



COURSE OUTLINE

PSY205 Motivation and Emotion

Course Coordinator: Jacob Keech (jkeech@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces students to the theoretical and empirical approaches to understanding human motivation and emotion. Topics covered include theories of motivation, drives and instincts, consciousness and volitional behaviour, self-control and self-regulation, the function of emotions, relationships between emotion and cognition, and the regulation of emotions.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| ON CAMPUS | | | |
| Tutorial/Workshop 1 – Workshop | 2hrs | Week 1 | 12 times |
| Lecture – Online lecture content | 1hr | Week 1 | 13 times |

1.3. Course Topics

TBA

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | | GRADUATE QUALITIES |
|---|---|--|
| On successful completion of this course, you should be able to... | | Completing these tasks successfully will contribute to you becoming... |
| 1 | Understand and explain the major theories and concepts of human motivation and emotion, and to recognise and explain how these factors influence human behaviour. | Knowledgeable |
| 2 | Consider and participate in self-exploration to develop a deeper understanding of the theory of motivation and emotion. | Creative and critical thinker |
| 3 | Transfer knowledge of human motivation and emotion to applied concepts and scenarios. | Empowered |
| 4 | Develop appropriate strategies and interventions to overcome a variety of motivational problems. | Empowered Ethical |
| 5 | Develop coherent arguments that can be supported by relevant research literature. | Knowledgeable Creative and critical thinker Empowered |

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

PSY100 and PSY101

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

You will be given assistance and feedback in weeks 2 and 3 workshops on how to write your operational definition for Assessment Task 1.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|-----------------------------------|---------------------|-------------|--------------------------------|-----------------------|--|
| All | 1 | Report | Individual | 30% | 1500 words | Week 8 | Online Assignment Submission with plagiarism check |
| All | 2 | Essay | Individual | 30% | 1800 words | Week 11 | Online Assignment Submission with plagiarism check |
| All | 3 | Examination - Centrally Scheduled | Individual | 40% | 2 hours | Exam Period | Exam Venue |

All - Assessment Task 1: Behaviour change report

| | | |
|------------------|---|---|
| GOAL: | The goal of this assessment to operationalise one of your behaviours, record its occurrence, explain why it may be occurring, and devise strategies to modify that behaviour. | |
| PRODUCT: | Report | |
| FORMAT: | <p>The word limit is 1500 words. The 1500 words includes all headings, words, and citations inside and outside the brackets (but not the title page or reference list).</p> <p>APA style (7th ed) is required for in-text citations, reference list and format.</p> <p>A more detailed outline of the requirements of this assessment will be provided on Blackboard.</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Explanation of the behaviour under review 2 |
| | 2 | Clarity and extent of the operational definition 2 |
| | 3 | Clarity and explanation of behavioural excess or deficit from SORCK data 2 |
| | 4 | Choice of motivation theory that aids interpretation of SORCK data and critical analysis of the research literature 4 |
| | 5 | Appropriateness of the motivational treatment plan and critical analysis of the research literature 4 |
| | 6 | Careful and accurate use of APA referencing and style and use of formal, academic language 5 |

All - Assessment Task 2: Treatment strategy essay

| | | |
|-----------------|---|--|
| GOAL: | The goal of this assessment is to devise a treatment strategy for a hypothetical client. | |
| PRODUCT: | Essay | |
| FORMAT: | <p>The word limit for the essay is 1800 words and includes all headings, words, and citations insides and outside the brackets (but not the title page, or reference list).</p> <p>APA style (7th ed) is required for in-text citations, reference list and format.</p> <p>You will be provided with an essay topic on Blackboard in Week 1 and will be asked to critically review current motivation and emotion psychology research on the topic, in order to devise an appropriate treatment strategy.</p> | |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Informative and concise summary of the purpose and content of the essay 5 |
| | 2 | Summary of the case and identification of the issues 3 |
| | 3 | Comprehensive analysis and understanding of the case history 3 |
| | 4 | Thoroughness and explanation of the motivational treatment plan and goal-setting/cognitive change methods 4 |
| | 5 | Evidence of critical analysis of the current research literature and demonstration of original thinking 4 |
| | 6 | Detailed, coherent, logical and succinct summary of the case analysis and treatment plan that clearly highlights primary conclusions 4 |
| | 7 | Careful and accurate use of APA referencing and style and use of formal, academic language 5 |

All - Assessment Task 3: Examination

| | | |
|------------------|---|---|
| GOAL: | To assess your knowledge of the course content. The end-of-semester examination will consist of multiple choice and short answer questions based on the materials covered in the lectures, in the textbook, and in the tutorials. | |
| PRODUCT: | Examination - Centrally Scheduled | |
| FORMAT: | Multiple choice and short answer questions. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Accuracy and correctness of responses 1 |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR | YEAR | TITLE | PUBLISHER |
|-----------|--------------------|------|--------------------------------------|--------------------------------|
| Required | Johnmarshall Reeve | 2018 | Understanding Motivation and Emotion | John Wiley & Sons Incorporated |

8.2. Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au