

## Term Information

Effective Term Spring 2024  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Psych 2311 has been redesigned to fulfill the ELOs for the GE Theme Health and Well-being. The prerequisite of Psychology 1100 will be removed.

### What is the rationale for the proposed change(s)?

The proposed changes revise topics and assignments for Psychology 2311: Psychology of Motivation in order to align with the ELOs for the GE Theme Health and Well-being. The prerequisite of Psychology 1100 has been removed to increase accessibility for students from throughout the university.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2311
Course Title	Psychology of Motivation
Transcript Abbreviation	Psyc of Motivation
Course Description	In this course we will survey (while reflecting on everyday applications) the integral role that motivation and related concepts, such as drive, need, affect, and emotion, play within Psychological Science to understand human behavior and identity formation.
<i>Previous Value</i>	<i>A survey of major approaches to motivation and the study of important concepts in motivation, with emphasis on everyday applications.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

*Previous Value*

*Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

### Prerequisites/Corequisites

*Previous Value*

*Prereq: 1100 (100) or 1100H (100H).*

### Exclusions

*Previous Value*

Not open to students with credit for 311.

### Electronically Enforced

Yes

*Previous Value*

**No**

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code

42.2701

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

*Previous Value*

*Freshman, Sophomore*

## Requirement/Elective Designation

Health and Well-being

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Engage in critical and logical thinking about motivation and health and well-being [Expected Learning Outcome 1.1]
- Engage in an advanced, in-depth, scholarly exploration of motivation's influence in health and well-being [Expected Learning Outcome 1.2]
- Identify, describe, and synthesize approaches or experiences applicable to health and well-being [Expected Learning Outcome 2.1]
- Demonstrate a developing sense of self as a learner through reflection and self-assessment, building on prior experiences to respond to new and challenging contexts [Expected Learning Outcome 2.2]
- Explore and analyze health and well-being from theoretical, scientific, and personal perspectives [Expected Learning Outcome 3.1]
- Identify and reflect on strategies for promoting health and well-being [Expected Learning Outcome 3.2]

*Previous Value*

**Content Topic List**

- What are basic desires?
- Desire for power
- In honor's name
- From vengeance to tranquility
- Balancing 16 desires
- Miscommunicating
- Happiness
- Relationships, including Work Relationships
- Family bonds
- Sports
- The human spirit

**Previous Value**

- *Research methods in motivation*
- *Instinct approach to motivation*
- *Arousal theories of motivation*
- *Drive theories of motivation*
- *Incentive approaches to motivation*
- *Cognitive approaches to motivation*
- *Social motivation*

**Sought Concurrence**

No

**Attachments**

- Psych 2311 GE Theme course submission worksheet\_ Health & Wellbeing.pdf: GE Theme course submission worksheet\_ Health & Wel  
*(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)*
- PSYCH\_2311\_Revised Syllabus-Nov2023.docx: Revised Syllabus Nov 2023  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psych 2311 Cover Letter.docx: Cover letter  
*(Cover Letter. Owner: Paulsen, Alisa Marie)*

**Comments**

- Please see feedback email sent 10-09-2023 RLS *(by Steele, Rachel Lea on 10/09/2023 03:59 PM)*
- Please select another effective term than AU23. Since the panels do not meet over the summer, this course request cannot become effective for AU23. *(by Vankeerbergen, Bernadette Chantal on 05/31/2023 08:28 AM)*

**COURSE CHANGE REQUEST**  
2311 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/10/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	05/30/2023 09:57 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	05/30/2023 09:57 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/31/2023 08:30 AM	College Approval
Submitted	Paulsen, Alisa Marie	09/01/2023 12:31 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	09/01/2023 12:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2023 12:17 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/09/2023 03:59 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	12/07/2023 12:47 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	12/07/2023 12:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/10/2023 12:49 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/10/2023 12:49 PM	ASCCAO Approval



December 7, 2023

Dear Prof. Fredal and colleagues on the Health and Wellbeing Theme Advisory Group and the Themes I Subcommittee of the ASC Curriculum Committee,

Thank you for your input on the proposal for Psychology 2311 to be included in the Health and Wellbeing Theme of the General Education Program. Whereas this cover letter is a response to item v, items i through iv received the following careful attention:

- i. Keeping in mind the main book for the course is Dr. Reiss' summary of his scholarly work (cf. Reiss & Havercamp, 1998 – Toward a Comprehensive Assessment of Fundamental Motivation: Factor structure of the Reiss Profile – Psychological Assessment, 10, 97-106), I revisited the week-by-week list of assignments/reflection questions in the syllabus appendix. I then revised it to make it explicit the connection to the material covered also in the other two books (recommended for the course; and which I expect students to be able to consult at our libraries if choosing not to purchase them).
  - a. Please note that for students to summarize and discuss the points brought by those questions, they will need to read the required textbook for understanding. After that, they can successfully make connections to their lives, especially to what pertains to health and wellbeing choices of behavior.
- ii. As requested, I copied and pasted the ELOs and goals exactly as written at ASC's website.
- iii. As requested, references to potential future offerings as distance learning, which would require additional approvals, were removed.
- iv. Having responded to Alisa Paulsen's request, the religious accommodation statement had already been incorporated into the syllabus. Nevertheless, I reviewed all statement to follow the template language available through the ASC's website.
  - a. Please note that additional information pertaining to the Lima campus, where I would teach the course, has also been provided.

Respectfully submitted,  
Fábio Leite

Fábio P. Leite, MBA, Ph.D.

Associate Professor of Psychology | College of Arts and Sciences & Lima Campus

| <https://psychology.osu.edu>

Academic Director, Brazil Gateway | Office of International Affairs | <https://oia.osu.edu/units/global-gateways/brazil-gateway>

Chair, Council on Academic Affairs | University Senate | <https://oaa.osu.edu/council-academic-affairs>

The Ohio State University



# Syllabus

PSYCH 2311

**Psychology of Motivation**

Spring 2025 [*Pending approval*]

Instructor: Dr. Fábio Leite (he/him)  
[pronounced *lay-chee*]

Instructor Office Hours: By appointment, in person at GA 430-B or via CarmenZoom

*Email communication:* Email is the best way to reach me. I respond to nearly all emails within two business days (M—F, 9—5). My email address is [leite.11@osu.edu](mailto:leite.11@osu.edu).

*“...The real test is not whether you avoid this failure, because you won’t. It’s whether you let it harden or shame you into inaction, or whether you learn from it; whether you choose to persevere...”* – Barack Obama



## Course Description:

Welcome to **PSYCH2311 – Psychology of Motivation**. In this course we will survey the major approaches to motivation and the study of important concepts in motivation, with emphasis on everyday applications. As you will find out throughout the course, '*motivation*' is a complex and somewhat ambiguously defined topic that is widely studied in many different subfields of psychology, a subset of which will be the focus of this course. Through taking this course, you can expect to gain an in-depth understanding (by summarizing, reflecting, and applying to own life experiences) of how what motivates people help define the individuals they become.

## GEN Goals and Expected Learning Outcomes (ELOs):

(As posted at <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>; retrieved November 27, 2023.)

### Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

### Expected Learning Outcomes – Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.



## Course Activities and Assignments to Meet ELOs:

- 1.1 Students will engage in critical and logical thinking as they discuss, summarize, and identify applications of the psychological research on motivation to their personal lives, both during classes and in completing homework and the final course project (a learning portfolio).
- 1.2 Students will engage in an advanced, in-depth, scholarly exploration of motivation's influence in health and well-being during class discussions and while completing homework assignments. These discussions and homework sets will aim at guiding students to evaluate drives to choices of behavior and how that helps shape one's personality, requiring an in-depth engagement with that content.
  
- 2.1 Students will identify, describe, and synthesize approaches or experiences applicable to health and well-being through a combination of readings and in-class discussions. The interactive course lectures are designed to encourage student participation, holding them accountable to one another as they will need to ask and answer questions each day. The textbook provides background information on each topic and corresponds to each lecture day, whereas their reflections on what they read inform the class discussions.
- 2.2 Students will demonstrate a developing sense of self as a learner through reflection and self-assessment via advanced exploration of each module topic. The weekly homework sets call for self-reflection and contain a specific self-assessment activity (an individual motivational profile), culminating in a learning portfolio final course project.
  
- 3.1 Students will explore and analyze health and well-being from theoretical, scientific, and personal perspectives weekly. Theoretical perspectives, acquired from readings and class lectures, and/or personal perspectives, acquired from class discussions, will be used to complete weekly homework and build their course learning portfolios.
- 3.2 Students will identify and reflect on strategies for promoting health and well-being in the latter homework sets, which will also be used as basis for the latter part of the course's learning portfolio.

## Course Materials:

**Required Textbook:** *Who am I? The 16 basic desires that motivate our behavior and define our personality*, authored by Dr. Steve Reiss. 2000. Berkley.

This book is required because you must read its content before coming to class and reread it after class. Having (access to) it during class may help you follow along, but it is not a substitute for reading ahead.

### Additional Recommended Readings:

*Understanding Motivation and Emotion*, 7th Ed., authored by Dr. Johnmarshall Reeve. Wiley.

This textbook is written with an undergraduate course in mind, assuming some





background knowledge, and concentrates on human motivation. It is recommended for additional discussions on topics such as extrinsic and intrinsic motivation, motives, and role of emotions on motivation.

*Why We Do What We Do: Understanding Self-Motivation*, authored by Dr. Edward L. Deci. 1995. Penguin.

This book also concentrates on human motivation while focusing on self-governing (vs. controlled) behaviors. It is recommended for additional discussions on behavioral changes.

**Lecture slides:** Lecture slides will be made available on the course's Carmen page shortly before each lecture.

## Course Setup:

### Mode of delivery:

- Course sessions take place in-person, on-campus in a classroom to be determined.
- Teaching sessions consist of interactive lectures and discussions/reflections, with topics based on the schedule near the end of the syllabus for a list of topics and dates.
- CarmenCanvas, our Learning Management System, will be used for this course. Should changes to course content, schedule, or assignments occur, they would be posted on Carmen. Links to the textbook, assignments, and other resources will also be available there. I recommend accessing Carmen at least twice a week such that due dates and announcements are not missed.

## Course Policies:

### *Attendance, Participation and Engagement*

Attendance to 26 specific class days is mandatory, worth up to 1 point each. In addition to attending in-person meeting times, your participation in the course will be judged based on your engagement and behavior while in class. Not participating in class discussions or being distracted while in class (e.g., texting or browsing the internet) are likely to cost you points. Attendance, participation, and engagement are worth approximately 11% of your final course grade combined. In other words, you will not earn an A for the course without it.

### *Assignments and Grading*

*Homework sets.* There will be 13 reflection essays (to be submitted on Carmen; no shorter than a full page) worth 12 points each (approximately 67% of your final course grade combined). They will help you check your understanding of each chapter throughout the semester. These are individual assignments – you are not to confer or collaborate with classmates before writing and submitting them.



*Learning portfolio.* In lieu of a final exam, you will be asked to submit a complete set of reflections for the course on PebblePad (link on Carmen). There will be one mid-term check-in submissions to make sure you do not wait until the last minute to work on it. The purpose of this portfolio is for you to have easy access to what you will have learned through the course. You will be expected to incorporate any feedback you will have received on the homework sets while combining them into one coherent paper. Like the homework sets, this is an individual assignment – you are not to confer or collaborate with classmates before writing and submitting them. It is worth 50 points (the check-in and final submission combined; approximately 22% of your final course grade).

*Grading*

- Final course grades will be determined by the number of points you earn (out of 232 points), according to the following (standard) distribution:

Letter-grade	% cutoff	Earned points (x)		Letter-grade	% cutoff	Earned points (x)
A	93	$x \geq 215 \frac{3}{4}$		A-	90	$x \geq 208 \frac{3}{4}$
B+	87	$x \geq 201 \frac{3}{4}$		B	83	$x \geq 192 \frac{1}{2}$
B-	80	$x \geq 185 \frac{1}{2}$		C+	77	$x \geq 178 \frac{1}{2}$
C	73	$x \geq 169 \frac{1}{4}$		C-	70	$x \geq 162 \frac{1}{4}$
D+	67	$x \geq 155 \frac{1}{4}$		D	60	$x \geq 139$



## Course Schedule:

Note. Ch. = Required textbook chapter; HW = Homework set; LP = Learning portfolio.

Week #	Class Dates	Topics	Notes/Book sections
1	T 1/7 R 1/9	Intro: to the course + to the textbook	Introduction (p. 1-16); HW1 1/11
2	T 1/14 R 1/16	What are basic desires?	Ch. 1; HW2 1/18
3	T 1/21 R 1/23	Desire for power	Ch. 2; HW3 1/25
4	T 1/28 R 1/30	In honor's name	Ch. 3; HW4 2/1
5	T 2/4 R 2/6	From vengeance to tranquility	Ch. 4; HW5 2/8
6	T 2/11 R 2/13	Balancing 16 desires	Ch. 5; HW6 2/15
7	T 2/18 R 2/20	Miscommunicating	Ch. 6; HW7 2/22
8	T 2/25 R 2/27	Taking stock of Part I	PebblePad LP1 Submission 2/25 & Review 2/27
9	T 3/4 R 3/6	Happiness	Ch. 7; HW8 3/8
	M-F 3/10-15	Spring Break - No classes	
10	T 3/18 R 3/20	Relationships	Ch. 8; HW9 3/22
11	T 3/25 R 3/27	Work relationships	Ch. 9; HW10 3/29
12	T 4/1 R 4/3	Family bonds	Ch. 10; HW11 4/5
13	T 4/8 R 4/10	Sports	Ch. 11; HW12 4/12
14	T 4/15 R 4/17	The human spirit	Ch. 12; HW13 4/19
Finals	4/23—29	TBD	PebblePad LP



## Important Statements

### On academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### About disability services:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

On the Lima campus, the contact information for the Office for Disability Services is: Wendy Hedrick, B.S., M.S. ED, OSU Lima Coordinator for Disability Services: [hedrick.39@osu.edu](mailto:hedrick.39@osu.edu) | 567-242-6549 Office | 614-500-4445 VR | [Lima-DisabilityServices@osu.edu](mailto:Lima-DisabilityServices@osu.edu) | Usual hours are: Monday through Friday, 8:00 AM to 5:00 PM



## **On religious accommodations:**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **On mental health:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

On the Lima campus, should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential mental health services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. You may contact LCCS by emailing Samantha Haudenschild at [haudenschild.11@osu.edu](mailto:haudenschild.11@osu.edu) or calling 567-242-7158. You can also reach an on-call counselor when Dr. Haudenschild is not available by calling 614-292-5766. For more information about Lima Campus resources, to request an appointment, or to access options for crisis resources, visit their website: [go.osu.edu/LCCS](http://go.osu.edu/LCCS).

In addition, students from all campuses may access certain resources offered by Columbus Campus Counseling and Consultation Service. For more information, check their website at [ccs.osu.edu](http://ccs.osu.edu) If you are experiencing a clinical crisis, are in need of emergency assistance, are have thoughts of harming yourself, you may contact the National Suicide Prevention Hotline by dialing 988; call 9-1-1 for emergency assistance; or go to your nearest hospital emergency room.



## **On sexual misconduct/relationship violence:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). On the Lima campus, you may also reach out Ohio State Lima's Title IX contact at [albright.34@osu.edu](mailto:albright.34@osu.edu).

## **Regarding Tobacco Free Campus Policy:**

Ohio State has adopted a tobacco free policy that supports a healthy environment for all members of the campus community. The use of all types of tobacco products is prohibited in all university buildings and on all university-owned properties, including parking lots and all outside areas. The full policy can be found at: <http://hr.osu.edu/public/documents/policy/resources/720faq.pdf?t=2014724155314>

## **Statement on University Expectations regarding 2:1 Ratio of Student Effort:**

In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Department of Higher Education (formerly the Ohio Board of Regents) has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. In these guidelines, one semester credit hour is awarded for a minimum of 750 minutes of formalized instruction and “students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”



**Appendix: Homework Sets & Course Learning Portfolio and ELOs**

What	When/Where	Questions/Directions/ELOs
HW1	By Saturday (1/11) on Carmen	What do I expect from this course? <u>This is a self-reflection, drawing from your sense of self as a learner.</u> ELO 2.2.
HW2 (Ch 1)	By Saturday (1/18) on Carmen	<p>What are the 16 basic desires? <u>This will demonstrate your ability to identify and describe approaches.</u> How do they differ from drives, needs, motives, and emotions (cf. Reeve's textbook, Ch. 1-2)? How do they align with William James and William McDougall's common goals as described on p. 19? <u>These will demonstrate your ability to synthesize these important theoretical distinctions in motivation research.</u> ELO 2.1</p> <p>Which of the 16 seems most questionable/unclear to you (and why)? Could you propose a 17<sup>th</sup> (see pp. 33-34; describe which one or explain why not)? <u>These will help you engage in critical and logical thinking.</u> ELO 1.1</p>
HW3 (Ch 2)	By Saturday (1/25) on Carmen	<p>Describe in detail the following Reiss' desires (in Ch. 2): Power, Independence, Curiosity, Acceptance, Order, &amp; Saving. How does Reiss' Independence compare to Autonomy (Deci's Ch. 3 or Reese's Ch. 6)? <u>This will demonstrate your ability to describe and synthesize approaches and help you engage in in-depth exploration.</u> ELOs 1.2 &amp; 2.1</p> <p>Which one(s) do you relate most strongly to? Which one(s) do you care the least for? <u>These will help you engage in critical thinking and self-reflection.</u> ELOs 1.1 &amp; 2.2</p> <p>Why is it not a problem not to feel the same about each desire? <u>This will help you analyze health and wellbeing thinking of how to apply the theoretical material to a dimension of your life.</u> ELO 3.1</p>
HW4 (Ch 3)	By Saturday (2/1) on Carmen	<p>Describe in detail the following Reiss' desires (in Ch. 3): Honor, Idealism, Social Contact, Family, &amp; Status. How does Reiss' Social Contact compare to Deci's Ch. 8 or Reese's Ch. 7? <u>This will demonstrate your ability to describe and synthesize approaches and help you engage in in-depth exploration.</u> ELOs 1.2 &amp; 2.1</p> <p>Which one(s) do you relate most strongly to? Which one(s) do you care the least for? <u>These will help you engage in critical thinking and self-reflection.</u> ELOs 1.1 &amp; 2.2</p> <p>What surprised you or felt just right about your ratings of these desires? <u>This will help you analyze health and</u></p>



		<u>wellbeing thinking of how to apply the theoretical material to a dimension of your life.</u> ELO 3.1
HW5 (Ch 4)	By Saturday (2/8) on Carmen	<p>Describe in detail the following Reiss' desires (in Ch. 4): Vengeance, Romance, Eating, Physical Activity, &amp; Tranquility. How does Reiss's Vengeance compare to the trait of aggression in Huesmann &amp; Eron (1989; link to extra read on Carmen)? <u>This will demonstrate your ability to describe and synthesize approaches and help you engage in in-depth exploration.</u> ELOs 1.2 &amp; 2.1</p> <p>Which one(s) do you relate most strongly to? Which one(s) do you care the least for? <u>These will help you engage in critical thinking and self-reflection.</u> ELOs 1.1 &amp; 2.2</p> <p>How do the ratings of these desires help you explain some of your behavioral tendencies? Could they be changed? <u>These will help you analyze health and wellbeing thinking of applying conditioning and motivation techniques to behavioral changes that you could use in your life.</u> ELO 3.1</p>
HW6 (Ch 5)	By Saturday (2/15) on Carmen	<p>Summarize your desire profile (in three columns: high, average, low) based on your reflections following Chapters 2 through 4. <u>This will demonstrate your ability to describe and synthesize the material and help you engage in in-depth exploration and self-reflection.</u> ELOs 1.2, 2.1 &amp; 2.2</p> <p>Choose one of the known individuals discussed in the textbook (viz., Howard Hughes, Salvatore Gravano, Jacqueline Kennedy Onassis, and Humphrey Bogart) and discuss similarities and differences in their profile and yours and their biographical summary and yours. <u>This will help you further engage in in-depth exploration and self-reflection.</u> ELOs 1.2 &amp; 2.2</p> <p>What did you learn from the two exercises above regarding your mental, emotional, intellectual, or creative dimensions? <u>This will help you explore and analyze health and wellbeing and identify and reflect on strategies to promote health and well-being in your life.</u> ELOs 3.1 &amp; 3.2</p>
HW7 (Ch 6)	By Saturday (2/22) on Carmen	<p>What do "the 16 odd couples" teach us about how we may communicate ineffectively with some individuals? What are strategies we can implement to communicate more effectively with more people? <u>These will help you engage in in-depth exploration of the chapter and identify strategies to promote health and well-being in your life.</u> ELOs 1.2 &amp; 3.2</p>
LP1	By Tuesday (2/25) on Carmen	<p>This is the check in for submission of the working draft of the learning portfolio (including HW1—HW7). <u>Recall that the complete learning portfolio asks you to combine all weekly reflections (revised after feedback) into one free-flowing essay in which you get to identify and reflect on strategies to</u></p>





		<u>promote health and well-being in your life (and that of others) through critical thinking, in-depth engagement of the scholarly work on motivation, and self-reflection, synthesis, and analyses.</u> ELOs 1.1, 1.2, 2.1, 2.2, 3.1 & 3.2
HW8 (Ch 7)	By Saturday (3/8) on Carmen	In Ch. 7 Reiss discusses happiness from two perspectives. What is value-based happiness? How does it differ from feel-good happiness? <u>This will demonstrate your ability to synthesize these distinct concepts while thinking of how to apply motivation techniques in your life.</u> ELO 2.1  Summarize how we typically satisfy the 16 basic desires and give examples of at least two (out of the six on p. 141) ways you may satisfy some of or all the basic desires on which you place high importance. Describe how those ways maintain you balanced/healthy or how you could alter them to create more balance/health in your life. <u>These will demonstrate your ability to engage in in-depth self-reflection, to analyze health and well-being from theoretical and personal perspectives, and to identify and reflect on strategies to promote health and well-being in your life (and that of others).</u> ELOs 1.2, 3.1 & 3.2
HW9 (Ch 8)	By Saturday (3/22) on Carmen	In Ch. 8, Reiss discusses how relationships grow. Summarize your understanding of that process after reading the chapter. ELO 2.1 Then, based on your reading and understanding of Ch. 8, think of a personal relationship and reflect on how similarities and/or dissimilarities in desire profiles (yours and theirs) may have contributed to comfortable dynamics between the two of you. <u>This will demonstrate your ability to engage in in-depth exploration of the chapter and to analyze health and well-being from theoretical and personal perspectives on relationship processes.</u> ELOs 1.2 & 3.1
HW10 (Ch 9)	By Saturday (3/29) on Carmen	Follow the “How to choose a fulfilling career” guide (pp 180-183) and summarize the process and outcome. Why do you think you will be (or not be) happy with the potential choice(s)? <u>This will help you engage in critical thinking and analyze health and well-being from theoretical and personal perspectives thinking of your career.</u> ELOs 1.1 & 3.1
HW11 (Ch 10)	By Saturday (4/5) on Carmen	Describe the four principles of family relationships in Chapter 10 adding anecdotal illustrations of how you might have seen each play out within your family (you need not name anyone, but you could have observed those in yourself, a sibling, a cousin, etc.). What was your take-away message from the chapter? <u>This will help you engage in critical thinking and in-depth exploration of the chapter before analyzing health and well-being from theoretical motivation perspectives applied to</u>



		<u>the emotional dimension of your personal life.</u> ELOs 1.1, 1.2 & 3.1
HW12 (Ch 11)	By Saturday (4/12) on Carmen	We all need exercise for fitness and health. Based on your reading of Chapter 11, why are sports a popular choice for that goal? Based on your desire profile, what are choices that work well for you? <u>This will help you engage in critical thinking and in-depth exploration of the chapter before analyzing health and well-being from theoretical motivation perspectives applied to the physical dimension of your personal life.</u> ELOs 1.1, 1.2 & 3.1
HW13	By Saturday (4/19) on Carmen	Based on your reading of Chapter 12, summarize how your desire profile helps make your life meaningful. Is there anything you would like to pursue differently? Why/why not? <u>This will help you engage in critical thinking and in-depth exploration of the chapter before analyzing health and well-being from theoretical motivation perspectives thinking of the meaning you see in your personal life.</u> ELOs 1.1, 1.2 & 3.1
LP	TBD – During Finals Week – on Carmen	This is the final submission of the learning portfolio, which combines all weekly reflections (revised after feedback) into one free-flowing essay. <u>Recall that a complete and successful learning portfolio will have identified strategies you are using or will use to promote health and well-being in your life (and that of others).</u> ELO 3.2 (through ELOs 1.1, 1.2, 2.1, 2.2 & 3.1)  Extra questions: i) For any changes you thought about and/or would like to implement in your behavioral tendencies, explain what techniques you would use (e.g., conditioning, motivational) to help them be successful? ii) What message would you leave to yourself or a friend for your/their well-being based on what you have learned from this course? <u>These will help you leave the course with a plan to apply strategies for promoting health and well-being in your life (and that of others).</u> ELO 3.2

*Note.* ELOs = Expected Learning Outcomes; HW# = Homework Set number; LP = Learning Portfolio (numbered check-in dates).

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

---

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

---

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

Dr. Reiss' book "Who Am I? The 16 basic desires that motivate our behavior & define our personality", which will serve as the main reference for this course, presents "16 basic and universal desires that shape our behavior" to help, among other goals, "parents comprehend their children's needs and behavior", "couples understand each other better", becoming more effective at work, and achieving "greater satisfaction and happiness in life". Specifically, Part I of the book (chapters 1 through 6) presents and explains the 16 basic desires---including an individual profile (what makes us unique about our motivations) and communication patterns we use--- and Part II shows the human potential to fulfill them through relationships, careers, family, sports, and spirituality---offering explicit applications to the health and wellbeing theme in the mental, emotional, and career dimensions.

## Connect this course to the Goals and ELOs shared by *all* Themes

---

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	Students will engage in critical and logical thinking as they discuss, summarize, and identify applications of the psychological research on motivation to their personal lives, both during classes and in completing homework and the final course project (a learning portfolio). (See Appendix of course syllabus template for weekly account of ELOs covered.)
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Class discussions and homework will aim at guiding students to evaluate drives to choices of behavior and how that helps shape one's personality, requiring an in-depth engagement with that content. (See Appendix of course syllabus template for weekly account of ELOs covered.)
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of readings and in-class discussions. Lectures are designed to encourage student participation, holding them accountable to one another as they will need to ask and answer questions each day. The textbook provides background information on each topic and corresponds to each lecture day, but their reflections on what they read inform the class discussions. (See Appendix of course syllabus template for weekly account of ELOs covered.)
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students engage in advanced exploration of each module topic. Weekly homework calls for self reflection, has a specific self-assessment activity (on individual motivational profile), and culminates with a learning portfolio final course project. (See Appendix of course syllabus template for weekly account of ELOs covered.)

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
---	---

	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	--

## Goals and ELOs unique to Health & Wellbeing

---

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	Theoretical and/or personal perspectives will be used by students to complete weekly homework and build their course learning portfolios. (See Appendix of course syllabus template for weekly account of ELOs covered.)
<b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and well-being.	Explicitly expected in the latter homework sets and for the course learning portfolio. (See Appendix of course syllabus template for weekly account of ELOs covered.)