to the discussion questions. Total possible points you can earn per week are 100. Providing one sentence responses to my questions, answering the discussion questions at the last minute, and/or answering at the start of the week and not returning to the discussion board will earn you minimal points. The discussion board is intended to ask questions, debate a theory's merit, and challenge one another's ideas to learn from one another. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1.

For our purposes, the week will begin on Monday and end on Sunday. You should respond to the week's discussion questions promptly and check one another's responses to generate discussion. I expect you to discuss and debate with your fellow students, not simply answer my discussion questions. You should visit the course a minimum of every 48 hours. Discussion question answers will be submitted no later than 11:59 pm CST on Thursdays to give all students an opportunity to respond. *DQ answers posted after Thursday will incur a 25-point deduction.*

Responses to classmates should be posted no later than 11:59 pm CST on Sundays.

Instructor designed assessments: You will have a mid-term and final exam. Exams will consist of multiple-choice questions. The exams are not intended to be open book so you must know the material. You will only have 60 minutes to complete each exam and will access it only once. If I determine you have gone over the 60-minute limit, you will incur a 2-point deduction for every minute over the limit. If I determine you have accessed the test more than once, you will be assigned a failing grade.

Journal Article Review: On specific weeks, students are to find and critique a journal article related to this course. You can use the journal article review guidelines at the end of this syllabus as a template. The article can apply to the subject matter discussed for a given week or a topic of interest to you. The article must be from a scholarly, peer-reviewed academic journal. For this assignment, provide a pdf copy for peer review and specify the article's relevance to this course plus your interest in the topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article's subject matter relevant to the course, and 25 points per response to at least two other students' articles. If you don't participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, all articles must be submitted by 11:59 pm CST on **Fridays; submitting after Friday incurs a 25-point deduction**. **Note: Only journal articles will be accepted.** Responses to students' articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance with APA writing standards.* Not citing your article correctly – according to APA standards – results in a 20-point deduction. Post your article review response in the text box – do NOT post your review as an attachment! Additionally, a 250-word response reviewing the article would be appropriate.

Do not add your journal article review as an attachment. Type directly into the textbox. Submitting the review as an attachment will result in a deduction of 20 points.

Sample Journals:

Annual Review of Psychology
Educational Psychologist
Emotion
Health Psychology Review
Journal of Applied Psychology
Journal of Experimental Psychology
Learning and Instruction
Organizational Behavior and Human Decision Processes
Personnel Psychology
Psychological Review

APA Tutorial:

Complete the following APA tutorial. The tutorial should take no longer than 45 minutes—and even less if you are already familiar with APA Style. When you have completed the tutorial, please place a short statement to that effect to complete the assignment in week 2's folder. This will be graded as 100 or zero based upon your statement of completion. In other words, if you do the tutorial, you get a 100. If you ignore the tutorial, you get a zero.

<https://extras.apa.org/apastyle/basics-7e/#/>

Late Work: Late work will only be accepted if a documented emergency has occurred. If a non-emergency reason is given, I will decide whether to accept the late work. If I do accept the late work, a 25-point penalty will be imposed.

Procedure Used for Computation of Final Grade

40% of final grade will be based on discussion questions and participation

30% of final grade will be based on the journal article reviews

25% of final grade will be based on the exams

5% of final grade will be based on completing the APA tutorial

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule

Week	Dates	Readings	Assignments
1	10/13-19	Chapters 1, 2	1. Post intro by Wed 2. Answer both DQs no later than (NLT) 11:59 pm CST on Thursday 3. Respond to classmates' DQs NLT Sunday 11:59 pm CST
2	10/20-26	Chapters 4	1. Answer both DQs NLT 11:59 pm CST on Thursday

			2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday
3	10/27 – 11/2	Chapter 5, 6	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates' articles due NLT Sunday
4	11/3-9	Chapter 7, 8	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. Midterm exam due NLT Sunday 11:59pm CST
5	11/10-16	Chapters 10, 11	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday 3. <u>Article review due Friday NLT 11:59 pm CST</u> 4. Responses to classmates' articles due NLT Sunday
6	11/17-23	Chapter 12	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday
	11/24-30	NO CLASS	THANKSGIVING BREAK – ENJOY!!
7	12/1-7	Chapter 13, 14	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Sunday
8	12/8-13	Chapters 15, 16	1. Answer both DQs NLT 11:59 pm CST on Thursday 2. Respond to classmates' DQs NLT 11:59 pm CST on Friday 3. Final exam due NLT Friday 11:59pm CST

JOURNAL ARTICLE REVIEW GUIDELINES

- 1) Choose an empirical, scholarly, peer-reviewed research report of an original study. I suggest you use the PsycInfo or PsycArticles database on our library's website. Be sure that this article is understandable to you.
- 2) Answer the questions below for each section if applicable. Make sure to answer the questions in relation to the article you have chosen. Put these answers in paragraph form, practicing APA style: use one-inch margins, double-space, Times Roman 12, and use the

section titles as headings, documented in APA style. Cite the article as you would in a Reference Section.

Title and Abstract (Helpful hint: It may help to answer these questions after you have answered the others):

1. Look at the title of the article. What variables does the title of the article suggest will be examined in this article? If the article is a non-experimental article, what does the title indicate about the study?
2. Regarding the Abstract: Do you think that the abstract provides an accurate overview of the key points made in the article? Why/why not? (Remember the abstract summarizes the article. It does not serve as an introduction to the article.)

Introduction:

1. What research problem was studied and why?
2. How does this study propose to go beyond what is already known about this topic?
3. What are the researcher(s)' hypotheses (what questions do the researchers hope to answer with this study)?

Method:

1. How were the variables of interest (those same variables that should be apparent in the title of the article) manipulated and/or measured? If the article is not an experiment, what does the article address?
2. Do you think that the measures used adequately reflect the variables of interest? Why/why not?

Results:

1. Did the researchers provide evidence that any independent variable manipulations were effective (did they perform a "manipulation check")?
2. What were the major findings of the study (to the best of your knowledge **AND in your own words**)?
3. Were the researchers' original hypotheses supported by their observations?

Discussion:

1. What conclusions do the authors draw from this study's results?
2. What new information does this study provide about the problem under investigation?
3. Do the authors cite any practical and/or theoretical implications of the study's findings? If so, what are they?
4. Did the results contradict or were they inconsistent with past research findings? How do the researchers explain this discrepancy?
5. What do the researchers recommend for future research ideas relevant to this topic?

Above questions adapted from:

Jordan, C.H., & Zanna, M.P. (2005). How to read a journal article in social psychology. In D.L. Hamilton (Ed.), *Key readings in social psychology: Social cognition* (pp. 617-626). New York, NY: Psychology Press.