

Syllabus

Course Overview

This course presents psychological concepts, principles, and theories associated with human motivation and performance. You will be able to evaluate the motivational factors influencing personal and professional performance and success, and identify and apply motivational strategies and psychological theories. Some of the topics covered include basic motivational systems, stress, emotions, growth, and self-regulation as they relate to motivation and performance. Scholarly research will be evaluated and explored in regard to motivation and performance.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply theories of motivation to topics in human motivation and performance.
- 2 Apply findings from research in the study of motivation to topics and to solve problems in human motivation and performance.
- 3 Analyze how theories and research in human motivation and performance influence professional behavior and guide social thinking.
- 4 Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite(s): PSYC1000.

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- ABC News (Producer). (2000). *Drinking: Are you in control?* [Video]. Films on Demand.
- Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.
- Duckworth, A., & Gross, J. J. (2014). *Self-control and grit: Related but separable determinants of success*. *Current Directions in Psychological Science*, 23(5), 319–325.
- Ellsworth, P. C. (2013). *Appraisal theory: Old and new questions*. *Emotion Review*, 5(2), 125–131.
- Films Media Group (Producer). (2012). *Sports psychology: Motivation, anxiety, and focus* [Video]. null
- Galatzer-Levy, I. R., Burton, C. L., & Bonanno, G. A. (2012). *Coping flexibility, potentially traumatic life events, and resilience: A prospective study of college student adjustment*. *Journal of Social and Clinical Psychology*, 31(6), 542–567.
- Glynn, B. A., Gilbert, J. N., & Lewis, D. K. (2013). *Psychological skills training and self-efficacy: The uniform approach with college-age swim exercisers*. *Athletic Insight*, 5(1), 93–111
- Grayson, B. E., Seeley, R. J., & Sandoval, D. A. (2013). *Wired on sugar: The role of the CNS in the regulation of glucose homeostasis*. *Nature Reviews. Neuroscience*, 14(1), 24–37.
- Klingsieck, K. B. (2013). *Procrastination in different life-domains: Is procrastination domain specific?* *Current Psychology*, 32(2), 175–185.
- Mason, M. M. (2012). *Motivation, satisfaction, and innate psychological needs*. *International Journal of Doctoral Studies*, 7(1), 259–277.
- Nesse, R. M., & Ellsworth, P. C. (2009). *Evolution, emotions, and emotional disorders*. *American Psychologist*, 64(2), 129–139.
- Reiss, S. (2012). *Intrinsic and extrinsic motivation*. *Teaching of Psychology*, 39(2), 152–156.
- Rhodes, G., Simmons, L. W. & Peters, M. (2005). *Attractiveness and sexual behavior: Does attractiveness enhance mating success?* *Evolution and Human Behavior*, 26(2), 186–201.
- Rogatko, T. P. (2009). *The influence of flow on positive affect in college students*. *Journal of Happiness Studies*, 10(2), 133–148.
- Roy, A. K., & Miller, M. M. (2012). *The medicalization of addiction treatment professionals*. *Journal of Psychoactive Drugs*, 44(2), 107–118.
- Satel, S., & Lilienfeld, S. O. (2013). *Addiction and the brain-disease fallacy*. *Frontiers in Psychiatry*, 4(141), 1–11.
- Schaller, M., & Neuberg, S. L. (2012). *Beyond prejudice to prejudices*. *Behavioral and Brain Sciences*, 35(6), 445–446.
- Senko, C., Hulleman, C. S., & Harackiewicz, J. M. (2011). *Achievement goal theory at the crossroads: Old controversies, current challenges, and new directions*. *Educational Psychologist*, 46(1), 26–47.
- Villarosa, M. C., Madson, M. B., Zeigler-Hill, V., Noble, J. J., & Mohn, R. S. (2014). *Social anxiety symptoms and drinking behaviors among college students: The mediating effects of drinking motives*. *Psychology of Addictive Behaviors*, 28(3), 710–718.
- Wyatt, L. G. (2011). *Nontraditional student engagement: Increasing adult student success and retention*. *Journal of Continuing Higher Education*, 59(1), 10–20.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Diener, E. (n.d.) *Satisfaction With Life Scale (SWLS)*. Retrieved from <http://internal.psychology.illinois.edu/~ediener/SWLS.html>

- Okada, R. (n.d.). Procrastination Scale. Retrieved from <http://www.yorku.ca/rokada/psycstest/prcrasts.pdf>
- Self-Determination Theory. (n.d.). Basic Psychological Needs Scale (BPNS). Retrieved from <http://www.selfdeterminationtheory.org/basic-psychological-needs-scale/> **Note:** This site requires free registration to access the material.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

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- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule. <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Human Motivation and Performance

Project Overview

If you understand why people behave the way they do and what motivates them, this knowledge can help you develop motivational strategies to enhance personal and professional performance and increase satisfaction. It can also help policymakers develop effective social policy to discourage destructive and promote beneficial behavior. For example, knowing what factors motivate people to shoplift will help you develop motivational strategies to discourage that behavior at the individual and social policy level.

In your final project for this course, you will write a paper on a topic related to motivation and performance. In this paper, you will apply your knowledge of at least two theories to explain individual behavior and goals. You will then explain how this knowledge could inform personal behavior, professional goals, and social policy. In addition to displaying your knowledge of theory and research related to motivation and performance, you will have the opportunity to practice your research and writing skills, as well as to employ critical and creative thinking skills.

Choose from one of the broad topics below, and sharpen the focus of your topic by following guidance provided in the instructions for the Unit 2 assignment:

- Health and eating.
- Stress and health.
- Emotions.
- Attention.
- Drug use or addiction.
- Growth.
- Control.
- Self-concept or self-esteem.

Your paper should be 7–9 pages, not including your title page and reference page, with a minimum of six references from scholarly resources.

Be sure to complete the following items in your paper:

- Evaluate a minimum of two theories or models as they relate to your selected topic.
- Apply knowledge of these theories and related research to explain human motivation, behavior, and goals in regard to the topic.
- Apply knowledge of these theories and related research to inform personal behavior, professional goals, and the development of social policy.

- Explore the components of behavior or motivation (biological, learned, or cognitive processes) in your analysis.

Your paper should be formatted according to APA (6th edition) guidelines.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA style and format](#).
- **Number of resources:** Minimum of six resources.
- **Length of paper:** 7–9 typed, double-spaced pages, not including title page and reference page.
- **Font and font size:** Times New Roman, 12-point.

Unit 1 >> Introduction to Motivation and Emotion

Introduction

In Unit 1, we will define motivation and consider how it represents anticipation of the future and is affected by one's past. We will explore how motivation can be viewed as a journey.

In addition, we will review different sources of motivation (biological, psychological, and environmental) and consider the differences between internal (intrinsic) and external (extrinsic) motivation. Finally, we will review elements of research in human motivation and emotion.

Learning Activities

u01s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 1, "Introduction to Motivation and Emotion," pages 1–27.

Use the Capella University Library to complete the following:

- Wyatt's 2011 article, "[Nontraditional Student Engagement: Increasing Adult Student Success and Retention](#)," from *Journal of Continuing Higher Education*, volume 59, issue 1, pages 10–20.

Use the Internet to complete the following:

- Browse through the [Writing Center](#), which has many resources that can help you with the writing process and with APA style and format. It is important to familiarize yourself with the resources available.
- Browse through the [Capella University Library](#). Guides and tutorials in the library can help you learn how to locate and evaluate resources for papers and discussion questions.

u01s2 - Course Project Preparation

Read the Human Motivation and Performance course project description to learn more about the final project. You will write a research paper on a topic related to motivation and performance. You will have a chance to apply theory and research, and to explain how this knowledge can inform personal behavior, professional goals, and social policy.

You will choose your topic in Unit 2 and write an annotated bibliography in Unit 5. Your final paper will be due in Unit 9.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Definition of Motivation

For this discussion, introduce yourself and complete the following:

- Share some of the reasons you are interested in studying motivation.
- Describe how you would define motivation at this point in the course.
- Discuss why some people are more motivated than others.

- Discuss what you believe accounts for individual differences in motivation.
- Describe a job or a class you have had in which you were motivated to do well. Discuss some of the reasons you were so motivated in this situation.
- Describe a job or class in which you were not motivated to do well. Discuss some of the reasons you were not motivated in that situation.

Remember to cite scholarly evidence to support your statements when appropriate, using APA (6th edition) style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

u01d2 - Sources of Motivation

Motivation theorists today acknowledge that human behavior and performance are multiply determined and that there is no single theory that can explain all the complexities of human motivation. Many theorists consider biological, psychological, emotional, and environmental sources of human motivation and recognize that "why we do what we do" is the result of the interplay of these several sources.

Citing the readings you completed for this unit, complete the following:

- Describe how the concept of multiple sources of motivation now affects the way you conceptualize your personal motivation and performance in a selected setting in your life (school, work, sports, et cetera).
- Describe the sources of motivation you are most likely to consider when evaluating (measuring) your motivation.
- Describe the sources of motivation on which you are most likely to focus when attempting to increase your personal motivation.

Remember to cite scholarly evidence to support your statements when appropriate, using APA (6th edition) style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

Unit 2 >> History and Evolutionary Antecedents of Motivation

Introduction

In Unit 2, we will explore some of the history of human motivation and take a look at topics such as hedonism and the role of evolution with respect to motivation. A distinction is made between conscious and unconscious sources of motivation from a historical perspective, as well as internal and external sources of motivation. A brief history of emotion and its relevance to motivation completes the history of motivation and emotion.

We will continue our studies by examining the evolution of universal motives and the impact of evolutionary and personal history and evolutionary psychology on human motivation. Universal motives for relationships and sex will be reviewed, as well as fear, food preferences, and music functioning as universal motives.

Learning Activities

u02s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to read the following:

- Chapters 2 and 3, "The History of Motivation and Emotion" and "Evolutionary Antecedents of Motivation," pages 28–89.

Use the Capella University Library to complete the following:

- Rhodes, Simmons, and Peters's 2005 article, "[Attractiveness and Sexual Behavior: Does Attractiveness Enhance Mating Success?](#)," from *Evolution and Human Behavior*, volume 26, issue 2, pages 186–201.

u02a1 - Topic Selection

For the final project, you will write a paper that requires you to apply theory and research to a particular topic related to motivation and performance. You will analyze what theory and research have to say about motivation in your topic and will develop motivational strategies that can be used in your topic area.

In this assignment, you will write a 1–2 page paper in which you develop a sharply focused topic for your final project and explain why it is of interest in the study of motivation and performance.

Selecting a topic for this written assignment and course project begins with choosing from one of the broad topics in the left-hand column below. Choose a broad topic that is of personal or professional interest to you. Because all these broad topics could fill entire books and you are writing only a course paper, you must narrow the focus of your topic to keep it manageable and to facilitate your research efforts. Review the examples of narrowed and sharply focused topic examples in the middle and right-hand columns below. These examples are provided only to demonstrate how to narrow and sharpen the focus of your chosen topic. Consider the sharply focused topic you develop to be the title of this written assignment and your course project.

Topic Examples

Broad Topic Examples	Narrowed Topic Examples	Sharply Focused Topic Examples
<ul style="list-style-type: none"> • Health and eating. 	<ul style="list-style-type: none"> • Healthy eating. • Eating for sports performance. • Mindless eating. • Eating that reduces obesity. 	<ul style="list-style-type: none"> • Healthy eating for seniors. • Eating for long-distance running. • Mindless eating by children and teens. • Low-carb dieting for reducing obesity.
<ul style="list-style-type: none"> • Stress and health. 	<ul style="list-style-type: none"> • Stress and hypertension. • Stress and insomnia. 	<ul style="list-style-type: none"> • Job stress and hypertension.

Broad Topic Examples	Narrowed Topic Examples	Sharply Focused Topic Examples
	<ul style="list-style-type: none"> • Stress management. • Stress-induced illness. 	<ul style="list-style-type: none"> • Academic stress and insomnia. • Stress management for parents. • The effects of stress on cancer.
<ul style="list-style-type: none"> • Emotions. 	<ul style="list-style-type: none"> • Anger. • Anxiety. • Boredom. • Depression. 	<ul style="list-style-type: none"> • Anger management for spouses. • Managing anxiety for public speaking. • Overcoming teenage boredom. • Managing postpartum depression.
<ul style="list-style-type: none"> • Attention. 	<ul style="list-style-type: none"> • Attention and performance. • Multitasking. • Attention deficit disorder. 	<ul style="list-style-type: none"> • Managing attention for peak performance. • The effects of multitasking on job performance. • Nonmedical interventions for adult attention deficit disorder.
<ul style="list-style-type: none"> • Drug use and addiction. 	<ul style="list-style-type: none"> • Smoking. • Alcohol consumption. • Marijuana use. 	<ul style="list-style-type: none"> • Overcoming nicotine dependency. • Factors leading to initial drinking. • Contributions to marijuana dependency.
<ul style="list-style-type: none"> • Growth. 	<ul style="list-style-type: none"> • Personal growth. • Academic growth. • Spiritual growth. 	<ul style="list-style-type: none"> • Motivation for personal growth in adults. • Internal motivation for success in higher education.

Broad Topic Examples	Narrowed Topic Examples	Sharply Focused Topic Examples
		<ul style="list-style-type: none"> • Why do adults believe in God?
<ul style="list-style-type: none"> • Control. 	<ul style="list-style-type: none"> • Emotional self-control. • Physical self-control. • Controlling others. 	<ul style="list-style-type: none"> • Anger management for teenagers. • Sticking with an exercise plan. • Dealing with a bad boss.
<ul style="list-style-type: none"> • Self-concept and self-esteem. 	<ul style="list-style-type: none"> • High self-esteem. • Low self-concept. 	<ul style="list-style-type: none"> • Determinants of high self-esteem in adults. • Combating poor self-concept in children.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current edition APA style and formatting.
- **Number of resources:** Minimum of six resources.
- **Length of paper:** 1–2 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style Paper Template](#)

[Capella University Library Undergraduate Research Guide](#)

[Writing Center](#)

[APA Style and Format](#)

u02d1 - Long-Term Mate Characteristics

From the *Motivation: Biological, Psychological, and Environmental* text (linked in Resources), complete an exercise in which you ask friends of different sexes how important the following traits are to them for choosing a husband, wife, or long-term mate. These two factors are from "Items to Assess Mate Value" in Table 3.2 of the textbook, page 73:

- Ambition and industriousness.
- Good looks.

To rate the importance of these two factors, place 0, 1, 2, or 3 to indicate how important the factor is:

- 0 = Irrelevant or unimportant.
- 1 = Desirable but not very important.

- 2 = Important but not indispensable.
- 3 = Indispensable.

After you have collected this data, complete the following:

- Describe how your findings compare to the results presented in Figure 3.3 of the textbook, which shows that women consider ambition to be more important and that men consider looks to be more important.
- Imagine the type of person with whom you would like to form a long-term relationship. Discuss how your choice of a long-term mate is the result of an evolutionary destiny, social expectations, or the interaction between those two factors.
- Describe any shift you believe might occur in the importance of ambition and looks for seeking a long-term mate as society progresses toward economic equality between the sexes.

Remember to cite scholarly evidence to support your statements when appropriate, using current edition APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

[Motivation: Biological, Psychological, and Environmental](#)

u02d2 - Foreknowledge and Regret

According to Socrates (470–399 B.C.E.), the right choice is one in which pleasure exceeds pain. The reason for making the wrong choice is a lack of knowledge. Regret is an example of a wrong choice: Pain exceeds pleasure. A person believes initially that his or her actions will result in more pleasure than pain. When the person discovers the pain exceeds the pleasure, he or she experiences regret.

Without disclosing very personal information, share one of your past actions that resulted in regret:

- Describe whether the regret occurred because pleasure was less than expected or because pain was greater than expected.
- Based on your analysis, predict and explain the likelihood of you behaving in the same way again.
- Discuss whether it is necessary to "feel" the sensations of pleasure and pain in order to "know" the pain and pleasure of one's actions.
- Discuss whether you think some people have problems with the law because they do not know or foresee the consequences of their actions.

Remember to cite scholarly evidence to support your statements when appropriate, using APA (6th edition) style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

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Unit 3 >> Addictions and Addictive Behaviors

Introduction

In Unit 3, we will explore the role of motivation in addictions and addictive behaviors. Not everyone who experiments with substances of abuse develops an addiction or problems associated with that use, thus the need to explore the role of human motivation in addictive behaviors. This exploration includes a review of genetic disposition, personality disposition, and the addiction process, which includes psychological theories of drug addiction, brain correlates of addiction, and the role of environment and addiction.

Also included in this unit is information on the somewhat controversial subject of behavioral addictions, which may include exercise, gambling, and Internet addiction.

Learning Activities

u03s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 4, "Addictions and Addictive Behavior," pages 98–136.

Use the Capella University Library to complete the following:

- Roy and Miller's 2012 article, "The Medicalization of Addiction Treatment Professionals," from *Journal of Psychoactive Drugs*, volume 44, issue 2, pages 107–118.
- Satel and Lilienfeld's 2013 article, "Addiction and the Brain-Disease Fallacy," from *Frontiers in Psychiatry*, volume 4, issue 141, pages 1–11.
- Villarosa, Madson, Zeigler-Hill, Noble, and Mohn's 2014 article, "Social Anxiety Symptoms and Drinking Behaviors Among College Students: The Mediating Effects of Drinking Motives," from *Psychology of Addictive Behaviors*, volume 28, issue 3, pages 710–718.

FMG Video

Complete the following:

- ABC News (Producer). (2000). *Drinking: Are you in control?* [Video]. Films on Demand.
 - This video was purchased through Films Media Group for use in this Capella course. Any distribution of video content or associated links is prohibited. You will be discussing this topic in this unit.

u03d1 - Drug Legalization and Addiction

Alcohol and nicotine are two legal drugs. Considering the information from your readings on motivation in addictions, complete the following:

- Discuss the pros and cons of legalizing other drugs, such as marijuana, cocaine, methamphetamine, and heroin.
- Discuss whether legalization would result in more or less addiction.

Remember to cite scholarly evidence to support your statements when appropriate, using current edition APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

APA Style and Format

u03d2 - Drinking: Are You in Control?

After completing the unit readings and viewing the video *Drinking: Are You in Control?* (linked in Resources), complete the following:

- Describe the various sources of motivation involved with alcohol abuse or dependence.
- Discuss your position on the prominent belief that alcohol dependence is a genetically predisposed "disease" that only abstinence can correct.
- Describe the roles that environment and cognition play in the development and maintenance of alcohol abuse.
- Describe how your understanding of addiction has changed as a result of this unit's studies.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

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Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

Drinking: Are You in Control? [Video]

Unit 4 >> Homeostasis and Behavior, Arousal, and Affective Valence

Introduction

In Unit 4, we will explore the role of *homeostasis*, the belief that the internal demands of the body serve as a source of motivation, especially in addressing strongly biologically influenced behaviors such as temperature regulation, thirst, hunger, and eating behaviors. Because biology does not fully explain motivation with respect to eating, we will also explore the effects of food characteristics, food preferences, and personal characteristics as they affect human motivation for eating.

The role of arousal in the human motivation and its effect on behavior also will be examined, including categories and sources of arousal and their effects on behavior. We will also examine the relationship between performance and state of arousal, and examine theories that attempt to explain variations in human performance related to psychological arousal. Arousal will be further examined through its components of intensity and valence.

Learning Activities

u04s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 5, "Homeostasis: Temperature, Thirst, Hunger, and Eating," pages 137–170.
- Chapter 6, "Behavior, Arousal, and Affective Valence," pages 171–205.

Use the Capella University Library to complete the following:

- Glynn, Gilbert, and Lewis's 2013 article, "Psychological Skills Training and Self-Efficacy: The Uniform Approach With College-Age Swim Exercisers," from *Athletic Insight*, volume 5, issue 1, pages 93–111.

- Grayson, Seeley, and Sandoval's 2013 article, "[Wired on Sugar: The Role of the CNS in the Regulation of Glucose Homeostasis](#)," from *Nature Reviews. Neuroscience*, volume 14, issue 1, pages 24–37.

FMG Video

Use the Capella library to complete the following:

- Films Media Group (Producer). (2012). [Sports psychology: Motivation, anxiety, and focus \[Video\]](#).
 - This video was purchased through Films Media Group for use in this Capella course. Any distribution of video content or associated links is prohibited. You will be discussing this topic in this unit.

u04s2 - Unit 5 Assignment Preparation

For the assignment due in Unit 5, you will create an annotated bibliography for your course project by using the [Capella University Library](#) to locate 5–10 journal articles related to the topic you developed for your final paper.

In preparation for this assignment, review what you did in the Unit 2 Topic Selection assignment, along with any feedback you have received. Then, review the Annotated Bibliography assignment in Unit 5, paying close attention to the objectives of the assignment and the scoring guide.

It is recommended that you begin, if you have not already, to find the journal articles you will need for this assignment. It is also recommended that you review the [Annotated Bibliography](#) media.

u04d1 - Food Preferences

For this discussion, complete the following:

- Describe some of your most and least favorite foods.
- Consider the reasons you like or dislike certain foods. Describe to what extent these reasons are based on innate food preferences, mere exposure to foods, conditioned food preferences, and restoring homeostasis.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

u04d2 - Sports Psychology: Motivation, Anxiety, and Focus

After completing the readings for this unit and viewing the video *Sports Psychology: Motivation, Anxiety, and Focus* (linked in Resources), complete the following:

- Discuss the importance of optimum levels of arousal for peak performance in human behavior.

- Whether it is sports or academics, describe the role that excessively high or excessively low levels of arousal have on performance.
- Discuss some strategies for effectively managing arousal to improve your performance.
- Discuss the role of affective valence in arousal.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

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[APA Style and Format](#)

[Sports Psychology: Motivation, Anxiety, and Focus \[Video\]](#)

Unit 5 >> Stress, Coping, and Health

Introduction

In this unit, we will explore the influence of stress on human motivation, as well as coping abilities and their effects on health. The relationship between life events and stress will be examined, as well as the characteristics of stress and stressors, and the stressor-stress relationship. We will go on to examine the effect of stressors on the body and psychophysiological disorders, as well as mortality and variables that can moderate the impact of life events and strengthen coping behaviors. Personality differences as moderator variables will also be reviewed.

Learning Activities

u05s1 - Studies

Readings

Use your [Motivation: Biological, Psychological, and Environmental](#) text to complete the following:

- Chapter 7, "Stress, Coping, and Health," pages 206–239.

Use the Capella University Library to complete the following:

- Galatzer-Levy, Burton, and Bonanno's 2012 article, "[Coping Flexibility, Potentially Traumatic Life Events, and Resilience: A Prospective Study of College Student Adjustment](#)," from *Journal of Social and Clinical Psychology*, volume 31, issue 6, pages 542–567.

u05s2 - Self-Check Quiz 1

Multimedia

Complete the interactive [Self-Check Quiz 1](#).

This activity is an opportunity to practice on some self-assessed questions in preparation for the graded quiz coming up in Unit 6, which will cover content in Chapters 1–7 of your *Motivation: Biological, Psychological, and Environmental* text. Pay close attention to any chapters in which you are missing the correct answers, and review them before taking the graded quiz in Unit 6.

u05a1 - Annotated Bibliography

For this assignment, create an annotated bibliography for your course project by completing the following:

- Using the Capella University Library, locate 5–10 journal articles related to the topic you developed for your final project. Because you sharpened the focus of your topic in the Unit 2 assignment, the library search tools should be able to assist you in locating recent articles from scholarly professional journals relevant to your chosen topic.
 - Use the Capella University Library and Capella University Library Undergraduate Research Guide links in the Resources section for help with finding journal articles in the library.
 - In a Word document, include the following for each article you decide to use:
 - The full APA reference for the article. Use the *Annotated Bibliography* presentation and APA Style and Format page linked in the Resources for more information on how to do this properly.
- A summary, in your own words, of the findings. Paraphrase; do not quote.
 - An explanation of how this resource is useful for your paper.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** 5–10 resources.
- **Font and font size:** Times New Roman, 12 points.

Course Resources

[Capella University Library](#)

[Capella University Library Undergraduate Research Guide](#)

[Writing Center](#)

[APA Style and Format](#)

[Annotated Bibliography](#) | Transcript

u05d1 - Relationship Between Stressors and Stress

For this discussion, copy and complete the College Students Life Events Scale (Table 7.4, page 217) from your *Motivation: Biological, Psychological, and Environmental* text (linked in Resources). For each item, multiply the tension score with the duration score and sum those products. Your total score represents the magnitude of your stressors.

Without disclosing very personal information, share your total score in your initial post and address the following elements:

- Describe which of the occurrences were unpredictable versus predictable.
- Describe which occurrences were uncontrollable versus controllable.
- Describe which occurrences are better dealt with using problem-focused coping.
- Describe which occurrences are better dealt with using emotion-focused coping.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Unit 6 >> Drives and Psychological Needs

Introduction

In Unit 6, we will explore the relationship between physiological needs and psychological drives in human motivation and performance. Most theorists agree there is a combination of physiological (biological) and psychological factors involved in human motivation and performance. We will examine these concepts and related theories, as well as examine some important psychological needs that affect achievement motivation and human behavior and performance. Included in this examination will be a review of needs for autonomy and competence, the need to affiliate and belong, the need for closure and cognition, and the need for meaning and power.

Learning Activities

u06s1 - Studies

Readings

Use your Motivation: Biological, Psychological, and Environmental text to complete the following:

- Read Chapter 8, "Psychological Needs and Motives," pages 240–274.
- Review any of Chapters 1–7 as needed before taking the quiz in this unit.

Use the Capella University Library to complete the following:

- Mason's 2013 article, "Motivation, Satisfaction, and Innate Psychological Needs," from *International Journal of Doctoral Studies*, volume 7, issue 1, pages 259–277.

u06s2 - Unit 7 Assignment Preparation

In preparation for the Research Methods in Human Motivation assignment that is due in Unit 7, be sure to review the full assignment description, paying special attention to the objectives and the scoring guide. In this assignment, you will complete the following:

- Locate two recent peer-reviewed journal articles from the Capella University Library that focus on studies of emotions and motivation.
- Compare and contrast the research design and data collection methods used in these two articles, using the guidance provided in the Research and Design Methods in Psychology [PDF].
- Address what you consider to be the strengths and weaknesses of the two studies.
- Discuss the tools and technologies that were used in the research studies.

u06d1 - Psychological Need Satisfaction and Well-Being

In this discussion, we will consider the relationship between need satisfaction and psychological well-being. Some theorists believe that psychological well-being increases with need satisfaction. According to self-determination theory, psychological well-being depends on need satisfaction. When needs are not satisfied, psychological well-being suffers. Thus, one hypothesis is that as need satisfaction increases, psychological well-being increases (Deckers, 2018).

For this discussion, complete the following using the links in Resources:

- Use the Basic Psychological Needs Scale (BPNS) to measure the strength of your psychological needs of autonomy, competence, and relatedness (belongingness, affiliation). See Table 8.3 (page 245) in the *Motivation: Biological, Psychological, and Environmental* text for more information.
 - The assessment is free, but you will have to register on the landing page of the site to gain access.
 - Calculate the need satisfaction score by summing the satisfaction scores of the needs of autonomy, competence, and relatedness.
- Measure and score your current psychological well-being with the Satisfaction With Life Scale (SWLS).
- Without disclosing very personal information, share your scores on the two assessments in your initial post. Then, discuss the following:
 - If we tabulated everyone's scores, describe what kind of correlations between the two assessments you would predict—positive (when one score goes up, the other score goes up), negative (when one score goes up, the other score goes down), or zero (one score is unrelated to the other score).
 - Assume that the correlation between the two test scores is positive. If this is the case, describe the relationship between satisfaction with life and having one's psychological needs satisfied.
 - Describe with an example what impact a person's psychological needs being met may have on the person's motivation.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Basic Psychological Needs Scale \(BPNS\)](#)

[Satisfaction With Life Scale \(SWLS\)](#)

[APA Style and Format](#)

[*Motivation: Biological, Psychological, and Environmental*](#)

u06d2 - Affiliation Needs Versus Power Needs

The phrase "Get ahead or get along" pits the need for power against the need for affiliation or intimacy (Deckers, 2018).

For this discussion, complete the following from your *Motivation: Biological, Psychological, and Environmental* text (linked in Resources):

- Discuss whether you think that to be successful at your profession you will have to exercise your need for power at the expense of your need for affiliation, relatedness, or intimacy.
- Discuss how you might satisfy those needs in different domains of your life.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Style and Format

Motivation: Biological, Psychological, and Environmental

u06q1 - Components of Motivation Quiz

In Chapters 1–7 of your textbook, you were introduced to concepts related to the psychology of motivation and performance. This multiple-choice quiz will gauge your understanding of that material. The quiz provides an opportunity for you to demonstrate mastery of the following course competency:

- Apply theories of motivation to topics in human motivation and performance.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- You must access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of this unit.
- Once you have answered all of the questions, submit your quiz to receive credit. The quiz is automatically scored, and you will receive feedback immediately. There are 100 total points possible. Each question is worth five points.
- Because you will be able to access and take the quiz only once, do not access it until you are ready to complete it.

To start the quiz:

1. Click the linked quiz title to access the quiz.
2. If you have any issues with the quiz, contact your instructor. Keep in mind that the questions are randomized, so your instructor will not know to which question you are referring by number only. Access the quiz and make a note of the content of the question you wish to discuss.

Unit 7 >> Personality and Intrinsic and Extrinsic Motivation

Introduction

Unit 7 begins by focusing on the role of personality in human motivation and performance. Included are considerations of temperament, personality traits that include the five-factor model and sensation seeking, and the biological reality of personality traits. The role of behavioral genetics in human motivation will also be explored. Personality traits interact with the environment to affect human motivation. And the effects of extroversion, neuroticism, conscientiousness, and agreeableness are explored in relationship to motivation.

Extrinsic and intrinsic motivation are then examined with consideration for their incentive value, as well as the effects of losses and gains on motivation. The strength of intrinsic motivation as evidenced by curiosity and "flow" is reviewed, as well as the interaction between extrinsic and intrinsic motivation in human performance.

Learning Activities

u07s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 9, "Personality and Motivation," pages 275–305.
- Chapter 10, "Extrinsic and Intrinsic Motivation," pages 306–339.

Use the Capella University Library to complete the following:

- Klingsieck's 2013 article, "[Procrastination in Different Life-Domains: Is Procrastination Domain Specific?](#)," from *Current Psychology*, volume 32, issue 2, pages 175–185.
- Reiss's 2012 article, "[Intrinsic and Extrinsic Motivation](#)," from *Teaching of Psychology*, volume 39, issue 2, pages 152–156.

u07a1 - Research Methods in Human Motivation

When studying psychology, it is important to be aware of the basic research methodologies being used. This awareness can help you evaluate and interpret research results, and determine whether the results can be generalized to other situations.

For this assignment, complete the following:

- Locate two recent peer-reviewed journal articles from the Capella University Library that focus on research studies of emotions and motivation.
- Compare and contrast the research design and data collection methods used in these two studies using the guidance provided in the Research Designs and Methods in Psychology document linked in the Resources section.
- Discuss what you consider to be the strengths and weaknesses of the two studies.
- Be sure to discuss the tools and technologies that were used in the research studies.

Your paper should be five pages in length and follow current edition APA guidelines.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Two resources.
- **Length of paper:** Five typed, double-spaced pages, not including title page and reference page.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[Capella University Library](#)

[Writing Center](#)

[Capella University Library Undergraduate Research Guide](#)

APA Style Paper Template

Research Designs and Methods in Psychology

[APA Style and Format](#)

u07d1 - Procrastination

For this discussion, complete the Procrastination Scale, the link for which is in the Resources section. Then, complete the following:

- After ranking all 20 statements in the scale, score your results following the instructions on page 2.
 - **Note:** Half the items are "reverse keyed," which means that if you said a statement is extremely uncharacteristic of you (1), then you would reverse score that as (5); if it was moderately uncharacteristic (2), you would reverse score it as (4); and so on. After reverse scoring the numbered items, sum the total of your regular and reverse scores.
- Compare your score to those of your fellow learners. Discuss whether there is a connection between high procrastination scores and lower academic performance, or whether the two are unrelated.
- Think of a recent instance when you procrastinated. Explain your procrastination in terms of preference reversal. In other words, as the time to the task or goal decreases, a small reward becomes overly valuable or important compared to the larger goal.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[Procrastination Scale](#)

[APA Style and Format](#)

Unit 8 >> Goals and Economics of Motivation

Introduction

In Unit 8, we will examine the importance of goals in human motivation, as well as the economics of motivation. We will study the origin of goals and the needs they satisfy, as well as characteristics and expectations related to goal setting. Goal commitment, planning, and achievement will be reviewed, as well as methods used for achieving a goal and activating goal achievement behavior.

The economics of motivation include an understanding of motivation costs and resources, as well as the significance of spending motivation resources in human behavior. The role of elasticity and the substitution effect will be reviewed, as well as an important concept for some learners: motivation toward least effort.

Learning Activities

u08s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 11, "Goal Motivation," pages 340–373.
- Chapter 12, "Economics of Motivation," pages 374–405.

Use the Capella University Library to complete the following:

- Duckworth and Gross's 2014 article, "[Self-Control and Grit: Related but Separable Determinants of Success](#)," from *Current Directions in Psychological Science*, volume 23, issue 5, 319–325.
- Senko, Hulleman, and Harackiewicz's 2011 article, "[Achievement Goal Theory at the Crossroads: Old Controversies, Current Challenges, and New Directions](#)," from *Educational Psychologist*, volume 46, issue 1, pages 26–47.

FMG Video

Use the Capella library to review the following:

- Films Media Group (Producer). (2012). *Sports psychology: Motivation, anxiety, and focus* [Video].
 - This video was purchased through Films Media Group for use in this Capella course. Any distribution of video content or associated links is prohibited. You will be discussing this topic in this unit.

u08s2 - Unit 9 Assignment Preparation

In preparation for the Human Motivation and Performance assignment in Unit 9, which is the final component of the course project, be sure you review the assignment. Pay special attention to the objectives and the scoring guide. In this assignment, you will complete the following:

- Evaluate a minimum of two theories or models as they relate to your selected topic.
- Apply knowledge of these theories and related research to explain human motivation, behavior, and goals in regard to your topic.
- Apply knowledge of these theories and related research to inform personal behavior, professional goals, and the development of social policy.
- Explore the components of behavior or motivation (biological, learned, or cognitive processes) in your analysis.

u08d1 - Goal Achievement

For this discussion, complete the following:

- Describe how closely people's goals are matched to their abilities.
- Describe with examples people you know whose goals are way below their abilities and others whose goals exceed their abilities.
- Discuss how achievement valence may depend on a match between a person's goal level and ability.
- Describe how closely your goals match your abilities.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

u08d2 - The Power to Overcome Failure

After completing the readings in this unit and reviewing the video *Sports Psychology: Motivation, Anxiety, and Focus* (linked in Resources), complete the following:

- Describe instances in which you find yourself obeying the principle of least effort or the law of less work. For example, you drive instead of walk, take the elevator instead of the stairs, eat fast food rather than cook, or take an easy elective course rather than a challenging one (Deckers, 2018).
- The video *Sports Psychology: Motivation, Anxiety, and Focus* discusses the difference between performance goals and learning goals for children's academic performance and their ability to persist and overcome failure. As an adult learner, share examples of your performance goals or learning goals, and describe how those goals help motivate your academic success.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After making your initial post, respond to at least two other learners posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

[Sports Psychology: Motivation, Anxiety, and Focus \[Video\]](#)

Unit 9 >> Emotions and Moods

Introduction

In Unit 9, we will examine the effect of emotions and moods on human motivation and performance. This review includes the characteristics and categories of emotions, the appreciation and understanding of facial expressions, the characteristics of affect, and the intensity and duration of emotions. Physiological arousal as one of the expressive channels for emotion and theories of the function of arousal will be reviewed.

The differences between moods and emotion and the measurement of moods also will be reviewed, as well as their impact on human behavior and performance.

Learning Activities

u09s1 - Studies

Readings

Use your [Motivation: Biological, Psychological, and Environmental](#) text to complete the following:

- Chapter 13, "Emotions and Moods," pages 406–441.

Use the Capella University Library to complete the following:

- Nesse and Ellsworth's 2009 article, "[Evolution, Emotions, and Emotional Disorders](#)," from *American Psychologist*, volume 64, issue 2, pages 129–139.
- Rogatko's 2009 article, "[The Influence of Flow on Positive Affect in College Students](#)," from *Journal of Happiness Studies*, volume 10, issue 2, pages 133–148.

u09s2 - Self-Check Quiz 2

Multimedia

Complete [Self-Check Quiz 2](#).

This is an opportunity to practice on some self-assessed questions in preparation for the quiz coming up in Unit 10, which will cover content in Chapters 8–14 of your *Motivation: Biological, Psychological, and Environmental* text. Pay close attention to any chapters in which you are missing the correct answers, and review them before taking the graded quiz in Unit 10.

u09a1 - Human Motivation and Performance

For the course project, you are required to write a paper on a topic related to human motivation and performance. You developed your topic in Unit 2 and wrote an annotated bibliography in Unit 5.

In this unit, you will submit your finished course project paper for grading. Your paper should be 7–9 pages, not including your title page and reference page, with a minimum of six references from scholarly resources. Be sure to complete the following in your final paper:

- Apply a minimum of two theories or models to your selected topic related to human motivation and performance.
- Describe the components of behavior or motivation (biological, learned, or cognitive processes) as related to the topic you have selected.
- Apply knowledge of theories of human motivation and performance to explain human motivation, behavior, and goals in regard to your topic.
- Apply findings from research to the understanding of your topic.
- Analyze how theory and research findings inform personal behavior, professional goals, and the development of social policy.
- Follow current APA style and formatting guidelines.

Submission Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of six resources.
- **Length of paper:** 7–9 typed, double-spaced pages, not including title page and reference page.
- **Font and font size:** Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio for Program Outcome 1, 2, 3, 4, 5, 6, or 7.

Course Resources

[APA Style Paper Template](#)

[Capella University Library Undergraduate Research Guide](#)

[Writing Center](#)

[ePortfolio](#)

[APA Style and Format](#)

u09d1 - Emotional Arousal

For this discussion, reflect on the physiological arousal you have experienced during an intense emotion. Describe the following:

- How that arousal affected you.
- How the arousal may have provided information about the quality or intensity of the emotion.
- How the arousal may have merely been your body's preparation for action.
- Some effective strategies for managing strong emotional arousal.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial response to the discussion question, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Style and Format](#)

Unit 10 >> Emotions as Motives

Introduction

In our final unit, we will examine the role of emotions as motives. This will include the appraisal of emotional events and characteristics of emotion-inducing events, the appraisal process, and how emotions can motivate facial expressions. The function of facial expressions and the motivating function of emotions for behavior and cognitive activity will be reviewed, as well as the importance of the motivational nature of positive emotions.

Learning Activities

u10s1 - Studies

Readings

Use your *Motivation: Biological, Psychological, and Environmental* text to complete the following:

- Chapter 14, "Emotions as Motives," pages 442–475.

Use the Capella University Library to complete the following:

- Ellsworth's 2013 article, "Appraisal Theory: Old and New Questions," from *Emotion Review*, volume 5, issue 2, pages 125–131.
- Schaller and Neuberg's 2012 article, "Beyond Prejudice to Prejudices," from *Behavioral and Brain Science*, volume 35, issue 6, pages 445–446.

u10d1 - Emotions and Decisions

According to the appraisal tendency hypothesis, emotions can influence a person's judgments and decisions.

For this discussion, complete the following from your *Motivation: Biological, Psychological, and Environmental* text (linked in Resources):

- Discuss instances when you made judgments, decisions, or commitments while having an intense emotion that you would not have made in the absence of the emotion.
- Discuss with examples the pros and cons of making a judgment or decision, in the presence or absence of an emotional feeling.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial response to the discussion question, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

u10d2 - Emotions and Prejudice

We have all experienced a like or dislike for someone but were unable to give clear reasons. With that in mind, complete the following from the *Motivation: Biological, Psychological, and Environmental* text (linked in Resources):

- Describe what factors may have been involved.
- Discuss whether you think you can consciously change your dislike to like. If so, describe how this could be accomplished.
- Along the same line, discuss how people's prejudices of others may be based on things of which they are not aware.
- Describe how this lack of awareness may contribute to the difficulty of trying to reduce people's prejudices.

Remember to cite scholarly evidence to support your statements when appropriate, using current APA style and formatting.

Response Guidelines

After your initial post, respond to at least two other learners' posts by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to be substantive in nature.

Reference

Deckers, L. (2018). *Motivation: Biological, psychological, and environmental* (5th ed.). New York, NY: Routledge.

u10q1 - Motivational Systems Quiz

In Chapters 8–14 of your textbook, you were introduced to concepts related to the psychology of motivation and performance. This multiple-choice quiz will gauge your understanding of that material. The quiz provides an opportunity for you to demonstrate mastery of the following course competency:

- Apply theories of motivation to topics in human motivation and performance.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- You must access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of this unit.
- Once you have answered all of the questions, submit your quiz to receive credit. The quiz is automatically scored, and you will receive feedback immediately. There are 100 total points possible. Each question is worth five points.
- Because you will be able to access and take the quiz only once, do not access it until you are ready to complete it.

To start the quiz: