

# COURSE SYLLABUS

## MOTIVATION AND EMOTION

**Degree in Psychology**  
**C.U. Cardenal Cisneros**  
**University of Alcalá**

**Academic year 2024/25**  
**1<sup>st</sup> Year – 2<sup>nd</sup> Term**

## COURSE SYLLABUS

Name of the subject:	<b>MOTIVATION AND EMOTION</b>
Code:	<b>562003</b>
Studies:	<b>Degree in Psychology</b>
Department and Area of Knowledge:	<b>Education</b>
Character:	<b>Compulsory</b>
ECTS credits:	<b>6</b>
Year and Term:	<b>1<sup>st</sup> Year, 1<sup>st</sup> Term</b>
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Language:	<b>Spanish</b>

### 1. INTRODUCTION

In order to understand human behaviour, it is important to analyse how basic psychological processes work. Some of these processes, such as motivation and emotion, are responsible for initiating, maintaining or eliminating certain behaviours.

In this subject, the concepts of motivation and emotion will be studied, revising their typology and the different theories that attempt to explain them. In addition, related elements such as emotional regulation and stress will be analysed.

#### SUBJECT DESCRIPTION

In order to understand human behaviour, it is important to analyse how basic psychological processes work. Some of these processes are responsible for initiating, maintaining or eliminating certain behaviours; such is the case with motivation and emotion. During this subject, students will study these two concepts in depth, analysing their classification and different explanatory theories. In addition, this subject addresses other elements related to regulating emotions and stress.

## 2. COMPETENCES

### Generic competences:

GC1. To acquire the knowledge and understand the principles of Psychology as a scientific discipline, including theory, methods and application fields, with the support of advanced textbooks and documentation incorporating cutting-edge knowledge in this field of study.

GC2. To apply this knowledge in the professional field, by elaborating and defending arguments, and by identifying, articulating and solving problems in the field of Psychology. In other words, to be prepared to work as a general psychologist and not as a specialist.

GC3. To be able to collect and interpret relevant data on human behaviour, at both individual and social levels and in different contexts, to express reasoned opinions of social, scientific or ethical nature in the psychological field.

GC4. To be able to convey information, ideas, problems and solutions about human behaviour to both general, and specialized, audiences.

GC5. To have developed the necessary skills to continue training in an independent manner, in order to follow Master studies, with the purpose to acquire an advanced training focused on academic, professional or research specialisation in the field of Psychology.

### Specific competences:

SC2. To know and understand the basic laws and principles of the different **psychological processes**.

SC7. To know and understand diverse methods of **assessment, diagnosis and psychological treatment** in different applied fields of Psychology.

SC12. **To identify, describe and measure** the relevant behavioural characteristics of individuals (personality, intelligence and other aptitudes, as well as cognitive, emotional, psychobiological and behavioural processes), groups, organisations (interaction processes, group dynamics, group and intergroup, as well as organisational and inter-organisational structures) and contexts, by using the methods, techniques and instruments of **psychological assessment**.

### 3. CONTENTS

Modules	Units	Hours (Total)
I. Introduction	Unit 1. The importance of studying emotions and motivation.	6
II. Emotion	Unit 2. Emotions: basic concepts. Emotional processes. Unit 3. The expression of emotions and their typology.	18
III. Motivation	Unit 4. Motivation: basic concepts. The motivation process. Unit 5. Types of motivation.	16
IV. Emotional regulation and stress	Unit 6. Emotional regulation and stress.	8

### 4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES.

The classes, corresponding to one third of ECTS credits, will be structured throughout the term in three different modalities: theoretical classes, practical classes and seminars.

- ✓ **Theoretical classes.** Different methodologies will be employed. Part of the theoretical contents will be provided and/or explained by the teacher, and others will be sought out and elaborated by the students. When requested by the teacher, students must attend class with the lesson prepared and the content will be commented on, debated or clarified in class. Theoretical self-learning activities are included in this modality.
- ✓ **Practical classes.** These will be done individually, or in groups, and guided by the teacher. Such activities will include case-studies, problem solving, analysis and discussion of documentary and audio-visual information (articles, videos, scientific documents), as well as the presentation of completed work. In addition, guidelines will be provided in practical classes for the autonomous individual and group work.
- ✓ **Seminars.** Some learning sessions of this subject will be approached in an interdisciplinary manner with other subjects of the second term. Dialogic talks will be held on a selected book, and the teacher will inform students about their implementation.

- ✓ Two thirds of the ECTS credits of the subject will be dedicated to **independent learning**. This includes the time needed to complete the tasks and activities that will be turned in or presented in class, to study, and to prepare for exams. To pass, it is paramount that the student uses this time to achieve the desired learning outcomes.

#### 4.1. Credit distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance 50:	30 hours of whole-group lessons
	15 hours of practical lessons
	3 hours of seminars
	2 hours of assessment tasks
Number of hours of independent learning 100:	100 hours

#### 4.2. Methodological strategies, materials and resources

##### Teaching-learning methodology:

In class, the student will be engaged in an active and participative methodology. Some learning sessions of this subject will be approached in an interdisciplinary manner with other subjects of the term.

##### Materials and resources

Students will be provided with didactic materials, which will include the basic theoretical content to study the different units of the subject. They will have access to the library and to computers to carry out research for their work.

### Assessment criteria:

The following Table presents the relationships between specific competences of the subject and the assessment criteria.

Specific competences	Assessment criteria
SC2. To know and understand the basic laws and principles of the different <b>psychological processes</b> .	<ul style="list-style-type: none"> <li>• The student understands the concept of psychological process and knows the different basic psychological processes of motivation and emotion.</li> <li>• The student analyses and interprets research and publications on the subject.</li> <li>• The student looks for and uses documentary sources relevant for the discipline.</li> <li>• The student knows how to carry out empirical studies and research activities on basic psychological processes.</li> <li>• The student is able to understand and analyse texts on the subject in English and use them for his/her assignments.</li> </ul>
SC7. To know and understand diverse methods of <b>assessment, diagnosis and psychological treatment</b> in different applied fields of Psychology.	<ul style="list-style-type: none"> <li>• The student knows the methods and techniques used to study these psychological processes.</li> <li>• The student analyses and interprets research and publications on the subject.</li> <li>• The student looks for and uses documentary sources relevant for the discipline.</li> <li>• The student is able to apply the acquired knowledge for the correct interpretation of real life situations and clinical cases.</li> </ul>
SC12. To identify, describe and <b>measure</b> the relevant behavioural characteristics of individuals (personality, intelligence and other aptitudes, as well as cognitive, emotional, psychobiological and behavioural processes), groups, organisations (interaction processes, group dynamics, group and intergroup as well as organisational and inter-organisational structures) and contexts, by using the methods, techniques and instruments of <b>psychological assessment</b> .	<ul style="list-style-type: none"> <li>• The student understands and explains human behaviour by integrating different perspectives.</li> <li>• The student analyses and interprets research and publications on the subject.</li> <li>• The student looks for and uses documentary sources relevant for the discipline.</li> <li>• The student cooperates with others and contributes to a common project goal. He/she assumes individual responsibility within collective work.</li> <li>• The student knows how to carry out empirical studies and research activities on basic psychological processes.</li> </ul>

### Report criteria:

Criteria	%
Exam	40%
Assignments and activities	60%

### Assessment procedure

The assessment procedure is based on the *Normativa reguladora de los procesos de evaluación de aprendizajes de la Universidad de Alcalá* (Regulatory policy of the assessment procedure of the University of Alcalá). This policy states, among others, the following rules:

1. This subject has an ordinary assessment period in January and an extraordinary one in June.
2. The ordinary assessment period employs continuous assessment.
3. If a student cannot commit to the continuous assessment within the ordinary assessment period, he/she should formally request the final assessment from the academic coordinator of the subject. This request will be submitted no later than the second week of classes, and it can be accepted or rejected by university management.
4. The extraordinary assessment period is intended for students who failed the ordinary one and it will always apply the final assessment procedure. Nonetheless, the teacher could consider including some parts of the continuous assessment for the students who could not commit to continuous assessment, and also those who failed continuous assessment.
5. The characteristics of the continuous and final assessment for this subject are detailed in this course syllabus.
6. For more information about the assessment procedures, please see the following document: <https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

To pass the subject, the student must have demonstrated the learning of the desired competences listed in this course syllabus of at least 40%, obtained through the different instruments established to measure them. As an essential requirement, the student should complete all of the assessment tasks detailed in the syllabus for both the continuous and final assessments, in either in the ordinary or extraordinary assessment period.

**Continuous assessment.** Ordinary and extraordinary assessment periods:

Assessment criteria	Instruments		
	Exam	Activities	%
The student understands the concept of psychological process and knows the different basic psychological processes of motivation and emotion.	X		
The student knows the methods and techniques used to study these psychological processes.	X	X	
The student understands and explains human behaviour by integrating different perspectives.	X	X	
The student analyses and interprets research and publications on the subject.		X	
The student looks for and uses documentary sources relevant for the discipline.		X	
The student is able to apply the acquired knowledge for the correct interpretation of real life situations and clinical cases.	X	X	
The student cooperates with the others and contributes to a common project goal. He/she assumes individual responsibility within collective work.		X	
The student knows how to carry out empirical studies and research activities on basic psychological processes.		X	
The student is able to understand and analyse texts on the subject in English and use them for his/her assignments.		X	
<b>Percentage</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>



**Final assessment.** Ordinary and extraordinary assessment periods:

Assessment criteria \ Instruments	Exam	Final work
The student understands the concept of psychological process and knows the different basic psychological processes of motivation and emotion.	X	
The student knows the methods and techniques used to study these psychological processes.	X	
The student understands and explains human behaviour by integrating different perspectives.	X	X
The student analyses and interprets research and publications on the subject.	X	X
The student looks for and uses documentary sources relevant for the discipline.		X
The student is able to apply the acquired knowledge for the correct interpretation of real life situations and clinical cases.	X	X
The student cooperates with the others and contributes to a common project goal. He/she assumes individual responsibility within collective work.		
The student knows how to carry out empirical studies and research activities on basic psychological processes.		X
The student is able to understand and analyse texts on the subject in English and use them for his/her assignments.		X
<b>Percentage</b>	<b>75%</b>	<b>25%</b>

## 6. BIBLIOGRAPHY

### Basic Bibliography

Reeve, J. (2010). *Motivación y emoción* (5ª ed.). México: McGraw-Hill.

For a review of the book, click here: <http://www.redalyc.org/articulo.oa?id=147118110015>

Aguado, L. (2005). *Emoción, afecto y motivación*. Madrid: Alianza.

Emotion and motivation are two fundamental and closely related aspects of the psychological functioning of human beings. This text addresses motivation and emotion from the perspective of basic psychological processes. That means that priority has been given to the study of the different processes on which emotional and motivational phenomena are based, rather than to the description of specific categories of emotion or motivation, such as joy, fear, or motivation for achievement. Another characteristic of this text is the attempt to approach the study of the processes of emotion and motivation from different levels of analysis, ranging from behaviour and physiology to cognitive processes and the activity of different brain systems. In short, it intends to provide the student with an approximation to the current "state of the issue" in the area of emotion and motivation.

Palmero, F. (2008) *Motivacion Y Emocion*. Mcgraw-Hill / Interamericana De España, S.A.

This project refers to a textbook that would serve as a reference in the subject *Motivation and Emotion* in different universities of our country, although, as we have attempted in previous works, we want to make it available to other Spanish-speaking countries. However, we are aware of the crucial moment in which the Spanish university is considering restructuring the Psychology curriculum. We know that there will be important changes. We also know, however, that the class *Motivation and Emotion* will continue to be a core subject in the curriculum of the Degree in Psychology.

Lopez Frutos, J. M.; Rodriguez Moneo, M. Y Huertas, J. A. (2005). *Investigación y práctica en motivación y emoción*. Madrid: Editorial Antonio Machado.

Sanz Aparicio, M.T. (2013) *Psicología de la motivación: teoría y práctica*. Madrid: Ed. Sanz y Torres