



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme Undergraduate degree in Psychology

Name Motivation
Teaching staff (Also indicate the Professor in charge) Drs. R. de Sá-Saraiva (Professor in charge), João Justo, Isabel Janeiro, André Mata
ECTS 6
Functioning 2nd year, 2nd semester Theoretical and practical classes
Learning goals We aim to present various perspectives on human motivation, thereby illustrating the diversity of approaches to motivation. Newborn motivations, evolution and motivation, motivation and cognition and motivation in the workplace. One of the core objectives of this CU is that students personally relate to what is being taught: as motivation is central both to academic psychology and to the day-to-day life, we strive to make sure that students identify in themselves the explanations of behaviour and thought processes, therefore making the learning situation personally meaningful.
Skills to be developed Students should be able to think about human behavior as being multifactorially determined understand how central motivation is in every human endeavor know how to study motivation using different research approaches



think multidisciplinary and in an integrated manner about human behavior

Prerequisites (precedences) *

Contents

1. MODULE I: Motivations of the newborn
 1. Evolution of humans and biologically determined behavior in the newborn
 1. Human evolution
 2. Evolution of hominin behavior and its influence in anatomical, cerebral and cranial development
 3. The species' adaptation to increased cranial size and to the greater closeness of the acetabulofemoral joint to the spine
 4. Consequences of the above to newborn behavior
 2. Pre-natal life and the exercise of biologically motivated behavior in the newborn
 1. Motor competencies
 2. Sensorial competencies
 3. Reflexes
 4. Mother-child interaction
 3. Foetal emotions and their importance in pre- and post-natal behavior.
 1. Observation of pre-natal emotional behavior
 2. The importance of pre-natal emotions in the organization of pre-natal behavior
 3. The importance of pre-natal emotions in the organization of post-natal behavior
2. MODULE 2: Motivated thinking.
 1. Introduction to motivated thinking:
 1. Scope
 2. Basic concepts
 2. Comparative biases: How we think we are better than others
 1. The better-than-average effect
 2. Unrealistic optimism
 3. Strategies for self-enhancement: Redefining the self, others, and social concepts
 3. Reasoning: How we believe in favorable information and reject unfavorable information
 1. Self-serving attribution
 2. Selective attention/exposure
 3. Strategic thinking: Regulation of quantity and quality of processing
3. MODULE 3: Motivation in achievement contexts
 1. Classic perspectives of motivation in achievement contexts
 1. Intrinsic motives / extrinsic motives
 2. Cognitive perspectives on motivation.
 1. Goals, plans and dreams. Time perspective and the role of the future in human motivation.
 2. Explanations of success and failure. Attributional beliefs, motivation and emotion.
 3. Beliefs of self and motivation for achievement.



3. Meta-theories of motivation: The self-determination theory
4. MODULE IV : Evolution and motivation
 1. Brain as an interface between organismic needs and environmental features which are relevant to growth, survival and reproduction
 2. Motivational systems as self-modifying systems which control relations between organism and environment
 3. How natural and sexual selection mould motivation. Comparison between human and non-human motivational systems: ethology, culture and psychology. The question of the reflexive I and motivational conflict management: que question of human freedom
 4. Study cases:
 1. Sexuality: function, reproductive and mating strategies. How can human sexuality be understood in a culturally/biologically integrated approach. Psychological consequences of conflict
 2. Ethological, psychological and cultural bases of group formation, cooperation and conflict. The special case of raids and war
 3. Religious motivations, their origin, explanation and function
 4. Ethics and its motivational structure and function

Bibliography

Brazelton, T. B., & Nugent, K. *The Neonatal Behavioral Assessment Scale, 4th edition*. London: Mac Keith Press.

Buss, D. M. (2017): *Evolutionary Psychology: The new science of the mind, 5th edition*. Boston: Allyn & Bacon.

Pintrinch, P. R. & Schunk, D. H. (2002). *Motivation in education: Theory, research and applications, 2nd edition*. NJ: Merrill Prentice Hall.

Ryan, R. & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development and Wellness*. NY: Guilford Press.

Teaching methods

Teaching is divided into lectures and theoretical/practical classes. In the theoretical lectures we combine exposition and discussion. In the practical classes we guide a research project through which the students are expected to learn methods agreeing with several of the perspectives presented in the lectures.

Evaluation Regimes (General and/or Alternative)



Final exam and practical essays or reports

Evaluation Elements

(Dates due, weights, minimum required grades)

There will be an exam, worth 60% of the final grade. In this exam all the modules will be represented, the number of questions being proportional to the number of teaching hours. If the student fails in this exam and the performance in the rest of the evaluation elements notwithstanding, failure to pass ensues. Please note that modules 3 and 4 will be amalgamated.

Students are also required to present reports, one for each module (but again, modules 3 and 4 will be amalgamated). For passing, a student must also be approved in the overall grade they achieve in the practicals.

Rules for grade improvement

The exam and one (and only one) of the reports may be the object of grade improvement.

Rules for students having previously failed the course unit *

The exam must be passed again; practical grades will be retained for one year only.

Requirements on attendance and punctuality

To pass, a student must attend to all but three practical lessons.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Attendance requirements do not apply to these students, even if attendance is strongly suggested

Language of instruction

Portuguese, but all the teachers can communicate personally at least in English.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:



- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable