

We recognize and acknowledge that McMaster University meets and learns on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the "[Dish With One Spoon](#)" wampum, an agreement amongst all allied Nations to peaceably share and care for the resources around the Great Lakes.

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## PSYCH 3M03 – Motivation and Emotion 2020 Fall Term

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### COURSE DESCRIPTION

This course covers the biological basis of motivation and emotion in humans and other mammals. The approach is strictly scientific, with an integration of evolutionary, physiological, developmental, and social perspectives. We will begin with fundamental biological dimensions of motivation and emotion common to all mammals, and will move progressively to more distinctively human and social issues.

### COURSE AND LEARNING OBJECTIVES

Students learn about a variety of topics related to motivation and emotion, including:

1. What are the historical beliefs regarding the inner motivations of human behaviour?
2. To what extent does genetics and life experiences influence behaviours?
3. How do the brain and the endocrine system work together to control our physiology and behaviour?
4. How does the mammalian system regulate basic drives for hunger, thirst, pain, reproduction, and stress?
5. Why do we feel different types of love and attachment for our parents, family, and romantic partners?
6. How do we cope when our behaviours and beliefs don't align?
7. What emotions are unique among humans?

By the end of the term, students develop a better understanding of intrinsic and extrinsic drivers underlying basic mammalian behaviour from an anatomical, physiological, evolutionary, and cultural perspective.

### *Class Activities*

**Lecture:** Wednesdays, 7:00 – 10:00 PM on MS Teams

All class meetings will meet over Microsoft Teams (MS Teams). Additional information regarding the use of MS Teams will be posted in the Avenue to Learn course shell.

**Office Hours:** Please visit Avenue to Learn for the office hour schedule. Office hours will be held on MS Teams.

### MATERIALS & FEES

### REQUIRED MATERIALS/ RESOURCES

Learning in this course will occur without the use of a single textbook. Students will have access to 'open educational resources' that do not require payment and thus decrease the financial barriers that some face to an



accessible education. In other instances, students are asked to access scientific articles by using their student accounts with the university library.

Students are expected to read all materials available on Avenue in order to prepare for term **evaluation**

## SUPPLEMENTARY MATERIALS/ RESOURCES

If students wish, they may purchase supplementary materials that closely follow the content of the course. These materials are NOT required and information found in the resources not covered in lecture will NOT be tested. Students may find these resources online from third party retailers or copies may be available for loan from the university library.

1) deCatanzaro, D.A. (1999). *Motivation and Emotion: Evolutionary, Physiological, Developmental, and Social Perspectives*. Upper Saddle River, NJ: Prentice Hall (Pearson).

## VIRTUAL COURSE DELIVERY

To follow and participate in virtual classes it is expected that you have reliable access to the following:

- A computer that meets performance requirements [found here](#).
- An internet connection that is fast enough to stream video.
- Computer accessories that enable class participation, such as a microphone, speakers and webcam when needed.

If you think that you will not be able to meet these requirements, please contact [uts@mcmaster.ca](mailto:uts@mcmaster.ca) as soon as you can. Please visit the [Technology Resources for Students page](#) for detailed requirements. If you use assistive technology or believe that our platforms might be a barrier to participating, please contact [Student Accessibility Services](#), [sas@mcmaster.ca](mailto:sas@mcmaster.ca), for support.

## COURSE OVERVIEW AND ASSESSMENT

### COURSE OVERVIEW/ TOPICS

#### Lecture SCHEDULE

At certain points in the course it may make good sense to change the schedule and deadlines in the course outline. The instructor reserves the right to modify elements of the course and will notify students accordingly (in class and through announcements on Avenue). All lectures will be live on Microsoft Teams. Readings and content for both lectures will be posted on Avenue. Students are expected to attend lectures. Class content may be recorded and posted to Avenue as a study resource.

Week	Lecture Topics	Assignments/Tests
1 - (Sept 8-11)	Introduction to Psych 3M03: Motivation and Emotion History and Overview	
2 - (Sept 14-18)	The Evolution of Motivation and Emotion Genetics , Learning, and Development	
3 - (Sept 21-25)	Genetics , Learning, and Development	<b>Sept 24<sup>th</sup> to Sept 27<sup>th</sup>: Quiz 1</b>
4 - (Sept 28-Oct 2)	General Physiological Perspective	

5 - (Oct 5-9)	Thirst, Hunger, and Elimination	
<b>Oct - 12 18</b>	<b>Midterm Recess</b>	
6 - (Oct 19-23)	Pain, Fear, and Comfort	<b>Oct 21<sup>st</sup>:</b> Test 1
7 - (Oct 26-30)	Reproduction	
8 - (Nov 2-6)	Arousal and Stress	<b>Nov 5<sup>th</sup> to Nov 8<sup>th</sup>:</b> Quiz 2
9 - (Nov 9-13)	Anger, Hate, and Aggression	<b>Nov 15<sup>th</sup>:</b> Assignment
10 - (Nov 16-20)	Happiness, Sadness, Coping Strategies	
11 - (Nov 23-27)	Love and Attachment	<b>Nov 25<sup>th</sup>:</b> Test 2
12 - (Nov 30-Dec 4)	Motivation to Learn Conflicts Among Motives	
13 - (Dec 7-9)	Self, Family, and Community Course Conclusion	

## EVALUATION

ASSESSMENTS	VALUE
<b>Quizzes:</b> 24 – 27 September 2020 5 – 8 November 2020	10% (2 x 5%)
<b>Tests:</b> 21 October 2020 25 November 2020	45% (2 x 22.5%)
<b>Assignment.</b> 15 <sup>th</sup> November 2020	10%
<b>PeerWise (Optional)</b>	2.5% (reduction in value from lowest test score)
<b>Final Exam:</b> Scheduled by Registrars office	35%
<b>TOTAL VALUE 100%</b>	

### Term Tests

- The final exam will be scheduled by the registrar office. Students must complete all term tests as scheduled.
- There will be two 50-minute tests held throughout the term. **Each test will be written during at the start of lecture.** Each test will contain a combination of multiple-choice, one-to-three word answers, matching, labelling, and short-answer questions.
- Tests are not cumulative. Questions are obtained from content after each previous test.
- Each test includes questions from lectures and posted readings, information presented in any posted videos, and by guest speakers.
- Tests will take place on Avenue to Learn. Should this change, an update will be provided on Avenue and in lecture.



- If you miss a term test, please submit a MSAF to Lucas at [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca). You are expected to complete a make-up test on the designated date. This test will be scheduled at the end of term.

### Term Quizzes

- There will be two 25-minute quizzes held throughout the term. Quizzes will be on Avenue and open for ~4 days from Thursday afternoon to Sunday evening. Each quiz will contain a combination of multiple-choice, one-to-three word answers, matching, labelling, and short-answer questions.
- Quizzes are not cumulative. Questions are obtained from content from since beginning of class or since last test.
- If you miss a term quiz, please submit a MSAF to Lucas at [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca). The quiz value will be added to your exam.

### Term Assignment

- Guidelines for the assignment will be posted on Avenue in detail. Students will read a primary research article in the field of Motivation and Emotion of their choosing. They will write a short summary and critique of the article.
- If you MSAF the assignment email Lucas at [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca) to discuss accommodations.

### PeerWise (Optional)

- PeerWise is an online platform for students to create multiple choice questions for their peers, provide explanations for correct/incorrect answers, and provide feedback on questions. This creates a question bank for students in the class to use as a study aid. Participation is voluntary. Students who contribute a minimum of 8+ questions across 4 or more course topics will have the value of their lowest test grade reduced by 2.5%.

### 3-Day Grace Period For Class Assignment

- You may submit an assignment at a later date without needing to submit an MSAF. That is, an accommodation that allows relief from academic work due to medical or other personal issues is automatically given to all students in this course.
- Students who submit the assignment on time will receive both feedback and a grade. However, you may submit your assignment up to 3 days late (including weekends) with no late mark applied. You will still receive a grade, but there *might* be minimal feedback.
- This 3-day 'grace period' is in place to deal with any issues that may occur prior to the due date that prevented you from submitting on time (e.g. computer crashed, forgot to submit, personal situations etc.). If you wait to submit your assignment at the end of the grace period and you encounter an issue that prevents you from submitting within the 3 days (including weekends), there will be no additional accommodations.

Assignments submitted after the 3-day grace period will receive a deduction of 5% per day penalty from the actual due date (before the grace period). No additional accommodations will be provided beyond the 3-day grace period.

### CHECKING YOUR GRADES

Special consultation hours are arranged following the release of each test and assignment grades.

Students should check their grades on Avenue as we will use these marks to calculate the final course grade.

Discrepancies must be reported to the Professor within a week of receiving the grade.

Grades obtained in PSYCH3M03 are converted according to the scheme generally used at McMaster University which can be viewed here: <http://registrar.mcmaster.ca/exams/grades/>

When the final marks are obtained, ALL borderline cases will be reviewed and, where warranted, adjustments will be made in the final mark.

**E-mails regarding requests to increase final course grades are not answered.**



## RE-MARK POLICY

The re-mark policy in this course is slightly modified and reprinted with permission from Dr. Deborah Mowshowitz from the Department of Biological Sciences at Columbia University (New York, USA).

Source: BiologyC2006/F2402-Spring2016-Regrade Requests. (2016, January 8). Retrieved from [http://www.columbia.edu/cu/biology/courses/c2006/regrade\\_requests.html](http://www.columbia.edu/cu/biology/courses/c2006/regrade_requests.html)

The re-grade procedure is meant to correct serious errors in grading. It is not intended as an opportunity to argue about each judgment call made by the grader. Although it is true that we sometimes take off 1- 2 points too many here and there, but we also give you 1-2 points too many just as often.

The re-grade policy is not intended to discourage students whose tests/assignments are graded incorrectly; rather it is an attempt to avoid frivolous requests.

**Deadline:** Within 1 week (unless a different date is announced in class and on Avenue), from the time that a test or assignment grade is published on Avenue.

**Addition Errors:** If there is an arithmetic error in adding up points, let the Professor know immediately. This doesn't constitute a re-mark request.

### How to Request a Re-mark?

**Term tests:** All tests are reviewed during special review sessions. The date & location of the review sessions will be posted on Avenue. Please include the course code, your name, student number, and a short paragraph (3-5 sentences) as to why you feel your evaluation was not fairly marked. Email this request to Lucas via [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca).

**Written assignments:** Please include the course code, your name, student number, and a short paragraph (3-5 sentences) as to why you feel your evaluation was not fairly marked it to Lucas via [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca). There is no need to attach a copy of the relevant assignment as it already available in the assignment DROPBOX folder on Avenue.

### What Doesn't Merit a Re-grade? "Most of what I wrote is correct, so I think I deserve more partial credit."

Partial credit is given equally for all students who write a particular answer, so it would not be fair to give you more points for this without adding points to all students who wrote the same answer.

"I wrote so much, and the grader didn't notice that the correct answer is buried somewhere within this long paragraph."

You will lose points if the correct answer is accompanied by incorrect information or by so much irrelevant information that it gives the impression that you were just writing down everything you could think of on this topic. To get full credit you must demonstrate the ability to pull out the relevant info and to exclude irrelevant info.

"I'm just 1 point away from an A, so I thought it was worth asking to find an extra point somewhere."  
It's not.

### The Bottom Line on Re-grades

I apologize for being so hardnosed about re-grades, but in my considerable experience, they consume an inordinate amount of effort, both yours and mine, for very little benefit. If you have a legitimate complaint, do not hesitate to submit a re-grade request. However, if you are thinking that your grade is not as good as you would like, and it would be nice to have a few more points, please do not send a request. Read the paragraph below instead.



### Looking to improve your marks?

If you are working hard in this course, but feel that your grades don't reflect your work, please meet with Lucas on a regular basis. If you can't make Lucas' office hours, or they seem too busy, arrange an appointment for another time via email at [grevillj@mcmaster.ca](mailto:grevillj@mcmaster.ca).

You may be spending a lot of time on the wrong things, and redirecting your efforts may really pay off.

### Communication between Students and Faculty

The University's official method of correspondence with students is through a valid McMaster University e-mail account. It is the student's responsibility to keep the @mcmaster.ca account active and check it on a regular basis. All emails from students must include a full name, student #, and course code (LIFESCI 4X03).

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

### Course Specific MSAF Information

- *Students are responsible for contacting Lucas to arrange for accommodations.*
- *Missed tests will be written at the end of term at date tbd. Quizzes will be re-weighted to final exam. Assignments accommodations will be discussed with the instructor.*
- *Please note final exams for the course are not eligible for MSAF*

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COURSES WITH AN ON-LINE ELEMENT

In this course we will be using Avenue to Learn and Microsoft Teams. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.



## ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

**It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

**The following illustrates only three forms of academic dishonesty:**

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities \(the “Code”\)](#). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on



online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

### **Student Responsibilities**

To get the most out of the course, students must be prepared to:

- complete all readings and course requirements and attend all class meetings;
- create a realistic study schedule;
- visit the Instructor and/or TAs during office hours for additional help. If struggling with course material, ask for help early;
- plan and manage their own time;
- check the course Avenue site, and the McMaster e-mail account daily for updates; and,
- follow all university policies and guidelines, and in all ways be a responsible university member.

### **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **RESEARCH ETHICS**

- *Not applicable to Psych3M03: Motivation and Emotion*

### **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.