

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 I cannot teach you everything. You should skim the chapter after we finish going over the different parts, and take notes on anything we did not cover.
- **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 vocabulary on the unit exam.

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.

INTELLIGENCE

1. Intelligence Test
2. Intelligence
3. General Intelligence (g)
4. Factor Analysis
5. Savant Syndrome
6. Emotional Intelligence
7. Mental Age
8. Stanford-Binet
9. Intelligence Quotient (IQ)
10. Achievement Tests
11. Aptitude Tests
12. Wechsler Adult Intelligence Scale (WAIS)
13. Standardization
14. Reliability
15. Validity
16. Content Validity
17. Predictive Validity
18. Down Syndrome
19. Sternberg's Triarchic Theory
20. Flynn Effect
21. Crystallized Intelligence
22. Fluid Intelligence

MOTIVATION

23. Motivation
24. Instinct Theory
25. Drive-Reduction Theory
26. Homeostasis
27. Incentive

28. Hierarchy of Needs
29. Set Point
30. Basal Metabolic Rate
31. Anorexia Nervosa
32. Bulimia Nervosa
33. Estrogen
34. Testosterone
35. Arousal
36. Self-Transcendence Needs
37. Self-Actualization Needs
38. Physiological Needs
39. Lateral Hypothalamus
40. Ventromedial Hypothalamus
41. Obese

EMOTION

42. Emotion
43. James-Lange Theory of Emotion
44. Cannon-Bard Theory of Emotion
45. Singer-Schacter/Two-Factor Theory
46. Spillover Effect
47. Catharsis
48. Well Being
49. Adaptation-Level Phenomenon
50. Yerkes-Dodson Law
51. Feel Good, Do Good Phenomenon
52. General Adaptation Syndrome
53. Approach-Avoidance
54. Avoidance-Avoidance
55. Approach-Avoidance

PART II - PSYCHOLOGY ONE-PAGER ASSIGNMENT

Follow this format for your One-Pager and this format ONLY!

- Use **Unlined White Paper**.
- Use **COLORED Pens, Pencils, or Markers**.
 - The **MORE VISUALLY APPEALING** it is the more you will **LEARN** and **REMEMBER**.
 - It will be stored by and in different parts of your brain by using different colors, physically writing on it, physically drawing picture, etc.
- **Fill the ENTIRE PAGE. Fill the ENTIRE PAGE. Fill the ENTIRE PAGE. Fill the ENTIRE PAGE.**
- Be purposeful about the arrangement of your One-Pager.
 - For example, have a reason for using a certain color or for the placement of an object.
- Write **Two Quotations** from the reading, activities, notes, or lectures about this unit.
 - They **MUST** be in **COMPLETE SENTENCES**.
- Use **THREE Visual Images HAND DRAWN** to create a central focus to your One-Pager. These should be in **BIG, BOLD, and COLORFUL!!!**
 - **Three** is the **minimum required**, you can always have more.
 - They should be related to the unit or part of unit, the more personal, funny, gross, etc. the better you will remember it.
- Place what you feel are the **FIVE Most Essential Vocabulary Words/Phrases/People** around **EACH** image. **Five** is the **minimum required**, you can always have more.
 - These words/phrases/people should express the main ideas, your impressions, feelings, or thoughts about what you have seen, read, or learned in the unit or part of the unit.
- **Title** the One-Pager as the **Main Idea** of the One-Pager making it the **Biggest and Boldest Words** on the page.
 - It does not have to be one word, or the word that we use to describe it in class, it can be something unique that helps you remember this unit or part of the unit the best.
- Write **TWO AP Questions** on the **FRONT** of your One-Pager (this is like an AP Question FREE RESPONSE Question & need to be ones that will be answered in **MULTIPLE SENTENCES**) & answer **BOTH** of the on the **BACK** of the One-Pager using **Complete Thoughts & Sentences**.
- Write your name on the **BACK!!!** Write your name on the **BACK!!!**

