

PSYC 6110 ProSeminar in I/O Psychology
Tuesdays 2:00PM - 2:50PM
Life Science Building Room 420 (420 LS)

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am – 9:30 am or by appointment

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Student Learning Outcomes, Objectives, and Goals

This course will cover a wide range of I/O Psychology concepts and topics related to student development as a professional and researcher. Successful completion of this course will require students to a) be able to describe and integrate the research articles and studies in I/O psychology, b) be able to identify and apply the techniques and methods used by I/O psychologists, c) be able to explain and the application of I/O psychology, and d) be able to begin thinking and behaving in a manner commensurate with an I/O psychology professional and researcher.

Required Text

Guide to Publishing in Psychology Journals (Paperback) by Robert J. Sternberg (Editor) ISBN: 978-0521594608
Additional required readings (Silvia chapters and Industrial and Organizational Psychology: Perspectives on Science and Practice readings) will be provided.

Communications

When communicating with faculty members and other professionals, all students are expected to communicate in a professional and formal manner regardless of the communication media (phone, e-mail, face-to-face, etc.). This includes addressing one's audience using their proper title, using proper grammar, and using proper spelling. How one delivers a message is often as important as the message itself. Thus, students are expected to communicate professionally. This includes, but is not limited to, using proper greetings, proper grammar, and an appropriate tone. Communications deemed inappropriate will not receive a response.

Electronic Mail

UT-Arlington provides all students with an official UT-Arlington electronic mail (e-mail) address. UT-Arlington and these instructors will use students' UT-Arlington e-mail accounts for official communication with students. All communications regarding this course will be sent to students' UT-Arlington e-mail accounts. We expect students to communicate professionally when sending e-mail communications.

Assignments

All assignments and projects should be written in a professional manner. Students should use all of the resources available (working knowledge, real world experience, Internet, text, etc.) to support arguments and explanations. Specific instructions regarding the assignments and projects will be provided when they are assigned.

Evaluation

Grading is based on a mastery model. This is a professional seminar which requires students to behave and perform in a manner consistent with professional norms and expectations. Students will be graded based upon completion of requirements and assignments in a timely and professional manner.

The course grades will be assigned as follows:

- Attend & participate in class, complete all assignments, and improve knowledge, skills and abilities = **A**
 - Attend & participate in class, complete 4 out of 5 assignments, and show some improvement in knowledge, skills and abilities = **B**
 - Attend & participate in class, complete 3 out of 5 assignments, and show no improvement in knowledge, skills and abilities = **C**
 - Attend & participate in class, complete 2 out of 5 assignments, and decline in knowledge, skills and abilities = **D**
 - Attend & participate in class, complete 1 or less assignment, or decline in knowledge, skills and abilities = **F**
- Failure to attend and participate in class will result in a deduction of points and a lowering of the letter grade.**

Class Participation

Class Participation includes, but is not limited to, attendance, contributing to class discussions, "in class" exercises, and outside of class assignments.

Class Attendance

Attendance is mandatory and promptness is expected. The instructor reserves the right to deny entrance into the class if students are late. The instructor also reserves the right to remove any student that disrupts the learning process. Attendance will be periodically monitored.

The Office of the Vice President for Student Affairs provides lists of students who have absences authorized by the University (e.g., participation in athletic events or scholastic activities that are officially sponsored University functions). These are primarily activities that are funded by the University. The student must contact the instructor one week in advance of the excused absence and arrange with the instructor to make up missed work or missed examinations. Instructors will provide those students an opportunity to make up the work or otherwise adjust the grading to ensure that the student is not penalized for the absence. Failure to notify the instructor or failure to comply with the arrangements to make up the work will void the excused absence.

A student who misses an examination, work assignment or other project because of an observance of a religious holy day will be given the opportunity to complete the work missed within a reasonable time after the absence provided the student has properly notified the instructor. To meet the proper notification requirements, students must notify the instructor in writing of classes scheduled on the dates they will be absent in observance of a religious holy day.

Notification must be made within the first 15 class days and either personally delivered, acknowledged and dated by the instructor, or sent certified mail, return receipt requested. The student may not be penalized for these excused absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable amount of time after the excused absence.

A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code.

Dropping the Course

A course drop grade will be assigned in accord with UT-Arlington policy (see current catalog). No grade is given if a student drops a course before 5:00 p.m. CST on the Census Date, February 4, 2009. A student may drop a course with a grade of "W" until the two-thirds point of the semester. This period ends on April 3, 2009. A student may drop a course after this point only upon approval of the appropriate official.

Drop for Non-payment of Tuition

If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Americans with Disabilities Act (ADA)

If you are a student who requires accommodations in compliance with the ADA, please consult with the course instructor at the beginning of the semester. The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As faculty members, we are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Integrity

This instructor requires students to maintain high standards of academic integrity. It is the philosophy of this instructor requires that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Any student who is found to have committed ANY act of academic dishonesty or scholastic dishonesty in relation to the assignments and requirements of this course will automatically receive a failing grade for this course. The failing grade for the course will be in addition to any University or Departmental sanctions deemed appropriate.

Bomb Threats

If anyone is tempted to call in a bomb threat, be aware that UT-Arlington will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by the bomb threat. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Tentative Schedule of Topics

Date	Sternberg Chapter	Industrial and Organizational Psychology: Perspectives on Science and Practice readings	Research proposal - Due
1/20		The Meaning of Employee Engagement - <i>Focal Article</i>	
1/27	<i>Silvia - Chapter 5</i>	The Meaning of Employee Engagement - <i>Commentaries</i>	
2/03	<i>Silvia - Chapter 6</i>	The Meaning of Employee Engagement - <i>Response</i>	Employee Engagement
2/10	Chapter 1 and 2	Why Assessment Centers Do Not Work the Way They are Supposed To - <i>Focal Article</i>	
2/17	Chapter 3 and 4	Why Assessment Centers Do Not Work the Way They are Supposed To - <i>Commentaries</i>	
2/24	Chapter 5	Why Assessment Centers Do Not Work the Way They are Supposed To - <i>Response</i>	Assessment Centers
3/03	Chapter 6	Explaining the Weak Relationship Between Job Performance and Ratings of Job Performance - <i>Focal Article</i>	
3/10	Chapter 7	Explaining the Weak Relationship Between Job Performance and Ratings of Job Performance- <i>Commentaries</i>	
3/17		<i>Spring Break</i>	
3/24	Chapter 8	Explaining the Weak Relationship Between Job Performance and Ratings of Job Performance - <i>Response</i>	Job Performance & Ratings of Job Performance
3/31	Chapter 9	<i>No Class</i>	
4/07	Chapter 10	Stubborn Reliance on Intuition and Subjectivity in Employee Selection - <i>Focal Article</i> Stubborn Reliance on Intuition and Subjectivity in Employee Selection - <i>Commentaries</i>	
4/14	Chapter 11	Stubborn Reliance on Intuition and Subjectivity in Employee Selection - <i>Response</i>	Intuition and Subjectivity in Employee Selection
4/21	Chapter 12	Stereotypes, Bias and Personnel Decisions: Strange and Stranger - <i>Focal Article</i>	
4/28	Chapter 13	Stereotypes, Bias and Personnel Decisions: Strange and Stranger - <i>Commentaries</i>	
5/05	Chapter 14	Stereotypes, Bias and Personnel Decisions: Strange and Stranger - <i>Response</i>	Stereotypes, Bias and Personnel Decisions
5/12		Final Exam – if needed	