

Term Information

Effective Term Spring 2025
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 Cover Letter-June 2024.docx: Cover Letter
(Cover Letter. Owner: Paulsen, Alisa Marie)
- PSYCH_2311_Syllabus_Updated-Aug2024.docx: Syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

- The contingencies from email dated 8/26/24 have been addressed. *(by Paulsen, Alisa Marie on 08/26/2024 02:51 PM)*
- Please see Subcommittee feedback email sent 08/26/2024. *(by Hilty, Michael on 08/26/2024 10:38 AM)*
- Please see feedback email sent 10-09-2023 RLS
Please see feedback email sent 01-30-2024 RLS *(by Steele, Rachel Lea on 01/30/2024 12:24 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
08/27/2024

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
Revision Requested	Steele, Rachel Lea	01/30/2024 12:24 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	06/13/2024 10:47 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	06/13/2024 10:48 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/05/2024 12:55 PM	College Approval
Revision Requested	Hilty, Michael	08/26/2024 10:38 AM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	08/26/2024 02:52 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	08/26/2024 02:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/27/2024 05:48 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/27/2024 05:48 PM	ASCCAO Approval



June 13, 2024

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. Please find included the revised template syllabus for Psych 2311 as I'd teach it on the Lima campus as part of the Health & Wellbeing. The responses follow below (Sc=Subcommittee; R=Response), and they are in line with the message I sent to Prof. Fredal on March 29 and the consultation I had with Associate Dean Daly on April 10.

- Sc: The course schedule and the assignment descriptions show few assessments that will require students to engage in critical thinking...
 - R: As the course was already submitted with critical thinking at its core – the development of the learning portfolio following weekly delivery of reflections that receive feedback from the instructor and mid-term partial submissions (now two) of the portfolio that also receive feedback for students to improve the depth of their critical summaries and reflections, I clarified as I was able what the nature of that type of assessment is and how it is incorporated into the course. An Appendix C was also added for further information.
 - R: To make it clearer that a broad set of scholarly work is being used, Reeve's textbook was moved to a required textbook and Appendix A was revised.
- Sc: Students' grade for the course is based entirely on class participation/attendance, the weekly reflections, and the compilation of these reflections into the learning portfolio...
 - R: There seemed to have been a misunderstanding here: the reflections are not simply to be placed into the learning portfolio, but improved based on the feedback received from the instructor in order to be incorporated into the portfolio as an essay.
 - R: In addition, there are now weekly quizzes based on Reeve's textbook (worth 240 points out of 450) and a requirement to include critical summaries from Reeve's chapters in the learning portfolio.
- Sc: The reviewing faculty ask that the department integrate further high-level, scholarly readings that support and engage with the topics that the textbook presents into the course schedule, as it is not clear that this textbook is advanced enough to support a themes course without supplemental readings.
 - R: Reeve's textbook was moved to a required textbook (with select supplemental reading planned to be posted on Carmen).

Please let me know if anything further is needed from me.

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

Contents

Instructor Information

Course Information

GEN Goals and Expected Learning Outcomes (ELOs)

Course Materials

Mode of delivery

Course Policies

Attendance, Participation and Engagement

Assignments and Grading

Course Schedule

Important Statements

On academic misconduct

About disability services

On religious accommodations

On mental health

On sexual misconduct/relationship violence

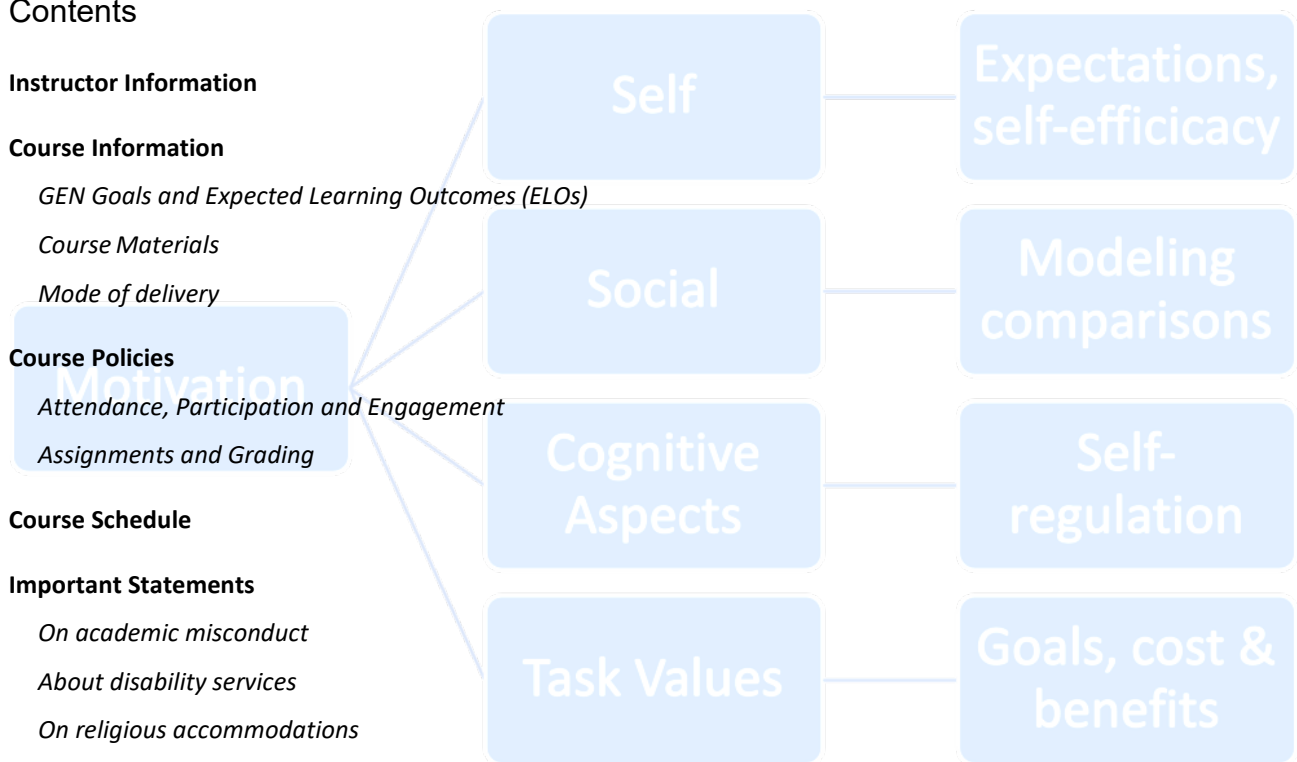
Regarding Tobacco Free Campus Policy

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

Appendix A: Homework & ELOs

Appendix B: Draft template instructions for homework reflections – HW1-HW12

Appendix C: Draft template instructions for learning portfolio – Check-ins 1 & 2 and final submission






Instructor Information

Dr. Fábio Leite (he/him), Associate Professor (Department of Psychology)
[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.


 Please note that, as it is the norm on the Lima campus, there are no TAs assigned to Dr. Leite's course section!

Course Information

Welcome to **PSYCH 2311 – 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 (<https://psychology.osu.edu/courses/psych-2311>).

 The course is part of the OSU's Psychology Major as an elective.

As you will find out throughout the course, *motivation* is a complex and somewhat ambiguously defined topic that is studied widely across 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.

 Class sizes on the Lima campus are relatively small, often with 15 to 20 students (and no more than 30 for this class). You will both have a chance and be expected to participate actively in classes, interacting effectively with others, using scientific reasoning to interpret psychological phenomena, demonstrating information literacy, and engaging in innovative & integrative thinking.

GEN Goals and Expected Learning Outcomes (ELOs)

(Retrieved <https://ascas.osu.edu/new-general-education-gen-goals-and-elos> 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 working weekly on the course's 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.
- 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 include an individual motivational profile.
- 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, to be used as basis for the latter part of their learning portfolios.




Course Materials


Required Textbooks

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

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.

 This book is a compilation of Prof. Reiss' research on human motivation to act (studying responses of thousands of individuals across four continents) and its relationship with the behavioral patterns that make us who we are. Prof. Reiss was an OSU professor for 17 years (until 2008), and his book will serve as basis for weekly reflections throughout the semester. These reflections will be reviewed with feedback such that you incorporate them into a learning portfolio, a course comprehensive assignment. Assessing your learning via a portfolio requires you to document what you learned via in-depth reflections that show critical thinking.

2. *Understanding Motivation and Emotion* (8th Ed.; Available in September 2024; ISBN 978-1-394-21901-8), authored by Dr. Johnmarshall Reeve. 2024. Wiley.

 This textbook is written with an undergraduate course in mind, assuming some background knowledge, and concentrates on human motivation. It will serve as basis for weekly quizzes on select topics covered throughout the book chapters. Your mastery of the content will then be applied to your learning portfolio via critical summaries.

Lecture slides

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

Mode of delivery

- Course sessions take place in-person in a campus 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 25 class days is mandatory, as is your active participation and engagement while in class: you will earn points for each in-class meeting as follows: 0 for absences (there are no excused absences or make-up alternatives unless approved by SLDS); 1 for being there only; 1 ½ for presence and some participation/engagement; 2 for presence and complete participation/engagement (e.g., asking or answering questions and actively taking notes while not being distracted or distracting other students). Note that joining late and/or leaving early or being disruptive or distracted (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; thus, you will not earn an A without it.

Assignments and Grading


Homework sets.

These 12 sets consist of reflection essays and multiple-choice quizzes, due by the end of each of the following Saturdays: 1/11, 1/18, 1/25, 2/1, 2/15, 2/22, 3/8, 3/22, 3/29, 4/5, 4/12, and 4/19). There will be 12 quizzes with multiple-choice questions based on textbook #2, worth 20 points each, and there will be 12 reflection essays (to be submitted on Carmen; no shorter than a full page) worth 5 points each. Combined, they are worth approximately 2/3 of your final course.

 These are individual assignments – you are not to confer or collaborate with classmates to complete and submit them.

Learning portfolio.

Mid-term (2) and final (1) examinations consist of two partial and one final submissions of a learning portfolio (due on 2/8, 3/1, and during finals week, respectively). The mid-term check-in submissions make sure you do not wait until the last minute to work on the learning portfolio, which is an assessment activity that spans the entire semester. 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.

The first submission is worth 25 points and the second 20 points. The final submission is worth 55 points. (Combined, they account for approximately 22% of your final course grade.)

Grading

- Final course grades will be determined by the number of points you earn (out of 450 points), according to the following (standard) distribution:



Letter-grade	% cutoff	Earned points (x)	Letter-grade	% cutoff	Earned points (x)
A	93	$x \geq 418 \frac{1}{2}$	C+	77	$346 \frac{1}{2} \leq x < 360$
A-	90	$405 \leq x < 418 \frac{1}{2}$	C	73	$328 \frac{1}{2} \leq x < 346 \frac{1}{2}$
B+	87	$391 \frac{1}{2} \leq x < 405$	C-	70	$315 \leq x < 328 \frac{1}{2}$
B	83	$373 \frac{1}{2} \leq x < 391 \frac{1}{2}$	D+	67	$301 \frac{1}{2} \leq x < 315$
B-	80	$360 \leq x < 373 \frac{1}{2}$	D	60	$270 \leq x < 301 \frac{1}{2}$

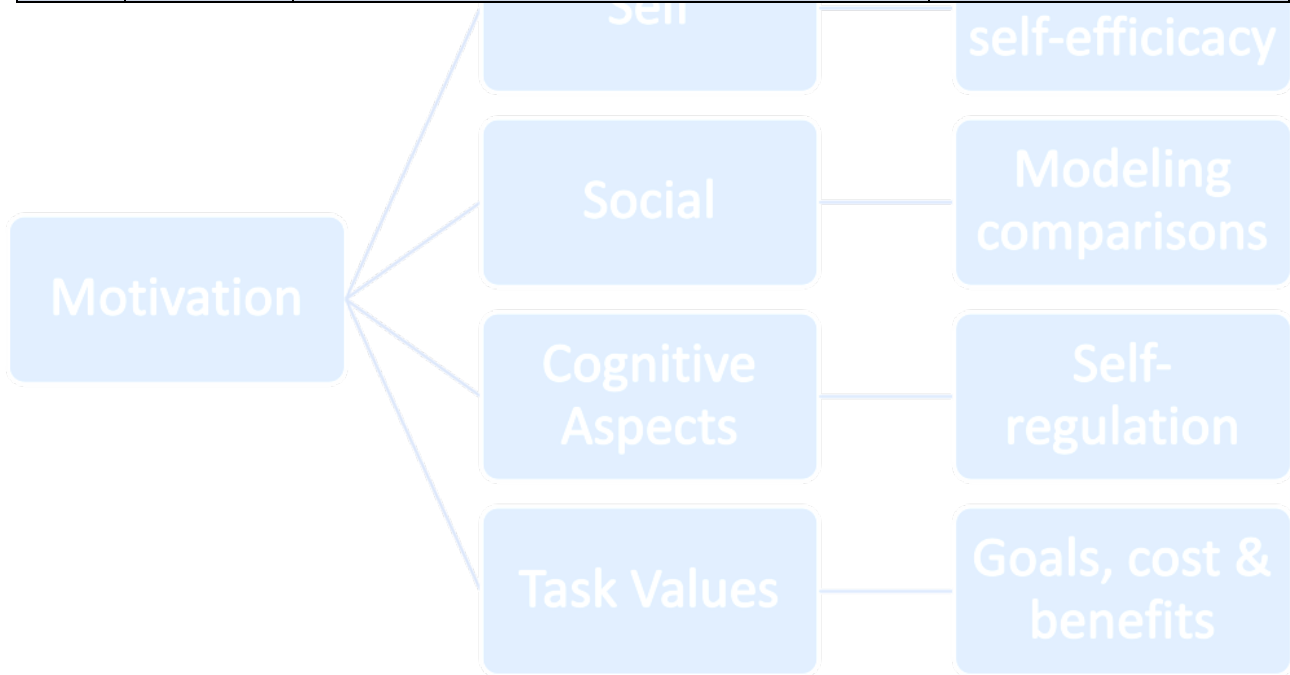
Course Schedule

Note. #Ch = Textbook 1 or 2, Chapter #; HW = Homework set; LP = Learning portfolio.

Week	Dates	Sample Topics	Notes
1	T 1/7 R 1/9	Intro: to the course + to both textbooks What is motivation? How do we study it?	1Introduction (p. 1-16); 2Ch1; HW1 1/11
2	T 1/14 R 1/16	What are basic desires? Are they internal motives? What do people want?	1Ch1; 2Ch1; HW2 1/18
3	T 1/21 R 1/23	Desire for power. What drives us? From speculations to scientific studies.	1Ch2; 2Ch2; HW3 1/25
4	T 1/28 R 1/30	In honor's name. What does emotion have to do with it? And hormones & the brain?	1Ch3; 2Ch3; HW4 2/1
5	T 2/4 R 2/6	From vengeance to tranquility. Taking stock of our understanding of motivation.	1Ch4; 2Ch1-3; LP1 2/8
6	T 2/11 R 2/13	Balancing 16 desires. How do physiological drives fit into the area?	1Ch5; 2Ch4; HW5 2/15
7	T 2/18 R 2/20	Miscommunicating. Aren't rewards always good?	1Ch6; 2Ch5; HW6 2/22
8	T 2/25 R 2/27	Taking stock of Part I. The psychological influences. What is satisfaction?	2Ch6; LP2 3/1
9	T 3/4 R 3/6	Happiness. Implicit motives, acquired needs, and the social influence.	1Ch7; 2 Ch 7; HW7 3/8
	3/10--14	Spring Break - No classes	



10	T 3/18 R 3/20	Relationships. Why do we set goals and follow (or not) them?	1Ch8; 2Ch8; HW8 3/22
11	T 3/25 R 3/27	Work relationships. Mindsets.	1Ch9; 2Ch9; HW9 3/29
12	T 4/1 R 4/3	Family bonds. Effort and success/failure.	1Ch10; 2Ch9-10; HW10 4/5
13	T 4/8 R 4/10	Sports. (Mis)perceptions of control, self-efficacy, and empowerment.	1Ch11; 2Ch10-11; HW11 4/12
14	T 4/15 R 4/17	The human spirit. How do we view and motivate ourselves? Self-regulation/control.	1Ch12; 2Ch11; HW12 4/19
Finals	4/23—29	Final Submission: TBD	Learning Portfolio





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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or 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 | 567-242-6549 Office | 614-500-4445 VR | Lima-DisabilityServices@osu.edu | Usual hours are: Monday through Friday, 8:00 AM to 5:00 PM



On religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity (equity@osu.edu). (Policy: Religious Holidays, Holy Days and Observances - <https://oaa.osu.edu/religious-holidays-holy-days-and-observances>)



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 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 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.

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 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. On the Lima campus, you may also reach out Ohio State Lima's Title IX contact at albright.34@osu.edu.



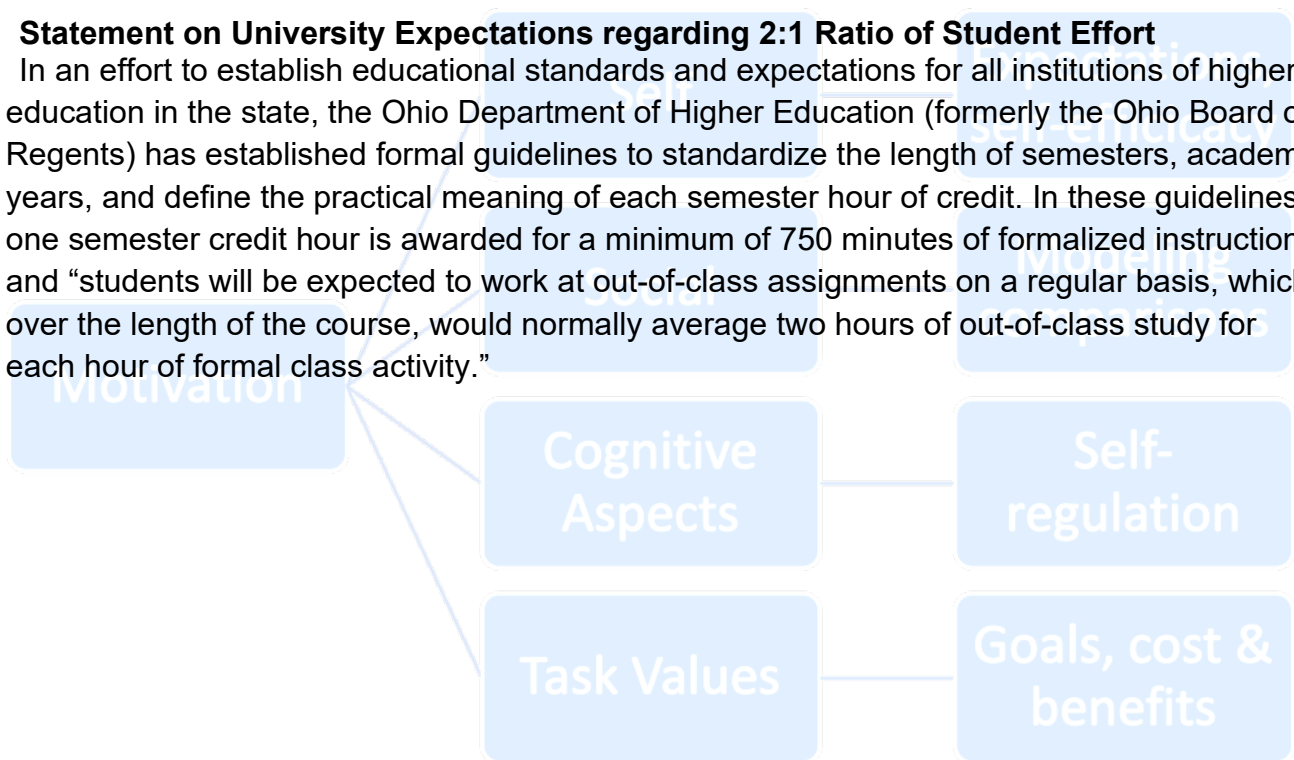
Regarding Tobacco Free Campus Policy

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 A: Homework & ELOs

What	When/Where	Questions/Directions/ELOs
HW1	By Saturday (1/11) on Carmen	Reiss: 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. Reeve: Quiz on course rules and (part of) Ch 1.
HW2	By Saturday (1/18) on Carmen	Reiss: i. 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 ii. Which of the 16 seems most questionable/unclear to you (and why)? Could you propose a 17 th (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. Reeve: Quiz on (remainder of) Ch 1 and (start of) Ch 2.
HW3	By Saturday (1/25) on Carmen	Reiss: i. Describe in detail the following Reiss' desires (in Ch 2): Power, Independence, Curiosity, Acceptance, Order, & Saving. How does Reiss' Independence compare to Autonomy (see 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 & 2.1. ii. 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 & 2.2. iii. 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. Reeve: Quiz on (remainder of) Ch 2.
HW4	By Saturday (2/1) on Carmen	Reiss: i. Describe in detail the following Reiss' desires (in Ch 3): Honor, Idealism, Social Contact, Family, & 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 & 2.1. ii. 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 & 2.2. iii. What surprised you or felt just right about your ratings of these desires? <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. Reeve: Quiz on Ch 3.



		In addition, reflect upon Reiss' approach to the study of human motivation and discuss how it relates to the four dimensions commonly attributed to it: self, social, cognitive, and task values. What is your estimate of relative weight placed on each of these dimensions? How and why would you (or not) propose to study motivation differently, with a different distribution of weights? Could you rely on different research methods? How could you generalize the results? ELO 1.2.
HW7	By Saturday (3/8) on Carmen	Reiss: i. In Ch 7 happiness is discussed 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 ii. 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. Reeve: Quiz on Ch 6 – 7.
HW8	By Saturday (3/22) on Carmen	Reiss: In Ch 8, how relationships grow is discussed. i. Summarize your understanding of that process after reading the chapter. ELO 2.1 ii. 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. Reeve: Quiz on Ch 8.
HW9	By Saturday (3/29) on Carmen	Reiss: 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. Reeve: Quiz on (part of) Ch 9.
HW10	By Saturday (4/5) on Carmen	Reiss: 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</u>



		<p><u>critical thinking and in-depth exploration of the chapter before analyzing health and well-being from theoretical motivation perspectives applied to the emotional dimension of your personal life.</u> ELOs 1.1, 1.2 & 3.1.</p> <p>Reeve: Quiz on (remainder of) Ch 9 and on (part of) Ch 10.</p>
HW11	By Saturday (4/12) on Carmen	<p>Reiss: 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.</p> <p>Reeve: Quiz on (remainder of) Ch 10 and on (part of) Ch 11.</p>
HW12	By Saturday (4/19) on Carmen	<p>Reiss: 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.</p> <p>Reeve: Quiz on (remainder of) Ch 11.</p>
LP	TBD – During Finals Week – on Carmen	<p>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).</p> <p>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</p>

Note. ELOs = Expected Learning Outcomes; HW# = Homework Set number; LP = Learning Portfolio (numbered check-in dates); Reiss and Reeve (author’s last name) indicate the textbook for the homework activity.



Appendix B: Draft template instructions for homework reflections – HW1-HW12

For each homework set, you will have a prompt with one or more questions to guide your reflection. Please use them to demonstrate critical thinking and in-depth mastery of the content by writing between one full page and two pages (font and spacing: 12-pt. and single-spaced). Beware the assignment will be checked automatically (by TurnItIn) for similarities with other submissions and written work (e.g., articles, textbooks). Using your own words is essential to avoid any appearance of similarity. Do not quote articles or textbooks and do not simply rewrite passages you have read. Beware bullet points or chapter summaries are not acceptable.

 See Appendix A for the prompts.

Appendix C: Draft template instructions for learning portfolio – Check-ins 1 & 2 and final submission

The goal of your learning portfolio assignment is to document what you learned in the course via your reflections about your learning experience throughout the semester. Its function is to serve as your learning assessment mid-term and at the end of the term. In no way you should be waiting until near the due dates to work on it. Work on it weekly – or you will make it harder than it should be.

There are three due dates associated with this assignment: Saturday, February 8 by the end of the day (worth 25 points), Saturday, March 1 by the end of the day (worth 20 points), and on a day and hour during Finals week yet to be determined (worth 55 points). You are expected to use the feedback you receive after each submission (and also the feedback from the weekly reflection homework) to continue working toward your final individual learning portfolio.


There are two components to building a successful learning portfolio: i. the reflections based on the directions in each weekly homework set and the two mid-term check-in dates; and ii. a critical summary of the content discussed in class meetings and on which you will be quizzed weekly.

By reflecting on what you have learned after each weekly reading, class meeting, homework assignments, etc., you will document – to me and yourself – how deeply you are processing the content.

A logical way to document your reflections in your learning portfolio is to follow the chapters in the textbooks in the order we cover them. Be sure to think of and report the following:



- What were the main concepts and/or research findings you learned about?
 - Summarize them briefly, in your own words, as if you were describing them to someone else.
 - Then write about what previous knowledge you related it to, if you had any a-ha moment because of it, etc.
- To go more in depth, either describe what connections you made between what you learned and your daily life, public policy, or a societal issue or critique the research findings on the basis of scientific knowledge you have acquired in another course.
 - Describe these connections and any instance when you thought the research may have been misinterpreted, ignored, or underutilized in society; or
 - Describe what seems inconsistent with material from a previous course or content previously discussed in this course.

 Additionally, be sure to incorporate reflections prompted in the instructions for each of the due dates (Appendix A)!

Your portfolio will be graded based on the depth of your reflections, as higher-order thinking leads to better long-term recall. To allow you space to describe that depth, the final version should be no less than 16 pages and no more than 20 pages in length (font and spacing: 12-pt. and single-spaced). Beware the portfolio will be checked automatically (by TurnItIn) for similarities with other submissions and written work (e.g., articles, textbooks). Using your own words is essential to avoid any appearance of similarity. Do not quote articles or textbooks and do not simply rewrite passages you have read. Beware bullet points or chapter summaries are not acceptable. This is an essay assignment in which you will explain how you processed and mastered the course content and show your own thinking about it.

No late submissions will be accepted. You may submit improved versions until the deadline if you like but feedback will only be provided on the final version for each due date.

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
ELO 1.1 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.)
ELO 1.2 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.)
ELO 2.1 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.)
ELO 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.	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):

ELO 1.1 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>ELO 2.1 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>ELO 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.</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
ELO 3.1 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.)
ELO 3.2 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.)