PSY 426: Motivational Theories in Social Psychology

Syllabus and Schedule
Fall 2023
Time: Thursdays, 10:00am – 1:00pm
Location: SSH 2127
**Prerequisites**: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/
STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/
PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY220H1/ PSY220H5/ PSYB10H3/
SOC213H1 Exclusion: PSYD14H3

**Note:  Material on this syllabus is subject to change**


Professor:  Dr. Jason E. Plaks
Office: 4003 Sidney Smith
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Course Description:
This course involves reading and discussion of seminal articles on motivation in the social
psychology literature.  A key emphasis will be on how motivation and cognition mutually
influence each other to produce behavior.  This course will explore such key issues as:  the
influence of emotions, values, and desires on one's thought; goal setting and goal pursuit; self-
regulation and self-control.

Course Format and Requirements:
Grades.  Grades will be based on the following components:
1.  spoken class participation (20%). This is a seminar course. As such, students must speak out
loud during the class discussions. Prof. Plaks will note quantity and quality of students' spoken
contributions. **All students must email Prof Plaks a photo of themselves so he can be sure to
accurately match faces to names at the end of the term.**
**2.** Packback posts (15%). See last page of this syllabus.
3.  paper #1 (40%).  This assignment will involve writing 10-12 double-spaced pages worth of
text in response to 2-3 questions posed by Prof. Plaks. More specific details will be provided by
Prof. Plaks in class.
*late penalty*: 5% per day
4.  paper #2 (25%) – an 8-10 page research proposal for a study or studies that fill an important
lacuna in the literature that you have identified. More details will be provided by Prof. Plaks later
in the term.
*late penalty*: 5% per day

Class participation and handing in material on time are both mandatory due to the nature of this
course.  *It is essential to have read the required readings prior to class.*

*Written assignments.*  Both written assignments will consist of 2-3 "long answer" questions. Each answer will require students to compare and integrate material covered in the course. The purpose of the questions is to encourage students to think critically and to seek out common themes or principles across content domains.

**REQUIRED BOOK**:  Plaks, J.E. (2011). *The Social Psychology of Motivation*.  Toronto: Oxford University Press.

**Course website information**
Additional course readings are available in PDF form on the Quercus site for the course. Students may print out their own copies.  If you have any problems opening the files, let Prof. Plaks know immediately so he can email the paper to you. **Papers listed in bold face below are not in the textbook – they are posted on Quercus as PDF files.**

WEEKLY SCHEDULE

| Date | Topic | Readings |
|------|-------|----------|
| Sep 7 | Course overview + introductory lecture | Book Intro, pp. vii-xi |
| Sep 14 | Approach and Avoidance | **Carver & White, 1994** <br> **Elliot, 2006** <br> Higgins, 1997 |
| Sep 21 | Belongingness needs | Baumeister & Leary, 1995 <br> **Stinson et al., 2008** |
| Sep 28 | Epistemic needs I | White, 1959 <br> **Landau, Kay, &Whitson, 2015** |
| Oct 5 | Epistemic needs II | Kruglanski & Webster, 1996 <br> **McGregor et al., 2010** |
| Oct 12 | Autonomy Needs <br> PAPER ASSIGNED | Deci & Ryan, 1987 <br> **Iyengar & Lepper,  2000** |
| Oct 19 | Motivation's effect on cognition I <br> PAPER DUE | Kunda, 1990 <br> **Dunning & Balcetis, 2013** |
| Oct 26 | Motivation's effect on cognition  II | **Cesario & Navarrete, 2014** <br> **Harmon-Jones et al., 2008** |
| Nov 2 | Cognition's effect on motivation <br> PAPER ASSIGNED | Vallacher & Wegner, 1987 <br> **Gollwitzer & Bandstratter, 1997** |
| Nov 9 | **NO CLASS** | |
| Nov 16 | Success and Failure I | Lewin, 1936 <br> Weiner, 1985 <br> Grant & Dweck, 2003 |

| Nov 23 | Success and Failure II | **Plaks & Stecher, 2007** |
|--------|------------------------|---------------------------|
|        |                        | **Brown & Dutton, 1995**  |

| Nov 30 | Self-regulation | Mischel et al., 1989 |
|--------|-----------------|----------------------|
|        |                 | **Inzlicht, Schmeichel, & Macrae, 2014** |
|        |                 | **Job, Walton, & Dweck, 2010** |

| Dec 6 | PAPER DUE |
|-------|-----------|

**Accessibility Needs:**
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060; accessibility.utoronto.ca.

**Writing:**
As a student at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit http://www.writing.utoronto.ca/.

**Academic Integrity and Plagiarism:**
Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

**Use of Generative artificial intelligence tools is prohibited.**
The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course. [NOTE: I have tested how well ChatGPT answers the questions I typically assign to students, and it has produced mostly nonsense. Thus, the use of a generative AI tool is not only against course rules, but is likely to give you a poor mark!]

**Specific Medical Circumstances**
If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification

of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see http://www.illnessverification.utoronto.ca.  For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

**Other Resources**
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.asc.utoronto.ca/)
Counselling and Psychological Services (http://www.caps.utoronto.ca/main.htm)

# Packback

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

*NOTE:* Packback costs $25, unless you've used it in previous courses – then the cost decreases by $5 with each new course. If you require financial assistance, Packback offers scholarships. Please contact me or your Packback representative, Laura Manardo (laura.manardo@packback.co), for more information.

## Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Wednesday at 23:59 EST deadline for submissions on 10 of the weeks. Once you log in to Packback you will see which weeks do **not** require a Packback post. **Your post may be about the previous class session or the upcoming session.** In order to receive your 1% per week, you should submit the following per each deadline period:

● 1 open-ended Question per week with a minimum Curiosity Score of 55

You will receive 1% toward your final mark for each week that achieves a score of 55 or higher. There are 10 weeks of Packback, so you can achieve up to 10% of your final course mark via Packback.

## How to Register on Packback:
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://questions.packback.ca and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: 429398a7-28b8-45eb-9119-00c5efd1485d

3. Follow the instructions on your screen to finish your registration.

Refer to www.packback.co/product/pricing for more information.

**How to Get Help from the Packback Team:**
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions