

Core Syllabus for Dr. Tomie's Motivation and Emotion (830:364:01) course Fall 2018

To My Students:

This Core Syllabus contains information relevant to all of my Motivation and Emotion (830:364) courses. Detailed information pertaining to specific Motivation and Emotion courses, including textbooks, office hours, reading assignments, and exam schedules, are described in the Course Syllabus for Motivation and Emotion provided each semester. The purpose of this Core Syllabus is to inform students of the general goals of my Motivation and Emotion course and the means by which I will attempt to achieve them.

Dr. Tomie

Learning Goals: The goal of this course is to improve your understanding of:

- § how we experience prominent motivational and emotional states, including positive feelings of pleasure as well as negative feelings of sadness, anxiety, fear, and stress;
- § the neurobiological substrates and neurotransmitter systems that are associated with motivational and emotional disorders observed in the clinic, including the clinical psychopathologies of addiction, depression, anxiety, and stress-related disorders;
- § how chronic exposure to stress comes to produce overwhelming feelings of sadness, pessimism, lack of energy, lack of self-confidence and the other symptoms of the clinical psychopathology of depression;
- § how a poor diet can create a chronic state of having the blues, marked by the ongoing absence of energy, lack of self-confidence, diminished cognitive acuity, and blunted motivational drive;
- § how pre-existing states of depression, anxiety, and feelings of being stressed-out contribute to self-medication, which, in turn, leads to drug addiction;
- § why are neuroscientists saying that "Addiction is a brain disease".

Overview of the Course: The title of this course is Motivation and Emotion. This course will introduce you to the scientific study of emotions and how emotions contribute to the expression of motivated goal-directed behaviors. We will emphasize two recurring themes during the

semester. Neuroscientists believe that your emotions are derived from brain states ... that neurobiological events determine our moment-to-moment state of awareness of how we feel. For example, psychoactive drugs influence the activity of neurobiological substrates which coincide with changes in how we feel. Clearly, drug-induced changes in neurobiological events produce profound changes in our subjective emotional experiences, resulting in dramatic changes in the expression of our motivation to perform goal-directed activities.

Also, in this course, we will examine closely the process of becoming addicted. This is a fascinating topic because typically the drug user's motivational goals and emotional states are dramatically altered as drug use turns into drug addiction. Particularly perplexing are the words of the addict, "Why can't I quit?" Addicts are often confused because they find themselves taking the drug even while trying to resist. And, all the while, they claim they can quit anytime they decide to quit, yet end up saying "I was blind-sided. How did this happen to me?" We must ask ourselves, Why are addicts blind to their inability to control their drug use?

Warning: I do not lecture from the textbook. My lectures often cover materials that are not even mentioned in the LeDoux textbook. My lectures will cover materials from both of the "Raccoon Stories" by Zito and Tomie, as well as the Educational Commentary and the Scientific Commentary at the end of each story. Each scientific short story is an example of bibliotherapy, intended to prevent drug addiction by boosting the reader's awareness of how drug addiction gets started, in particular, how the development of a form of Pavlovian conditioning known as sign-tracking contributes to the loss of self-control of drug-taking.

Many of my lectures cover materials not mentioned in the LeDoux textbook. LeDoux details the historical journey of the evolution of scientific inquiry with the goal of figuring out how the brain works to create the conscious experience of emotion. And, he emphasizes fear and anxiety and other types of negative or aversive emotional states. My lectures, on the other hand, cover rewarding or pleasurable emotional states, with an eye toward understanding how the brain has evolved to identify and obtain them.

Attendance: You are a University Student. You should attend all class meetings of this course and all of your other courses as well. Poor attendance is highly predictive of poor exam performance and low grades. Attendance will be taken occasionally, and extra credit points will be awarded accordingly. But, more importantly, most of the exam questions will be based on lecture materials that will be covered during class. It is not OK to miss class, and I do not re-give lectures to those that do, regardless of cause. A student who missed a class is not entitled to more academic servicing than the students who attended the class. If you miss a class, then you have created a problem for yourself. You have not created a problem for me.

Grading: Course grades will be based entirely on exam performance plus possible extra credit for attending class or other specific events. All exams consist of 30 multiple choice questions. There are 2 Online Hourly Exams (open book, open notes) and an In-Class Midterm Exam and an In-Class Final Exam. Both In-Class Exams are closed book and closed notes.

In determining your final course grade:

If your point total (sum of all exam scores plus extra credit) is 108 (or higher), then your average score is at least $108/120 = 90\%$, which is an "A".

If your point total is 102-107, then your average score is 85%-89%, which is a "B+".

If your point total is 96-101, then your average score is 80% - 84%, which is a "B".

If your point total is 90- 95, then your average score is 75%-79%, which is a "C+".

If your point total is 84- 89, then your average score is 70% - 74%, which is a "C".

If your point total is 72- 83, then your average score is 60% - 69%, which is a "D".

If your point total is 71 or lower, then your average score is 59% or lower, which is an "F".

Absence from an Exam: If you miss an exam, then your score for that exam is zero. If you miss an exam due to illness, then your absence from the exam may be excused. To be excused, you must provide a written note from a doctor indicating the dates of illness. Hurtado will not provide a student with a note; however, Hurtado will provide a note if requested to do so by a Dean. That is the process. If you miss an exam for reasons other than illness, then you can explain your situation to a Dean, who may provide written documentation of the seriousness of your situation. In which case, your absence from the exam may be excused.

If your absence from an exam is unexcused, then your exam score is zero unless you take the make-up exam, which will be accompanied by a 15% penalty assessment. The make-up exam will be scheduled at the convenience of the TA. If you miss the make-up exam, then your exam score is zero and you will receive no further opportunities to take the exam.

In accordance with University policy, exceptions may be granted to student-athletes traveling to scheduled events or to students observing a major religious event that prevents their attending the exam.

To gain this exception, student-athletes must provide, during the first two weeks of the semester, on or before Friday, September 21, written documentation from the Athletic Department substantiating their travel schedule.

To gain this exception, students whose major religious observance conflicts with the date of an exam must provide, during the first two weeks of the semester, written documentation, on letterhead signed by an official of their religious organization, substantiating the exact dates that those religious circumstances will interfere with their exam attendance.

Posting to Sakai of Exam Scores and Attendance Credits: The Teaching Assistant will post a Announcement @ Sakai indicating when exam scores or attendance credits have been posted to Gradebook. All disputes of the record at Gradebook must be made in writing and submitted to Dr. Tomie or to the Teaching Assistant within two weeks of the Announcement of the posting of the score or credit. You cannot wait until the end of the semester to dispute a grade or score that was posted to Gradebook more than two weeks earlier.

Academic Integrity:

Academic Integrity Violations include: cheating, fabrication, denying others access to information or material, and facilitating violations of academic integrity. You are expected to abide by the code of conduct pertaining to academic integrity. I will not allow cheating on examinations, and I take special precautions to reduce the opportunity for cheating, while increasing the likelihood of successful prosecution of offenders. I will vigorously enforce the University's regulations on academic integrity. The University's regulations are appropriately strict, and if you plan to cheat, you should first read the regulations and potential consequences:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Situational Courtesy:

Upon entering the classroom, turn off cell phones and beepers.

You are allowed to make audio recordings of my lectures provided that the audio recordings are for your own personal use. You are not allowed to take a picture of any of my lecture slides at any time during my lectures.

Sit near an exit if entering the classroom late or leaving the classroom early.

Texting, twittering, surfing the internet, online shopping, playing computer games, and other disruptive behaviors are distracting to serious students who are sitting near you. Sit in the back rows of the classroom if you are inclined to indulge in these activities.

Please feel free to raise your hand to request clarification or to engage further discussion of a point of interest. Wave your raised hand back-and-forth (making it easier for me to see) if your raised hand goes un-noticed. Stand up and wave your raised hand if I still do not see you.

Also, please speak up when asking a question, so that the rest of the class can hear the question. Many, me included, strain to hear in a room with background noise.

Motivation and Emotion (01:830:364:02) Fall 2018 Dr. Tomie
TTh5 (2:50 - 4:10 PM) CAC AB 2225

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REQUIRED TEXTBOOKS (All required textbooks are available at RU / Barnes & Noble College Bookstore):

LeDoux, J. (1996). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Touchstone/Simon & Schuster Publishing. ISBN: 0684836599.

Zito, B., and Tomie, A. (2014). *The Tail of the Raccoon: Secrets of Addiction*. Princeton, NJ: ZT Enterprises LLC. ISBN: 9870991349531. Also available as a Kindle E-Book.

Zito, B., and Tomie, A. (2015). *The Tail of the Raccoon, Part II: Touching the Invisible*. Princeton, NJ: ZT Enterprises LLC. ISBN: 9870991349555. Also available as a Kindle E-Book.

EXAMS: There will be four exams. Each exam will consist of 30 multiple choice questions. A perfect score on all 4 exams will result in a total exam score of 120 points. All of the exams will emphasize materials presented since the last exam. Two of the exams are Online Hourly Exams given during the regularly scheduled Thursday class period (on September 27 and November 15). The In-Class Midterm Exam will be given on Thursday, October 18. The In-Class Final Exam will be given in accordance with the University's Final Exam Schedule (on Friday, December 14).

GRADING:

1. Each of the four exams will account for 25% of your course grade.
2. To make up a missed exam without penalty the student must provide a written note from a Dean or a doctor. For those unable to provide a note, the absence is unexcused and a 15% penalty will be assessed. The make-up exam will be scheduled at the convenience of the TA. An additional 15% penalty will be imposed for an unexcused absence from the make-up exam.
3. Attendance will be taken 5 times during the semester. Four extra credit points will be awarded to students who attend at least 4 of the 5 attendance events. Zero extra credit points will be awarded to students who attend 0, 1, 2, or 3 of the 5 attendance events. At the end of the semester, your attendance extra credit points (either 4 or 0) will be added to the total of your exam score points.

WEEK OF
TUESDAY

READING ASSIGNMENT

Sep 4 Preface: (pp. 1-10).

Sep 11 Chapter 1: What's Love Got To Do With It? (pp. 11-21).
The Tail of the Raccoon: Secrets of Addiction

Sep 18 Chapter 2: Souls on Ice (pp. 22-41).
The Tail of the Raccoon: Educational and Scientific Commentaries

Sep 25 Chapter 2: Souls on Ice (pp. 22-41).
ONLINE HOURLY EXAM #1: THURSDAY, SEPTEMBER 27

Oct 2 Chapter 3: Blood, Sweat, and Tears (pp. 42-72).
The Tail of the Raccoon, Part II: Touching the Invisible

Oct 9 Chapter 4: The Holy Grail (pp. 73-103).
Tail II: Educational and Scientific Commentaries

Oct 16 Chapter 4: The Holy Grail (pp. 73-103).
IN-CLASS MIDTERM EXAM: THURSDAY, OCTOBER 18

Oct 23 Chapter 5: The Way We Were (pp. 104-137).

Oct 30 Chapter 6: A Few Degrees of Separation (pp. 138-178).

Nov 6 Chapter 7: Remembrance of Emotions Past (pp. 179-224).

Nov 13 Chapter 7: Remembrance of Emotions Past (pp. 179-224).
ONLINE HOURLY EXAM #2: THURSDAY, NOVEMBER 15

Nov 20 Chapter 8: Where the Wild Things Are (pp. 225-266).

Nov 27 Chapter 8: Where the Wild Things Are (pp. 225-266)

Dec 4 Chapter 9: Once More, With Feelings (pp. 267-303).

Dec 11 Chapter 9: Once More, With Feelings (pp. 267-303).

**IN-CLASS FINAL EXAM
IN ACCORDANCE WITH UNIVERSITY'S FINAL EXAM SCHEDULE:
FRIDAY, DECEMBER 14 (8:00 AM - 9:30 AM)**