

MOTIVATION SCIENCE PSYC UN3671

INSTRUCTOR:

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Student hours: TBD

Office: 329 Schermerhorn Hall

Course Information

Location: TBD (in-person on campus)

Term: Fall 2021

Days: Monday

Time: 2:10pm-4:00pm

COURSE RATIONALE AND DESCRIPTION:

The course is meant to survey the main motivational theories and to examine the internal forces or influences that direct individuals towards goal attainment in everyday life. In class we will scientifically examine the forces that have traditionally directed individuals towards goals attainment. The main focus will be on social-cognitive processes and how situational factors trigger various responses that can then drive behavior. The course explores theories on cognitive determinants of motivation (e.g., goal setting, mindsets, control beliefs), affect processes (e.g., emotions both giving rise to and arising from progress or hindrance in goal pursuit) and valuation mechanisms (e.g., values influence motivation via the processes of goal content, goal striving, and identity development). In addition, we investigate the sociocultural level of motivation. We expand the conceptualization of motivational drive to include external factors such as culturally based knowledge and social interaction as potential motivators.

We will answer questions such as “what do people really want?”, “why they want what they want?” and “Where does motivation come from?”. We will investigate those questions in all different domains: learning, performance, work settings and emotional process in interpersonal relationships. And we will uncover how motivation takes place. Students will learn how to foster motivation and how to effect changes in their self and others in their life.

LEARNING OBJECTIVES:

Students will become more critical consumers of motivational science. To do that, they will:

- Learn the main theoretical framework in the field (lecture + off line work)
- Discuss the relevant literature in class and in written assignments (with peers + feedback on written assignment)

Students will be able to identify and leverage some of the tools that are used to motivate others and themselves. To do that, students will:

- Work through case studies where they'll have the opportunity to apply different motivational tools. (in class discussions)
- Draw on course content to design & write an empirical application of those tools. (final project)

Students will be able to consider how the motivational forces that we will study and discuss could have shaped their own life and identity. (personal reflection offline)

COURSE FORMAT:

This course will meet once weekly for 2 hours. The main purpose of the class will be discussion of readings, relevant exercises, and clarification while there will be time for introducing new material.

PREREQUISITES:

Science of Psych (PSYC UN1001) or equivalent introductory psych course Introduction and either Social Psychology (PSYC UN2630) or Introduction to Social Cognition (PSYC UN2640), a Research Methods course, and instructor permission. Students who not have taken all the pre-requisites but who have other relevant background may be admitted with instructor permission.

ROLE IN THE PSYCHOLOGY CURRICULUM

This seminar is an advanced seminar designed particularly for undergraduates who are majoring in Psychology and Neuroscience & Behavior and for students participating in the Psychology Postbac Certificate Program. Senior majors & Postbacs will have priority in registration, followed by junior majors followed by non-majors. The course will fulfill the following degree requirements:

- For the Psychology major or concentration in the College and in G.S. and for the Psychology Postbac certificate, it will meet the Group III (Social, Personality, and Abnormal) distribution requirement.
- For Psychology Postbac certificate students, and for Psychology majors who enter Columbia in Fall 2013 or later, it will fulfill the seminar requirement.
- For the Neuroscience & Behavior major, this course will fulfill the P5 Advanced seminar requirement.

COURSE POLICY:

Attendance: Class participation is the foundation of this course. Of course, there are times when life gets in the way of things, but more than one absence will be detrimental to your learning – and to your grade. One absence will not negatively impact your grade, but please inform me of the absence as soon as possible. You will still be responsible for the work due in that class, e.g., reading responses and interim deadlines for the final paper.

Class Etiquette: Cell phones are not allowed to be taken out in class and should be kept on silent (not vibrate). Laptops or tablets may be used for anything course related. However, out of courtesy to your classmates and respect for your own learning, please refrain from using these for any other purpose.

Late assignments: It is not fair for you to get more time on your assignments than your peers. If there's an appropriate reason for turning an assignment in late, please discuss it with me well in advance so that we can work out an arrangement. I will have to penalize late assignments, unless there is an appropriate reason and the revised due date has been agreed upon ahead of time.

Diversity & Inclusion: My aim is to foster a learning environment that supports a diversity of perspectives and experiences and honors your identities. Please reach out to me with any concerns or suggestions you may have to better address your learning needs and to improve the effectiveness of this course. I look forward to working together to create a classroom community built on mutual respect and inclusivity.

Students with Disabilities: Students with special needs who may require classroom/assignment accommodations should make an appointment with me before or during the first week of class. You should also contact the Office of Disability Services (ODS) in Lerner Hall before the start of the course to register for these accommodations. The procedures for registering with ODS can be found at <http://health.columbia.edu/services/ods> or by calling (212) 854-2388.

Academic integrity: As members of this academic community, we are responsible for maintaining the highest level of personal and academic integrity: “[E]ach one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.... The exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects... [and] you must always submit your own work and not that of another student, scholar, or internet agent” (from the Columbia University Faculty Statement on Academic Integrity:

<https://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement>).

Plagiarism—whether intentional or inadvertent—is a serious violation of academic integrity. If you have any questions about what constitutes plagiarism and/or how to properly cite sources, please come to me. I am more than happy to help. Similarly, if you put yourself in a situation, e.g., starting an assignment very late, in which you think your best option might be to cut some corners, see me. It is far better to have a few points deducted from a paper than to compromise your academic integrity and potentially put your academic standing in jeopardy.

Citation should follow APA guidelines: <http://www.apastyle.org/>. If you have any doubt throughout the semester about how to cite something, or whether it would constitute as plagiarism, feel free to ask me.

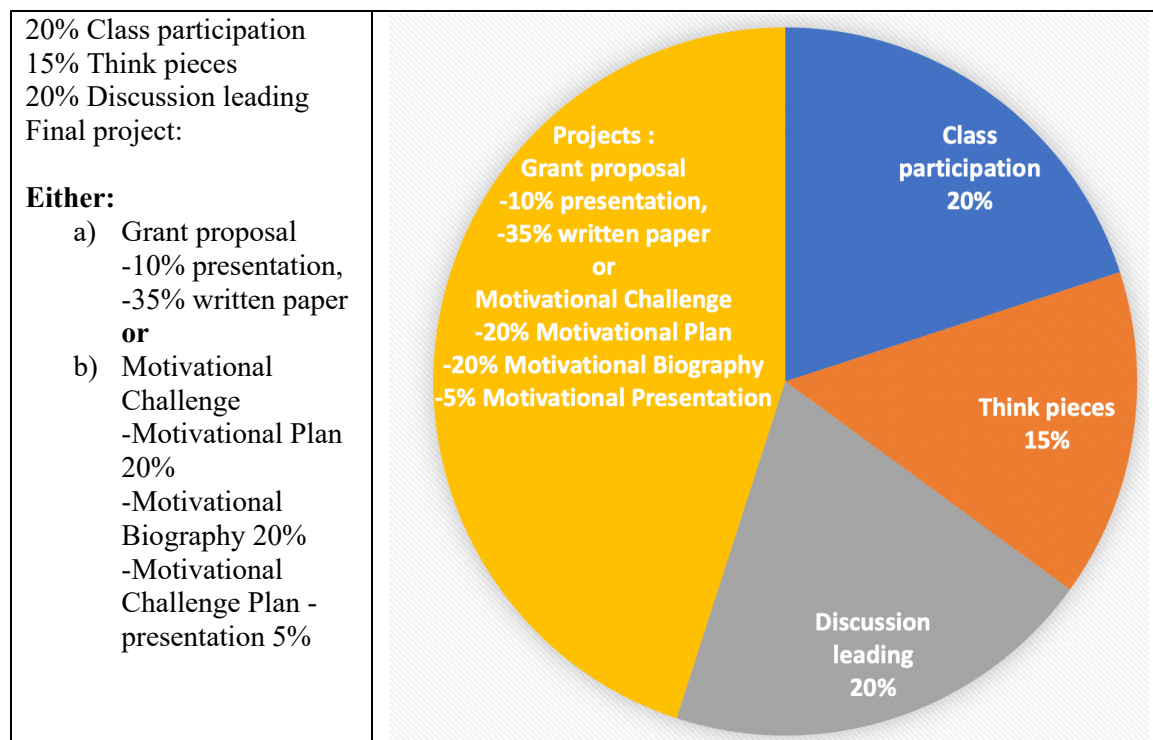
Academic support services:

Writing Center - <https://www.college.columbia.edu/core/uwp/writing-center>

Columbia Libraries - <http://library.columbia.edu/>

Readings: There is no textbook required for this course. Readings will comprise scientific articles, book chapters and literature reviews in the fields of motivation science. PDFs of all readings will be available through CourseWorks/Canvas.

COURSE ASSIGNMENTS ANF GRADING:



Participation is an essential component of this course. Our class is small and depends almost entirely on discussion within the group. Students are expected to attend and actively participate in every class. They are required to share their own thoughts on the readings throughout the class and raise questions encouraging their peers to share theirs. Additionally, students are expected to give their peers respectful and constructive feedback on their opinions and participation. Class participation could include:

- Asking insightful or clarifying questions
- Connecting the assigned readings to other readings we have reviewed in the course, or reading you might have done on your own, while drawing parallels and/or contrasts among findings or concepts

- Actively listening to fellow classmates and responding to their ideas in a constructive and respectful manner
- Offering thoughtful critiques of the reviewed research and providing convincing arguments and suggestions for how it might be improved
- Bringing in other academic and non-academic sources that shed light and facilitate the gaining of new insights on the topics covered
- Applying the various concepts and research findings discussed to current events, domestically and globally, in a way that further illustrates these concepts and findings

Participation will be graded with \surd , $\surd+$, $\surd-$ (check, check +, check-) after every class: based on your active involvement and relevance of the points raised in the class discussion. One of my objectives for this course is for students to develop their communication and critical thinking skills throughout the course so I encourage every student to come to see me during office hours to chat about class participation. Participating in class can be more difficult for some students, and if that's the case, please come see me at the beginning of the semester so that we can work out ways you can contribute.

Think Pieces: 15% (3 pieces 5% each) *Due the night before class*

3 Think Pieces (2 pages, double-spaced) integrating two of the weekly assigned readings into one “think” piece. All think pieces are due prior to the start of class whose readings are covered in the piece and should be submitted to me via email (fp2224@columbia.edu). Student can choose the any three of the ten weeks (from week 2 to 11) to submit their think piece. The goal of these thought papers is to promote active reading and critical thinking, and to stimulate thoughts to discuss in class: you can raise theoretical or methodological questions related to the readings, share insights or comment on the implications of empirical findings, or relate the readings to previous class discussions. Students have to integrate *two* or more readings into each thought paper. Students should bring a copy of these to class and prepare to share your thoughts with your peers. These will *not* be formally graded but will be checked for completion/effort (each worth 5 point [those completed but with a clear lack of effort will receive only 2 credits) Note that greater length does not necessarily indicate greater effort!

Discussion leading: 20%

Beyond weekly contributions to the class discussion, each student will serve as a facilitator for at least one of the class sessions (the number of sessions will depend on the size of the class). A list of discussion time-slots will be posted on Canvas after the first class so that each student can select a topic of interest. You will give a brief 15-min overview and synthesis of the required readings for that day and describe supplemental readings (that you and I will arrange beforehand), and then moderate a stimulating class discussion. This does not mean simply summarizing the readings, but rather being prepared to offer a few questions and comments that hopefully begin a deep discussion of

the main issues, strengths, weaknesses, controversies, and gaps in the readings for a particular week.

It is the discussion leaders' role to sustain a constructive discussion involving (ideally) all of your classmates. I will lead the first two class discussion to give you an example of what types of discussion questions and moderation styles can be used, along with class activities that you can use to stimulate discussion. Discussion leaders should assume that the other seminar participants have also read the material carefully, so their job is primarily to generate discussion, not to provide a lecture or summary of each article. Discussion leaders should send me a list of questions they will use to guide the discussion 48 hours before class and meet with me to go over class plan.

Discussion questions might include: *What is the hypothesis that is tested in this article? What are the implications/ the meaning of the findings? What alternative explanations did the researchers rule out (or not!) in their study? How do these readings answer a particular question in the syllabus course description?*

As a discussion facilitator your grade will reflect: your preparation (7%), quality of the synthesis offered to your classmates (7%), ability to keep discussion focused (2%), ability to advance and deepen discussion (2%) and provide opportunity for all classmates to be heard (2%).

LONGER FINAL ASSIGNMENT EITHER:

A) Grant proposal Draft 10% presentation, 35% of the final Grade

Grant Project: produce a grant proposal related to the topics we have covered in class. By writing a mini-grant proposal, students will:

- gain an understanding of all steps of scientific discovery
- review what is known on the topic of interest
- plan a well-designed study to explore the topic of interest

The project will be assigned starting at week 6 and a different part of the grant will be due every week up to week 12 when the finished grant proposal will be due.

1A – Students come to class with an idea for a grant project and an elevator pitch for it. Elevator pitch → a brief (~2 minutes), persuasive speech that students use to spark interest in their idea

2A- Week 6 deliverable: “Letter of Intent”

Students will identify a fruitful area of research and write a convincing proposal.

One single-page proposal idea (Called a “Letter of Intent”) explaining the topic, central research questions, general idea for proposed studies, and significance.

It should be 1-1 & 1/2 pages (single-spaced, 12-point Times New Roman font)

→ student will receive feedback

3A- Week 7 deliverable: Aims and Theory development & Significance and Background

Major Aims and Theoretical development: the goal of this section is to introduce the research question and why it is important, provide a brief summary of the main arguments that follow in the research proposal, and articulate how the proposal advances knowledge in the motivational science field. Additionally, in this section students should offer 2-3 novel hypotheses and present a compelling theory (i.e., explanatory logic) in support of those hypotheses. The hypotheses ought to be novel and worth pursuing in future research (~2-3 pages).

Significance and Background: the goal of this section is to review prior relevant research on the research topic. Students will lay out what is known and what remains unknown about the topic. This section is meant to help the “grant manager (i.e. the reviewer)” understand how and why the research will advance understanding in an important way (~1-2 pages).

The deliverable should be 3-4 pages (single-spaced, 12-point Times New Roman font).

→ student will receive feedback

4A - Week 9 deliverable: Method session

The goal of this session is to provide a broad technical description of the research plan: activities, methods, data, and theory. Students will write to convince that the idea deserves funding.

Students will clearly state their hypotheses, predictions, methods they plan to use (recruitment and number of subjects, etc.), research designs, plan for data analysis, and expected results.

The deliverable should be 2-3 pages (single-spaced, 12-point Times New Roman font).

→ students will receive feedback

5A - Week 10 deliverable: Timetable, dissemination plan and references.

Students will present a plan for how they will go about addressing/attacking/solving the questions and hypotheses students have raised. Also address where will publish their result.

Students will list their references (they do not count in page limits).

The deliverable should be 1/2-1 page (single-spaced, 12-point Times New Roman font)

→ students will receive feedback

6A - Week 12 deliverable: 5 minutes presentation to the class of the final proposal

7A - Week 12 deliverable: Grant Proposal

A final draft of the Grant Proposal (Major Aims and Theoretical development, Significance and Background, Methods, Timetable, dissemination plan and references) is due.

Students need to incorporate the feedback from the instructor into their final draft

The final grant proposal should be ~ 6 pages (single-spaced, 12-point Times New Roman font).

Papers will be graded based on creativity and originality of the proposed theoretical idea (15%), thoroughness of the literature review (20%), integration of relevant and empirically valid methodology (20%), logic of the predicted results (20%), thoughtfulness of discussion (20%), and overall presentation (grammar, spelling, APA formatting, etc.) (5%). I'll provide feedback after every intermediary step it is submitted towards the final proposal and a grade based on: A (exceptional work), B (good work) or C (needs improvement) and will be worth 5% of the final grade.

or

- B) A Motivation Autobiography 20% + A Motivational Challenge Plan (20%) + Motivational Challenge Plan – Presentation (5%)**

Deliverables as follow:

1B – week 5 – Students come to class with an idea for a motivational challenge that they are ready to take on an elevator pitch to explain their motivation to do so.

Pitch elevator → a brief (~2 minutes), persuasive speech that student uses to spark interest in what idea

2B- Week 6 deliverable: “Motivation Challenge idea”

Students will identify a real-world motivational challenge that they want to address. In this first proposal they will articulate:

→ what is the motivation behind wanting to address this challenge? Why?

→ how are they planning to address the challenge?

→ what could be wrong with the plan?

It should be 1/2 pages or 1 page (single-spaced, 12-point Times New Roman font)

→ student will receive feedback

3B – Week 8 deliverable “A Motivation Autobiography”

Students will submit a total 3 pages (single-spaced, 12-point Times New Roman font) narrating a succinct story of their life from a motivation perspective. A review of their major life events and their motivators which has to be integrated with the motivational theories covered during the semester. The paper has to contain the following: (a) who the student is today and who/what has been the major motivational influences (both positive and negative) in his/her life to this point; (b) where the student would like to go (areas in life student would like to change and/or improve); and (c) how student will accomplish these goals (citing specific strategies to accomplish these changes). Part (a) is the major part of the assignment and should comprise 80-90% of the text. Students should cite *at least* five research articles (from class reading, lecture, or outside reading he/she has done on motivation topics) to support the experiences and/or goals for the future.

Students’ papers will be graded based on creativity and originality of the proposed theoretical idea (15%), thoroughness of the literature review (20%), integration of relevant and empirically valid methodology (20%), logic of the predicted results (20%), thoughtfulness of discussion (20%), and overall presentation (grammar, spelling, APA formatting, etc.) (5%). I’ll provide feedback after every intermediary step students submit towards the final proposal and a grade based on: A (exceptional work), B (good work) or C (needs improvement) and will be worth 5% of the final grade.

4B Week 12 deliverable: 3 minutes presentation to the class of students’ real-life motivational challenge

Students will provide an analysis of the challenge and recommend implementable solutions as per the paper due the same day.

5B Week 12 deliverable: Motivational Challenge Plan

Students will submit 3 pages (single-spaced, 12-point Times New Roman font) paper describing how they would use motivational principles from the course to deal effectively with a real-world motivational challenge that is relevant to their life. The challenge of their choice will be the one they have previously received feedback on. The paper will describe the challenge and how the student would meet it using motivational principles from the course, providing arguments and research evidence for why the student believe applying those principles would be effective.

This two (MA and MCP) papers will be graded based on thoughtfulness shown in the assignment and capacity of analysis with respect to events, challenges and solutions (30%), thoroughness in references and literature review (20%), integration of relevant class material (30%), logic and clarity of exposure (10%), and overall presentation (grammar, spelling, APA formatting, etc.) (10%).

PEER REVIEW in class (week 5)→ Elevator pitch or lightning round grant research and motivational challenge. Part of week 5 class will be dedicated to giving the opportunity to students to prepare an elevator pitch description of their grant or motivational challenge idea (< 2minutes) and present it to at least 7 other people in the class but in a low stake environment. Students will be randomly assigned them to one of two groups and then in a robin round design rotate to talk with other students (in pair). Students will have the opportunity to pitch and receive feedback and listen to and give feedback to at least half of the students in the class.

SUMMARY OF ASSIGNMENTS AND DUE DATES

Due Date	Assignment
Every Tuesday	Complete the reading
Every Tuesday (from week 2 to 11)	3 think piece due prior beginning of class
09/20/2021 Week 2	Check coursework for Lead discussion assignment
10/11/2021- Week 5	Come to class with an elevator speech for either a Grant Proposal or a Motivational Challenge
10/18/2021- Week 6	Motivation Challenge idea (brief paper) or Letter of intent for Grant
10/25/2021 -Week 7	Grant: Aims and Theory development & Significance and Background
11/08/2021- Week 9	A Motivation Autobiography
11/15/2021 - Week 10	Grant: Method session
11/22/2021 - Week 11	Grant: Timetable, dissemination plan and references
12/06/2021 -	Grant proposal or Motivation Challenge Plan + presentation

Schedule and required readings

Date	Topic		Readings
09/13/2021 Week 1	<i>Course objectives & expectations</i>	Brief history of Motivational Science	Syllabus
09/20/2021 Week 2	<i>Intro to Motivation Science What is motivation?</i>	<i>In-class exercise:</i> When you try to motivate someone, what are you trying to do? What do you want to happen? Given what you want to happen, how do you make it happen? This class will discuss what are the different perspectives in the motivational literature about what it means to be	Reeve, J. (2018). <i>Understanding Motivation and Emotion</i> (7 th Edition). Wiley. <i>Read chapters 1- 3 (pg. 2-68)</i>

		motivated, and what are the strengths and weaknesses of each perspective.	
09/27/2021 Week 3	<i>Biological bases of Motivation:</i>	Conceptualizing & Measuring	Reeve, J. (2018). <i>Understanding Motivation and Emotion</i> (7 th Edition). Wiley. <i>Read chapter 4 and 6 (pg. 71-97 and pg. 123-150)</i>
10/04/2021 Week 4	<i>Promotion & Prevention Ways of Seeing & Feeling About the World</i>	Gain and non-loss two distinct kinds of <i>value</i> : Class discussion	Halvorson, H. G., & Higgins, E. T. (2013) <i>Focus: Use Different Ways of Seeing the World for Success and Influence</i> . NY: Hudson Street Press (Penguin)
10/11/2021 Week 5	<i>Performance Feedback and goal Pursuit</i>	Speed Dating/Final Project idea elevator pitch Class discussion	Grant, H. & Gelety, L. (2009). Goal content theories: Why differences in <i>what</i> we are striving for matter. In G.B. Moskowitz and H. Grant (Eds.), <i>The Psychology of Goals</i> , pp. 77-97. New York, NY: The Guilford Press. Forster J. & Werth, L. (2009). Regulatory focus: Classic findings and new directions. In G.B. Moskowitz and H. Grant (Eds.), <i>The Psychology of Goals</i> , pp. 292-322. New York, NY: The Guilford Press.
10/18/2021 Week 6	<i>Control as a Source of Motivation</i>	Class discussion	Pierro, A., Presaghi, F., Higgins, E. T., & Kruglanski, A. W. (2009). Regulatory mode preferences for autonomy-supporting vs. controlling instructional styles. <i>British Journal of Educational Psychology</i> , 79, 599-615. Deci, E. L., & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. <i>Psychological Inquiry</i> , 11, 227-268. Higgins, E. T. (2013). Control: Managing what happens. In <i>Beyond pleasure and pain: How motivation works</i> , pp. 155-196. New York, NY: Oxford University Press.
10/25/2021 Week 7	<i>Motivation and Emotion</i>	Class discussion	Ashby, F. G., Isen, A. M., & Turken, A. U. (1999). A neuropsychological theory of positive affect and its influence on cognition. <i>Psychological Review</i> , 106(3), 529-550.

			<p>Oettingen, G., & Stephens, E.J. (2009). Fantasies and motivationally intelligent goal setting. In G.B. Moskowitz and H. Grant (Eds.), <i>The Psychology of Goals</i>, pp. 153- 178. New York, NY: The Guilford Press.</p> <p>Loewenstein, G. F., Weber, E. U., Hsee, C. K., & Welch, N. (2001). Risk as feelings. <i>Psychological Bulletin</i>, 127(2), 267-286.</p> <p>Berkowitz, L., & Harmon-Jones, E. (2004). Toward an understanding of the determinants of anger. <i>Emotion</i>, 4(2), 107-130.</p>
11/01/2021 Week 8	<i>*Holiday*</i>		
11/08/2021 Week 9	<i>Motivation in education and Interpersonal Influences on Achievement</i>	Class discussion	<p>Wentzel, K. (2009). Students' relationships with teachers as motivational contexts. In K. R. Wentzel & A. Wigfield (Eds.), <i>Handbook of motivation at school</i> (pp. 301-322). New York, NY: Taylor Francis.</p> <p>Furrer, C., & Skinner, E. A. (2003). Sense of relatedness as a factor in children's academic engagement and performance. <i>Journal of Educational Psychology</i>, 95, 148–162.</p> <p>Grimm, L. R., Markman, A. B., Maddox, W. T., & Baldwin, G. C. (2009). Stereotype threat reinterpreted as regulatory mismatch. <i>Journal of Personality and Social Psychology</i>, 96(2), 288-304.</p> <p>Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. <i>Journal of Personality and Social Psychology</i>, 75, 33–52.</p>
11/15/2021 Week 10	<i>Motivation in the wild – Motivation in the work place</i>	<p>Class Discussion:</p> <p>Across articles, what are the main theories of and frameworks for understanding work motivation? How are</p>	<p>Gagne, M., & Deci, E. L. 2005. Self-determination theory and work motivation. <i>Journal of Organizational Behavior</i>, 26: 331–362.</p> <p>Locke, E.A. & Latham, G.P. 2002. Building a practically useful theory of goal setting and task motivation: A 35</p>

		<p>they similar versus different?</p> <p>Is more motivation always better? What are the potential downsides of interventions designed to increase motivation?</p> <p>Does motivation come from the person or the situation?</p>	<p>year odyssey. <i>American Psychologist</i>, 57: 705-717.</p> <p>Hackman, J.R., & Oldham, G.R. 1976. Motivation through the design of work: Test of a theory. <i>Organizational Behavior & Human Performance</i>, 16: 250-279.</p> <p>Bunderson, J.S., & Thompson, J.A. 2009. The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. <i>Administrative Science Quarterly</i>, 54: 32-57.</p> <p>Grant, A.M. et al. 2007. Impact and the art of motivation maintenance: The effects of contact with beneficiaries on persistence behavior. <i>Organizational Behavior and Human Decision Processes</i>, 103: 53-67.</p>
11/22/2021 Week 10	<i>Motivation in the wild – Examples of motivation in the real-world Application of Drive Principles to Individuals and Organizations</i>	<u>Class discussion</u>	<p>Oettingen, G. (2014). Stop being so positive. <i>Harvard Business Review</i>, 92(10), 9299.</p> <p>Keller, L., Bieleke, M., & Gollwitzer, P. M. (2019). Mindset theory of action phases and If-Then planning. In K. Sassenberg & L. Vliek (Eds.), <i>Social Psychology in Action</i>, (pp. 23-37). Springer, Cham</p> <p>Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American Psychologist</i>, 57(9), 705-717</p>
11/29/2021 Week 11	<i>Motivation in the wild – Examples of motivation in the real-world Influence: Social Authority & Scarcity, Liking</i>	<u>Class discussion</u>	<p>Cialdini, R. B. (2006). <i>Influence: The Psychology of Persuasion, Revised Edition</i> (Revised edition). Harper Business. Skim Chapters 4 to 7 (pg. 114-265)</p>
12/06/2021 Week 12	<i>CLASS PRESENTATION</i>	Students to present	