

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

HBD5741.E1 Motivation
Spring 2023

PROFESSOR INFORMATION:

Name: Dr. David Hedgpeth
Phone Number: 972-279-6511 ext. 221
Email Address: DHedgpeth@Amberton.edu

COURSE INFORMATION:

HBD5741.E1 Motivation
Level: Graduate
Beginning Date of Session: Saturday, March 11, 2023
Ending Date of Session: Thursday, May 18, 2023
Student access available to the Student Portal: Saturday, March 11, 2023.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: The 7 Habits of Highly Effective People: 30th Anniversary Edition
Author: Stephen R. Covey
Publisher: Simon & Schuster
Year Published: 2020
Edition: Anniversary Edition
ISBN: 10: xxxxxxxxxx or 13: 978-1982137274
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents an in-depth examination of current issues on motivation and their application to real life situations. Topics include not only the theories of motivation but also goal setting, employee attachment, reward systems, employee attitudes, and the phenomenon of learned helplessness.

CAVEAT: No graduate credit will be awarded if HBD4741 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

| |
|---|
| 1. Defining motivation and exploring characteristics of motivation. |
| 2. Summarizing the function of work design. |
| 3. Investigating the function of goal setting. |
| 4. Exploring the relationship of intrinsic and extrinsic motivation. |
| 5. Analyzing employee attachment to organization. |
| 6. Critiquing cross-cultural influences on motivation. |
| 7. Contrasting motivation and performance. |
| 8. Investigating the phenomenon of learned helplessness. |
| 9. Integrating communication, feedback, and motivation. |
| 10. Synthesizing the various theories on reward systems. |
| 11. Integrating the employee and organizational development. |
| 12. Contrasting job attachment and performance. |
| 13. Exploring the effects of individual behavior at work. |
| 14. Analyzing social influences on behavior. |
| 15. Critiquing the research on job attitudes and performance. |
| 16. Exploring the motivational qualities of groups and organizational design. |

COURSE POLICIES:

The purpose of this course is to help each student grow from where they are to where they want to be at home, work, or elsewhere. Students are asked to apply course principles toward improving real life conditions by citing individual examples and by developing three personal goals. PowerPoint supplements to the texts are provided to aid in course understanding and to help with written assignments.

Only serious-minded students who are ready to work on personal growth should enroll in this course. Honestly working on self can be quite challenging, yet beneficial. Generally, students find that a detailed personalizing of answers results in a helpful growth experience. However, if the readings and/or questions invoke strong personal feelings on sensitive issues, each student is asked to consider his or her best interest and not share details which are considered as too private.

Since this is a personal development course, for written responses, students are asked to refer only to the assigned text and PowerPoint teachings, unless otherwise instructed, that will best apply to the student's most needed and most challenging motivational goals.

For late assignments submitted past the Central Standard Time due date, one point is deducted each hour thereafter, up to a total of ten points. Excessive lateness could mean additional point deductions. The professor may consider exceptions in very rare cases, only after reviewing the circumstances and with a committed student plan and timetable for completion. Student choices to procrastinate or to take an overload of courses are not considered as excusable. Students are encouraged to work ahead to avoid an unexpected time challenge.

Students must purchase the required paper bound text and NOT an electronic version such as Kindle. For grading purposes, specific page numbers in the paper bound texts are needed for the instructor to check student references.

A required Zoom meeting is set for the first Monday of the session at 7:00 pm CST. The Week 1 instructions will have the Zoom link information. This meeting is to discuss and clarify general course related expectations and to answer student questions. Students attending the full Zoom session live on-screen will receive an A.

Optional Zoom meetings will be scheduled for each Thursday at 7:00 pm for Weeks 2-9 only if a student or students request(s) it via Moodle Messages. Very personal issues need to be communicated directly to the instructor by email. Students will be notified of a necessary schedule change and an alternate Zoom time.

Please correspond with the instructor via a Moodle Messages rather than by a phone message.

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Students are provided this general course outline and calendar to keep up with the time sensitive assignments. It is recommended that work be done well ahead of the due date to avoid unexpected predicaments.

The course outline is the critical component of the course wherein topics and learning resources are brought together. More details are provided in the Moodle Course Management System under Course Supplements and in the instructions per each weekly assignment. Supplementary PowerPoint presentations, which are Word copies of modified slides used in lecture classes, are posted on the Moodle course page.

| Week | Topic | Assignment | Competencies Covered | Due Date |
|---------------|--|--|--|---|
| Week 1 | Assignment One- Pre-Evaluation and Course Check | During the first week after enrollment in the class, read the 7 Habits Introduction from the text. Scan the three introductory PPTs as instructed. Note that the questions for Habit 7 Introduction and these PPTS will be asked in Assignment 2. Refer to the Self-Evaluation and do the Pre-test and Goals, later to be compared to the Post-test in Week 8. Also, complete and score the Personality Temperance Tests. Read the 7 Habits Introduction from the text. Scan the 3 introductory PPTs as instructed. Do not submit any results. Attend a required Zoom meeting on the first Monday of class for a course review as instructed. This assignment represents 10% of the final grade. | Course competencies are not directly addressed for Week 1. | Required Zoom meeting at 7:00 pm on Monday, March 13, 2023 (CST). See the Zoom Link in the Course Supplements section. Students attending the whole session live on-screen will receive a "A". |
| Week 2 | Assignment Two- Understanding Text Principles of | Read Habit 1 from the text. Scan the three PPTs as | This assignment may cover competencies 1-16 | The written exercise is due anytime on Monday- March 20, |

| | | | | |
|---------------|---|---|---|---|
| | Motivation | instructed. Note the questions cover the text and PPT portions in both Assignments 1 & 2. Complete and submit the written exercise. This assignment represents 10% of the final grade. | according to the student's focus. | 2023 (CST). Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 3 | Assignment Three- Personalizing Text Principles of Motivating Self | Read Habit 2 from the text. Scan the three PPTs as instructed. The student will develop one personal goal as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday- March 27, 2023 (CST). Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 4 | Assignment Four- Understanding Text Principles of Motivating Self | Read Habit 3 from the text. Scan the three PPTs as instructed. Complete and submit the written exercise, and a report on a video or article. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise and an article report are due anytime on Monday- April 3, 2023 (CST). Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 5 | Assignment Five- Personalizing Text Principles of Motivating Others | Read Habit 4 from the text. Scan the three PPTs as instructed. The student will develop one new personal goal as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday- April 10, 2023 (CST) Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 6 | Assignment Six- Understanding Text Principles of Motivating Others | Read Habit 5 from the text. Scan the three PPTs as instructed. Complete and | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise and an article report are due anytime on Monday- April 17, 2023 (CST). |

| | | | | |
|---------------|---|---|---|--|
| | | submit the written exercise, and a report on a video or article. This assignment represents 11% of the final grade. | | Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 7 | Assignment Seven- Maximizing and Personalizing Text Principles of Motivational Success | Read Habit 6 from the text. Scan the three PPTs for Assignment 7 & 8 as instructed. The student will develop one new personal goal as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday- April 24, 2023 (CST). Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 8 | Assignment Eight- Online Discussion Group: Progress in Applying Motivational Principles | Read Habit 7 from the text. Note that the question for Habit 7 will be asked in Assignment 9. The required Week 8 Class Discussion on Monday at 7 pm CST will be either by a Zoom or by Forum, depending on class size, and is to be later announced. A one-page personal progress report is due to be posted if there is a Forum and submitted to the instructor or just submitted to the instructor if there is a Zoom session. Both Zoom and Forum discussions are open for student interactions as instructed. The discussion topic is Personal Relational Progress, Future Plans, and Unresolved | This assignment may cover competencies 1-16 according to the student's focus. | The Class Progress Discussion will be held on Monday, May 1, 2023 , at 7:00 pm (CST). Also, a one-page progress report is due to the instructor on the above date before 7:00 pm CST. During the session students will discuss individual progress and interact with others as instructed. Optional Zoom Conference on Thursday, 7:00 pm (CST), only if requested by student(s). |

| | | | | |
|----------------|--|--|---|---|
| | | Questions. This assignment represents 10% of the final grade. | | |
| Week 9 | Assignment Nine- Analyzing Motivational Behaviors | The assigned reading review is over the 7 Habits text. Include the three PPTs shown in both Assignments 9 & 10 as instructed. Also, the student is to view a selected movie with a "motivation" theme and report as instructed. Complete and submit the written exercise. This assignment represents 13% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday- May 8, 2023 (CST) . Optional Zoom Meeting on Thursday, 7:00 pm (CST), only if requested by student(s). |
| Week 10 | Assignment Ten- Reflection and Conclusion | See the unread PPTs as instructed. If all work has already been submitted, there is no further course requirement to complete. Any remaining incomplete work from the last assignment needs to be submitted no later than anytime on Monday of Week 10. | Course competencies are not directly addressed for Week 10. | Late Assignment 9 work must be submitted no later than anytime on Monday- May 15, 2023 (CST) . Otherwise, there is nothing else due. Option: Students may send comments and/or suggestions to the instructor about the course. |

GRADING CRITERIA:

Graduate Grading Value:

The percentages for each assignment are listed above in the Course Outline and Calendar.
Grades will be recorded on each returned graded assignment and not on Moodle.

More details on the grading breakdown are listed below.

| Performance | Range | Upper | Middle | Lower |
|--------------------|--------------|--------------|---------------|--------------|
| Excellent | A= 100-92 | A+/100-99 | A/98-95 | A-/94-92 |
| Good | B= 91-82 | B+/91-89 | B/88-85 | B-84-82 |
| Fair | C= 81-72 | C+/81-79 | C/78-75 | C-/74-72 |
| Poor | D= 71-62 | D+/71-69 | D/68-66 | D-/65-62 |
| Failing | F= Below 62 | | | |

Group Discussion Grading Values: *(Only Notable Responses Count)*

A= 3-4+ notable responses
B= 2-3 notable responses
C= 1-2 notable responses
D= 0-1 notable response

Graduate
92 – 100 A
82 – 91 B
72 – 81 C
62 – 71 D
Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, “How-to” videos, or in person. The Library telephone is (972-279-6511 ext. 136, 137, or 138. You can email questions to library@amberton.edu or visit the Library in person on the Garland campus for assistance.