Instructor Information

Instructor:
Julia Whitaker, M.S.
Experimental Psychology Doctoral Student

Office Number:
Life Sciences 507

Office Telephone Number:
817-272-2281

Email Address:
julia.whitaker@mavs.uta.edu

Faculty Profile:
My Faculty Profile

Office Hours:
Wednesdays 4:00-5:00PM, or by appointment

Course Information

Section Information:
PSYC 3302-001, class 21898

Time and Place of Class Meetings:
LS100, Monday and Wednesday 2:30-3:50PM

Description of Course Content:
A survey of the fields of industrial and organizational psychology, focusing on the application of psychological theory to understanding and solving problems in the workplace. Topics include employee selection and training, the effects of attitudes, motivation, leadership, job satisfaction, productivity and morale.

Student Learning Outcomes:
Industrial/organizational (I/O) psychology involves the application of theories and methods of psychology to the description, explanation, prediction, and control of human behavior in organizations. This course provides an introduction to I/O psychology and surveys the major topics of interest to I/O psychologists. The course will use a mix of lecture, discussion, written assignments, and examinations to help you to not only be able to list and discuss basic theories and concepts, but also apply this knowledge to generate solutions to real-world organizational problems. Upon completion of this course, you should be able to:

- Describe the basic components of a job analysis and the various purposes for which they are used.
- Recognize and understand the strengths and weaknesses of various personnel selection and performance appraisal techniques.
- Apply basic learning theories to the development and evaluation of employee training programs.
Describe the key components of productive and counterproductive behavior at work and explain how these behaviors are influenced by individual differences and organizational factors.

Explain the processes underlying employees' turnover and retention-related decisions.

Apply classic models of employee motivation to diagnose problems with employee morale and describe interventions to increase employee motivation.

Describe the psychological process of leadership, including how leaders' individual characteristics, follower characteristics, and situational factors influence leader effectiveness.

Explain how employees' work-related attitudes influence their organizational behavior.

Explain how employees' personalities, values, and interests contribute to employee motivation, job performance, and vocational satisfaction.

Describe the common kinds of work stressors and the psychological processes that link work stressors to mental health (e.g., burnout, PTSD) and physical health (e.g., CVD).

Optional Textbook and Other Course Materials:

Textbook Student Companion Website:
- http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118976274&bcsId=10128

Note: If you would prefer to rent your textbook, you may be able to get it at a discounted price at www.chegg.com or www.amazon.com

Before proceeding with the rules/grading for the course, I warmly thank the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts are noticed. Thank you.

Descriptions of major assignments and examinations:

Exams
Exam content will be based on lectures and in-class exercises. Four noncumulative exams and a cumulative final exam will be given on the dates listed in the course schedule. Noncumulative exams will consist of multiple-choice questions, and the cumulative final will include both multiple-choice and short answer questions. You will need a green scantron (Form 882-E) for each of your exams. Your lowest regular exam score will be dropped, so only three regular exam scores will count toward your final grade. Penalties for cheating will be severe and consistent with University policies.

You are expected to be on time for exams. If you are late to class on an exam day you will not be given additional time to complete the exam after the class period is over. If you arrive late to an exam, you will NOT be allowed to take the exam after the first exam has been submitted. Make-up exams will be given only when absences are due to a legitimate reason, and I receive the appropriate documentation within a week of the missed exam (see Attendance Policy). Note: All foreseeable absences must be communicated to me in advance.

Final Exam Exemption Policy: To be exempt from the final exam, you must make an “A” (i.e., 90 or better) on all four regular exams (no exceptions!) AND attend all end-of-semester project presentations. For students who meet these requirements, the four regular exams will be worth 60% of their overall course grade (i.e., exams 1-4 will each be worth 15%). The grading format for the remaining assignments will be the same as described above.
In-Class Assignments
Hands-on activities have been demonstrated in numerous studies to improve student learning. As such, there will be a number of graded, in-class (or primarily in-class) activities throughout the course. Attendance is required for these assignments (see attendance policy for more information on make-ups).

Professional Development (PD) Activities
There will be two required PD activities that are designed to help you understand and develop your professional interests. More information on these activities will be provided throughout the semester.

Group Presentation
The purpose of this assignment is for you to gather information from an actual organization and apply your knowledge of I/O Psychology to a real-world scenario, acting in the capacity of a consultant. Your group will choose an organization to analyze using the theories, concepts, and tools we discuss in this course.

Your group will choose one of the following I/O Psychology topics: 1) performance measurement, 2) selection, 3) training, 4) motivation, 5) satisfaction & commitment, 6) work stress, or 7) leadership. Using the theories, concepts, and tools covered in relation to this topic, your group will analyze your chosen organization and provide recommendations for improvement. (E.g., a group could choose NASA as their organization and discuss the strengths and weaknesses of the selection system for astronauts, as well as provide recommendations for the future.) Note that the organization can be either a widely-known company for which you compile information using their website, news articles, etc., or you may choose to use a local business in which you gather information by speaking with individuals within the organization. As long as you are able to gather the relevant information, either approach is acceptable. Be sure to make strong links between the organization’s practices and class content, and, using your knowledge of I/O Psychology, make suggestions and recommendations for what the organization could do differently (providing strong justification for why such changes are likely to be successful). Detailed criteria required for the group presentation will be provided in a separate handout.

Executive summary:
An executive summary of your project will be due by 11:59pm on April 6th. A worksheet will be provided to assist you with this portion of the assignment. Feedback will be provided prior to the group presentation deadline to ensure that each group is on track to have a high-quality final project.

Project length & formatting:
The group presentation should be approximately 10-12 minutes long, with 3 minutes for Q&A. Other than time requirements, there are no specific formatting standards; however, you will be graded based on the professionalism of your presentation. Your slides should be error-free, easy to read, and targeted toward a business audience. In other words, a business professional who is unfamiliar with I/O Psychology concepts should be able to easily read and understand your presentation. If you have questions or concerns, please let me know.

Group project grading:
10% = Executive summary worksheet
80% = Group project presentation
10% = Group participation (as judged by group members)
Grading Information

Grading:

Grading Format:
Exams 1 - 4 = 15% each (dropping the lowest score)
Final Exam = 15%
In-class Assignments = 12.5%
Professional Development Activities = 7.5%
Group Presentation = 20%

Grading Scale:
Your final grade in this course will be determined using the following grading scale:
A = 89.5% - 100%
B = 79.5% - 89.4%
C = 69.5% - 79.4%
D = 59.5% - 69.4%
F = 0% - 59.4%

Note: I will not provide nor discuss grades over email. Rather, all grade concerns should be addressed in person during office hours or by appointment.

Extra Credit Opportunity:
Students in this course can earn extra credit points by participating in experiments conducted by Psychology Department faculty and their research assistants. In lieu of participating in experiments, you may choose to write reviews of approved research articles. This assignment should be completed via Sona (http://uta.sonasystems.com/). A departmental handout detailing this opportunity (and important deadlines) can be found at http://www.uta.edu/psychology/files/research%20participation%20information/Research%20Participation%20Information.html. (Yes, this handout is for Intro Psych students, but much of the information is relevant). Any questions pertaining to this assignment that are not covered in the handout can be sent to psycpool@uta.edu. It is your responsibility to ensure that your credits are properly allocated to this course at the end of the semester.

Each Sona research credit allocated to this course will be worth .5% points on your final course grade. A maximum of 4 research credits (i.e., 2% points on your final course grade) may be earned.

Late Work Policy:
Any work submitted after the stated deadline will receive a 10% per day point deduction (i.e., 1 minute to 24 hours late = -10%; 24 hours, 1 minute to 48 hours late = -20%). No late work will be accepted 48+ hours beyond a stated deadline.

Assignment Submission Policy:
All assignments must be turned in through by the designated deadline, including those to be submitted through Canvas. If the deadline is nearing and the Canvas system is down or you experience any type of technical difficulty when submitting your work, your paper should be emailed to the instructor to prevent a loss of points.

Gradebook Awareness:
Students are expected to keep track of their performance throughout the semester. The instructor will make an effort to have all exams and assignments graded in a timely manner. As students, it is your responsibility to monitor your grades and notify the instructor immediately if you are concerned about the grade entered in Canvas (e.g., if you believe the grade is incorrect due to a data entry error). I strongly encourage all students to check their grades weekly.
## Course Schedule

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>SUGGESTED READING</th>
<th>ASSIGNMENT NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>22-Jan</td>
<td>NO CLASS</td>
<td></td>
<td>NO CLASS</td>
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<tr>
<td>Mon</td>
<td>27-Jan</td>
<td>Intro to I-O Psychology</td>
<td>Syllabus</td>
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<tr>
<td>Wed</td>
<td>29-Jan</td>
<td>History of I-O Psychology</td>
<td>Module 1.2</td>
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<tr>
<td>Mon</td>
<td>3-Feb</td>
<td>Job Analysis</td>
<td>Modules 4.3 &amp; 4.4</td>
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<tr>
<td>Wed</td>
<td>5-Feb</td>
<td>Job Performance</td>
<td>Modules 4.1 &amp; 4.2</td>
<td>PD #1 (Career information lookup)</td>
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<td></td>
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<tr>
<td>Mon</td>
<td>10-Feb</td>
<td>Wrap up &amp; Exam 1 Review</td>
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<tr>
<td>Wed</td>
<td>12-Feb</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>Mon</td>
<td>17-Feb</td>
<td>Performance Measurement</td>
<td>Modules 5.1 &amp; 5.2</td>
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<tr>
<td>Wed</td>
<td>19-Feb</td>
<td>Performance Measurement</td>
<td>Modules 5.3 &amp; 5.4</td>
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<tr>
<td>Mon</td>
<td>24-Feb</td>
<td>Individual Differences &amp; Assesment</td>
<td>Modules 3.1, 3.2, 3.3, 3.4, &amp; 3.5</td>
<td></td>
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<tr>
<td>Wed</td>
<td>26-Feb</td>
<td>Selection Decisions</td>
<td>Modules 6.1, 6.2, 6.3, &amp; 6.4</td>
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<tr>
<td>Mon</td>
<td>2-Mar</td>
<td>Wrap Up &amp; (if time) Exam 2</td>
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<tr>
<td>Wed</td>
<td>4-Mar</td>
<td>Exam 2</td>
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<tr>
<td>Mon</td>
<td>9-Mar</td>
<td>NO CLASS – Spring Break</td>
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<td>NO CLASS</td>
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<tr>
<td>Wed</td>
<td>11-Mar</td>
<td>NO CLASS – Spring Break</td>
<td></td>
<td>NO CLASS</td>
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<tr>
<td>Mon</td>
<td>16-Mar</td>
<td>Training &amp; Development</td>
<td>Modules 7.1 &amp; 7.2</td>
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<tr>
<td>Wed</td>
<td>18-Mar</td>
<td>Training &amp; Development</td>
<td>Modules 7.3 &amp; 7.4</td>
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<tr>
<td>Mon</td>
<td>23-Mar</td>
<td>Work Motivation</td>
<td>Modules 8.1 &amp; 8.2</td>
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<tr>
<td>Wed</td>
<td>25-Mar</td>
<td>Work Motivation</td>
<td>Modules 8.3 &amp; 8.4</td>
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<tr>
<td>Mon</td>
<td>30-Mar</td>
<td>Job Satisfaction</td>
<td>Modules 9.1 &amp; 9.2</td>
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<tr>
<td>Wed</td>
<td>1-Apr</td>
<td>Wrap Up &amp; (if time) Exam 3</td>
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<td>Note: April 3rd is last day to</td>
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<td></td>
<td></td>
<td>Review</td>
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<td>drop the class</td>
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<tr>
<td>Mon</td>
<td>6-Apr</td>
<td>Exam 3</td>
<td></td>
<td>Group project executive summary</td>
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<td>due</td>
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<tr>
<td>Wed</td>
<td>8-Apr</td>
<td>Organizational Commitment,</td>
<td>Module 9.1 (refresh) &amp;</td>
<td>Complete O*NET inventory by today</td>
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<td></td>
<td></td>
<td>Turnover, &amp; P-E Fit</td>
<td>14.2</td>
<td>- Bring your scores to class</td>
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<tr>
<td>Mon</td>
<td>13-Apr</td>
<td>Work Stress</td>
<td>Modules 10.1 &amp; 10.2</td>
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<tr>
<td>Wed</td>
<td>15-Apr</td>
<td>Stress Interventions &amp; Work-Life Balance</td>
<td>Modules 10.3, 10.4, &amp; 9.3</td>
<td></td>
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<tr>
<td>Mon</td>
<td>20-Apr</td>
<td>Leadership</td>
<td>Modules 12.1, 12.2, 12.3</td>
<td>PD #2 (Vocational interest assessment) is due</td>
</tr>
<tr>
<td>Wed</td>
<td>22-Apr</td>
<td>Wrap Up &amp; (if time) Exam 4</td>
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<tr>
<td>Mon</td>
<td>27-Apr</td>
<td>Exam 4</td>
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<tr>
<td>Wed</td>
<td>29-Apr</td>
<td>Group presentations</td>
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<tr>
<td>Mon</td>
<td>4-May</td>
<td>Group presentations</td>
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<tr>
<td>Wed</td>
<td>6-May</td>
<td>Final Review Day</td>
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<tr>
<td>Wed</td>
<td>13-May</td>
<td>Final Exam, 2:00-4:30PM</td>
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</table>

*Note that all dates are approximate and may change based on speed of content coverage or other unforeseen reasons. I have made a best faith effort to make this syllabus as accurate as possible, but I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page, which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Special Note on Academic Integrity
I have zero tolerance for scholastic dishonesty, which includes, but is not limited to, cheating, plagiarism, and collusion on an exam or assignment. Cheating includes, but is not limited to, possessing or using unauthorized materials during the test. To be clear – phones, laptops, any form of smart watches, and any other material besides the exam booklet, pencil, and scantron are considered unauthorized materials. Exceptions to this rule will only be made if official University accommodations forms are approved and provided. I strongly encourage all students to review the University policy regarding this issue, which I have hyperlinked above.

More Information on Plagiarism
Because students often misunderstand the topic of plagiarism, I want to address it in more detail. Plagiarism is prohibited on any assignment you turn in for this class, and it will be dealt with severely. Therefore, all of the work you submit should be your work that you produced for this class this semester. Copying from a journal or other source is plagiarism. Copying from class handouts or presentations is plagiarism. Reproducing information published on the Internet is plagiarism. Instead, you should always put things into your own words and cite the original source. If you have any questions or concerns about how not to plagiarize, please see me as early as possible. I would be happy to help you determine how to put things into your own words. Note that student work may be checked using plagiarism detection software.

Additional Information

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect students to attend all class meetings. Classes will not consist entirely of lecture; therefore, missing a class will impair your ability to learn the material (and you'll miss out on all of the fun!).

If you miss a class meeting during which an exam or in-class assignment is administered, make-ups will only be allowed in the case that written documentation of a legitimate excuse (e.g., illness) is given prior to the absence or upon the day of your return. Excuses due to other reasons (e.g., sports, school clubs) must be provided and approved in writing prior to the planned date(s) of absence. If no notice has been provided within 48 hours after an exam/in-class assignment, the grade for that exam/in-class assignment will become a zero (pending extreme circumstances). Make-up exams/in-class assignments must be completed within one week of the date of the original exam. Excused absences that can be foreseen (e.g., sports, school clubs) do not exempt one from paper/project deadlines. Rather, all work should be turned in in advance. Note that attendance will be considered in-class assignment credit on both days for group presentations.
Being late for class is disruptive for both professors and students. Please do your best to arrive on time or early to each class. If you must leave early from class, please notify me at the beginning of class. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

**Late Instructor Policy:**
If the instructor has not shown up 15 minutes after the class start time, you may leave class with our apologies. However, in the case that I will be unable to attend class, I will make every effort to notify you in advance.

**Electronic Devices:**
Laptops are allowed for taking notes in class, but are not allowed for non-class related activities. If I find you using your laptop for disruptive activities during class (e.g., checking email, chatting, playing games), you will be asked to turn off/close your laptop. If the behavior persists, you will be asked to not bring your laptop to class in the future.

There will be no cell phone usage of any kind during class. (This includes texting.) If your cell phone rings during class, please silent your phone immediately. To prevent this from occurring, all cell phones must be turned off or placed on silent before class begins.

**Emergency Exit Procedures:**
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located directly out of the door to the left OR for a longer route, take a right and go down the hall to the exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](#).

**Student Success Programs:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email [resources@uta.edu](mailto:resources@uta.edu), or view the [Maverick Resources](#) website.

The [IDEAS Center](https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

The [English Writing Center (411LIBR)](https://www.uta.edu/english): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at [Writing Center](https://uta.mywconline.com). Classroom visits, workshops, and specialized services
for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)

Librarian to Contact:
Andy Herzog (amherzog@uta.edu)