

# AP Psychology - Unit 8 Assignment

## **Intelligence, Motivation, and Emotion**

**Big Questions:** What motivates us? Why do we display emotions? How does perception affect emotion? What effect does stress have on the body?

### **Motivation, Emotion, and Stress Objectives:**

- Define motivation and discuss the three perspectives that have influenced our understanding of motivation.
- Discuss the basis of hunger in terms of physiology and external incentives and explain how taste preferences are determined.
- Describe the symptoms and possible causes of anorexia nervosa and bulimia nervosa.
- Explain Maslow's hierarchy of needs.
- Describe the nature and origin of achievement motivation.
- Distinguish between extrinsic and intrinsic motivation, focusing on their relative effectiveness in promoting achievement motivation.
- Discuss how leaders can create a motivated, productive, and satisfied work force.
- Identify the three components of emotion, describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
- Describe the relationship between bodily states and specific emotions and discuss the effectiveness of the polygraph in detecting lies.
- Describe some nonverbal indicators of emotion and discuss the extent to which people from different cultures display and interpret facial expressions of emotion in a similar manner.
- Describe the effects of facial emotional expressions on emotional experience.
- Discuss the significance of biological and environmental factors in the acquisition of fear.
- Discuss the catharsis hypothesis and identify some of the advantages and disadvantages of openly expressing anger.
- Identify some potential causes and consequences of happiness and describe how happiness is influenced by our own prior experiences and by others' attainments.
- Contrast the James-Lange and Cannon-bard theories of emotion.
- Describe Schachter's two-factor theory of emotion and discuss evidence suggesting that some emotional reactions involve no conscious thought.

### **Motivation, Emotion, and Stress Overview**

Perhaps no topic is more fundamental to psychology than motivation - the study of forces that energize and direct our behavior. This unit discusses various motivational concepts and looks closely at three motives: hunger, sex, and achievement. Research on hunger points to the interplay between physiological and psychological (internal and external) factors in motivation. Sexual motivation in men and women is triggered less by physiological factors and more by external incentives. Achievement motivation, in particular, demonstrates that a drive-reduction theory is of limited usefulness in explaining human behavior: Although this motivation serves no apparent physiological need, it may be extremely forceful nonetheless.

Emotions are responses of the whole individual, involving physiological arousal, expressive behaviors, and conscious experience. This unit examines these components in detail, particularly as they relate to the emotions of fear, anger, and happiness. In addition, the chapter discusses several theoretical controversies concerning the relationship and sequence of the components of emotion, primarily regarding whether the body's response to a stimulus causes the emotion that is felt and whether thinking is necessary to and must precede the experience of emotion.

## Unit 8 Reading Assignment(s)

You are responsible for the reading listed below; It is meant to supplement the material discussed in class and there may be a pop quiz at any point.

- **OpenStax Psychology Textbook:** Chapter 7 - Pages 17-36 and Chapter 10 (Posted on Class Website)

## Unit 8 Vocabulary Terms & Flip Book

Psychology is a term heavy course; you are responsible for the terms below. You will have a vocabulary quiz every other unit. For the quiz I will pull terms from the Unit vocabulary lists.

**Unit 8 Flip Book:** Each term should be on its own card. Each card will have the term thoroughly and clearly defined on the back. Each card will be taped into a manila folder, numbered, and turned in the day of the unit test.

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| 1. Intelligence Test                         | 30. Estrogen                                     |
| 2. Intelligence                              | 31. Testosterone                                 |
| 3. General Intelligence (g)                  | 32. Arousal                                      |
| 4. Factor Analysis                           | 33. Self-Transcendence Needs                     |
| 5. Savant Syndrome                           | 34. Self-Actualization Needs                     |
| 6. Emotional Intelligence                    | 35. Physiological Needs                          |
| 7. Mental Age                                | 36. Lateral Hypothalamus                         |
| 8. Stanford-Binet                            | 37. Ventromedial Hypothalamus                    |
| 9. Intelligence Quotient (IQ)                | 38. Social Facilitation                          |
| 10. Achievement Tests                        | 39. Obese  |
| 11. Aptitude Tests                           | 40. Birth Order Effect                           |
| 12. Wechsler Adult Intelligence Scale (WAIS) | 41. Emotion                                      |
| 13. Standardization                          | 42. James-Lange Theory of Emotion                |
| 14. Reliability                              | 43. Cannon-Bard Theory of Emotion                |
| 15. Validity                                 | 44. Singer-Schacter/Two-Factor Theory of Emotion |
| 16. Content Validity                         | 45. Spillover Effect                             |
| 17. Predictive Validity                      | 46. Catharsis                                    |
| 18. Down Syndrome                            | 47. Well Being                                   |
| 19. Sternberg's Triarchic Theory             | 48. Adaption-Level Phenomenon                    |
| 20. Flynn Effect                             | 49. Yerkes-Dodson Law                            |
| 21. Motivation                               | 50. Feel Good, Do Good Phenomenon                |
| 22. Drive-Reduction Theory                   | 51. General Adaptation Syndrome                  |
| 23. Homeostasis                              | 52. Approach-Approach                            |
| 24. Incentive                                | 53. Avoidance-Avoidance                          |
| 25. Hierarchy of Needs                       | 54. Approach-Avoidance                           |
| 26. Set Point                                | 55. Multiple Approach-Avoidance                  |
| 27. Basal Metabolic Rate                     |  |
| 28. Anorexia Nervosa                         |  |
| 29. Bulimia Nervosa                          |  |

## Part II - AP Questions

**Directions:** Thoroughly answer the following questions. All answers must be handwritten in complete sentences and in your own words.

1. Of the four motivation theories, which one do you think best explains our reason for doing things? Create an example of how that theory would apply to a recent motivation of your own.
2. How could the Set Point theory of hunger explain why people who diet and lose weight often end up putting that weight back on eventually?
3. Think of your current job, a former job, or a job you hope to have some day. What are/would be intrinsic and extrinsic motivators for that job?
4. Of the three main theories of emotion we examined in class, which one do you think is the most valid? Then, apply that theory to a recent emotional event in your life to demonstrate its validity.
5. Explain how different theories of intelligence could be controversial amongst psychologists.

## Part III - Student Choice

### Choice A: Personal Connection/Impact

Type a brief description concerning an experience, memory, story, event, etc. that connects to key concepts associated with the unit. Relevant vocabulary must be properly utilized throughout and responses must connect in a coherent and logical manner.

The purpose of this assignment is to build personal connections with course content to your own lives. By doing so, content becomes more meaningful and retention becomes easier.

Responses must at least one full page, typed, double-spaced, with 12 pt. Times New Roman font. Reasonable margins and paragraph spacing must be used.

-OR-

### Choice B: Concept Map

Create a Unit Concept Map that can be used to review/relearn the terms and concepts from this Unit.

**NOTE:** Use the full directions from your Unit 1 Homework to complete.

#### Requirements:

- Must be hand drawn on one 8.5" x 11" sheet of paper
- Essential vocabulary for each concept must be appropriately located/place