

COURSE TITLE BLACKBOARD SITE	ORGANIZATIONAL PSYCHOLOGY 3323 Spring 2012 CRN 4028
INSTRUCTOR	<p>Sandy Dennis, MA, LLP Professor - Psychology Department</p> <p>sdennis@ltu.edu</p> <p>Cell: To be provided</p> <p>Available: 8:00 AM – 10:00 PM - 7 Days a week</p> <p>I am available by email and phone the majority of the time. We can also set-up an appointment to talk by phone, online or meet on campus. Please don't hesitate to call or email any questions. I am here to help make this a successful course for you</p>
SCHEDULE	<p>January 16, 2012 – May 12, 2012</p> <p>Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.</p>
LEVEL/HOURS PREREQUISITE	<p>3 Credit Hours Prerequisite: Introduction to Psychology</p>
REQUIRED TEXT (See Blackboard for additional resources)	<p>Author: Muchinsky, Paul M. (2009)</p> <p>Textbook: <i>Psychology Applied to Work</i> - 9th Edition</p> <p>Publisher: Hypergraphics Press Summerfield, NC: Hypergraphic Press, Inc.</p> <p>ISBN #978-9801478-0-3</p> <p>Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</p>
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

COURSE SCHEDULE FOR TRADITIONAL SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 16 – Jan 18	Module 0	Overview of textbook Online Learning Orientation Course Orientation	Course orientation Instructor conversation Student Introductions
Week of Jan 16 – Jan 22	Module 1 (note: more than one module may be scheduled in a week)	Chapter 1 – History of I/O Psychology	DB Forum – Chapter 1 Reflective Essay-Chapter 1 Quiz Chapter 1
Week of Jan 23 – Jan 29	Module 2	Chapter 2 – Research Methods	DB Forum – Chapter 2 Reflective Essay – Chapter 2 Quiz Chapter 2
Week of Jan 30– Feb 5	Module 3	Chapter 3 – Criteria Standards for Decision Making	DB Forum – Chapter 3 Reflective Essay - Chapter 3 Quiz Chapter 3
Week of Feb 6– Feb 12	Module 4	Chapter 4 – Predictors Psychological Assessments	DB Forums – Chapter 4 Case Study – Your Choice Quiz Chapter 4
Week of Feb 13– Feb 19	Module 5	Chapter 5 – Personnel Decisions	DB Forum – Chapter 5 Reflective Essay - Chapter 5 Quiz Chapter 5
Week of Feb 20– Feb 26	Module 6	Chapter 6 – Organizational Learning	DB Forum – Chapter 6 Case Study – Your Choice Quiz Chapter 6
Week of Feb 27– Mar 4	Module 7	Chapter 7 – Performance Management	DB Forum – Chapter 7 Reflective Essay - Chapter 7

Dates	Modules	Topics / Readings	Assignments Due
Week of Mar 5 – Mar 11	Module 8	Chapter 8 – Organizational Change	DB Forum – Chapter 8 Reflective Essay - Chapter 8 Quiz Chapter 8
Mid-semester Break – No Classes			
Week of Mar 19 – Mar 25	Module 9	Chapter 9 – Teams & Group Dynamics	DB Forum – Chapter 9 Reflective Essay - Chapter 9 Quiz Chapter 9
Week of Mar 26 – Apr 1	Module 10	Chapter 10 - Organizational Attitudes & Behavior	DB Forum - Chapter 10 Case Study – Your Choice Quiz Chapter 10
Week of Apr 2 – Apr 8	Module 11	Chapter 11 – Occupational Health	DB Forum – Chapter 11 Reflection Essay Due Quiz Chapter 11
Week of Apr 9 – Apr 15	Module 12	Chapter 12 – Work Motivation	Quiz Chapter 12 BEGIN RESEARCH PAPER No Discussion Boards or Reflective Essays This Week
Week of Apr 16 – Apr 22	Module 13	Chapter 13 – Leadership	Quiz Chapter 13 No Discussion Boards or Reflective Essays This Week
Week of Apr 23 – Apr 29	Module 14	Chapter 14 – Union-Management Relations	Quiz Chapter 14 No Discussion Boards or Reflective Essays This Week
Week of Apr 30 – May 6	Module 15	Research Presentations	No Discussion Boards or Reflective Essays This Week
Week of May 7 – May 12	Final Exams	End of Course	NO ASSIGNMENTS DUE

STUDENT EVALUATION

Letter grades are awarded based on the total number of points achieved.

Assignments	Points
Module/Chapter Quizzes 14 @ 30 Points Each	420
Discussion Board 11 @ 20 Points Each	220
Reflection Essays 8 @ 20 Points Each	160
Case Studies 3 @ 20 Points Each	60
Research Paper	140
Module/Chapter Quizzes 14 @ 30 Points Each	420
TOTAL POINTS	1,000

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a “B” fall below the LTU graduate standard

EDUCATIONAL GOALS

This course will provide you with an introduction to the study of human behavior at work. More specifically, this is a course that examines the science, methods and practice of Organizational Psychology. You will be exposed to the ways in which psychological principles are used to describe, understand and predict how individuals and groups behave in organizations and how this knowledge can be applied to enhance the effectiveness of the workplace. The goals of this course will be achieved through three (3) learning activities:

- A) *Building the Foundation* – Reviewing the major content areas of the field of Organizational Psychology.
- B) *Research in Action* – Discussing current research articles and how they contribute to the major content areas of the field.
- C) *Practice* – Applying theories or principles from the major content areas of the field to address practical work situations through the course paper (i.e., literature review) and class readings.

STUDENT LEARNING OBJECTIVES / OUTCOMES

By the end of the semester you should be able to:

- Describe the field of Industrial/Organizational Psychology and the types of work I/O psychologists perform.
- Explain various methods of research and the situations in which they are appropriate.
- Make recommendations as to how managers should apply various motivational theories in the workplace to increase employee productivity.
- Compare and contrast the various theories of job satisfaction.
- Compare and contrast various theories of leadership.
- Discuss group processes.
- Describe the elements of organizational structure.
- Discuss the influence of culture on organizational outcomes.

These objectives will be evaluated via assignments, discussion forums, quizzes, research and other methods throughout the course.

PREREQUISITE SKILLS

A prerequisite for this course is completion of Introductory Psychology unless otherwise obtaining permission from Psychology Department Head, Dr. Matt Cole, PhD.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course.

BLACKBOARD LEARNING ENVIRONMENT

Blackboard <http://www.my.lut.edu> contains the syllabus, all assignments, reading materials, PowerPoint lectures, chapter quizzes, APA Formatting examples, links to web resources and discussion forums. You will submit all assignments via Blackboard and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements to remind you of course changes, new resources and upcoming assignments

Student/Instructor Conversations – As students you will keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online using discussion board, through your reflection essays and case studies, your research paper and presentation.

Publisher Web Site – A publisher web site at <http://www.hypergraphicpress.com>

It includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

Assignments – Your weekly assignments will include reading the required text, discussion board, reflective essay or case study and a quiz.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion board participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. **If you need to submit an assignment via email, contact the instructor in advance.**

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will return all assignments to you promptly, and will include individualized comments and suggestions for most assignments.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

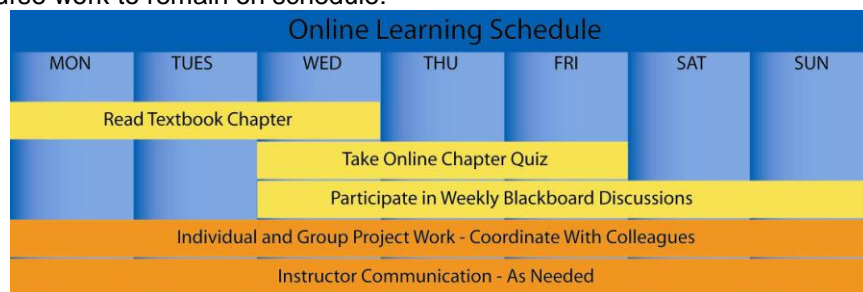
PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.

- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Quizzes – 14 @ 30 Points Each – Total Points: 420

- All quizzes are open book and will be 15 randomly selected multiple choice questions.
- All material covered in the chapter, discussion forums, lecture slides and additional readings may be included on the quiz.
- Quizzes will be delivered via the university Blackboard course management shell for this course.
- Students are given **only one (1)** opportunity to take the quiz.
- Once the quiz has begun, it must be completed in its entirety.
- You will have 90 minutes to take the test.
- Students are strongly urged to read the text thoroughly before sitting for the quiz. If you do not, the allotted time will not be enough for successful completion.

Each weekly quiz will be available from Monday morning (9:00am) until Sunday night (11:55pm) E.T. You must submit your completed quiz by Sunday night 11:55pm.

You must complete the quiz in the allocated time. Failure to do so will result in “0” points for that quiz.

Blackboard Discussion Board (DB) – 11 DBs @ 20 Points Each – Total 240 Points

Blackboard participation will be extremely important in this class. Participation points will be broken down as follows:

Required Number of Weekly Posts for each Assigned Module:

- Between **Monday and Wednesday** you will post **two (2) questions** that pertain to the current chapter.
- The questions can be directly related to the chapter, other readings that related to the chapter topics, or events that are from your work/school experiences. **Ten (10) points** are possible – **Five (5) points** for each question.
- **Questions posted after Wednesday 11:55 PM will not be given credit.**
- **Beginning Thursday** you will respond to **two (2)** of your classmates questions. **Ten (10)** points are possible – **Five (5) points** for each response
- **Responses posted after 11:55PM on Sunday will not be given credit.**

Points will be awarded based on the number of posts and for quality of the response. In order to receive credit, your posts need to be well thought out, make a valid contribution/argument and be respectful.

Postings are rated as follows:

High – **Original thoughts** not already contained in the threaded discussion.

Agreement/disagreement with other postings and including a strong well thought out reason why you are taking this position. **5 Points**

Fair - **Some original thoughts**/some repeat of what has already been listed in the threaded discussion. **3 Points**

Weak – I agree/disagree with no reason/explanation. **1 Point**

Zero (0) Points - **If you list information from the textbook, your response will receive a 0.**

You may use information from the textbook to frame your response, but you must have an original thoughts included.

In this course I will be emphasizing open discussion and receptiveness to other student's thoughts, opinions and experiences. To create a higher functioning organization and classroom all voices are brought into the room, listened to and respected. No one person can effectively lead or participate in an organization without being open to the ideas and thoughts of others. When thoughts and input is not sought and respected in an organization it becomes stagnant

and loses its creativity, vibrancy and edge. Creativity, vibrancy and edge are essential in organizations today. Stagnancy will put an organization out of business in today's market.

It is essential to the success of this course that all students actively contribute by sharing their personal and professional experiences. It is important that you only share personal or professional information that you are comfortable sharing with the class.

Because you will be sharing personal and professional experiences, it is important that each member of this class be treated with respect in all written or verbal communications.

Reflection Essays 8 @ 20 Points Each – 160 Total Points

- Reflective essays should be based on a topic covered in the current chapter.
- They should include a **brief** explanation of the topic you are writing about, and the remainder of the paper will include your personal thoughts, opinions and/or experience.
- The essay could include information you read in a book, magazine, newspaper, or heard on TV. Remember to always make a citation when quoting someone else.
 - 1/4 of the paper is the topic explanation.
 - 3/4 are your personal thoughts, opinions and/or experience
- The paper is a minimum of **one (1) page, doubled spaced and 12 point font in essay format.**

The purpose of reflection essays:

1. Reflection essays are a way for you to develop your own ideas and thoughts on topics we have read about and discussed. This helps build your critical thinking skills.
2. Writing on a weekly basis will help you improve your writing skills.
3. Reflection essays may serve as a basis for discussions and your research paper.

Case Studies - 3 @ 20 Points Each – Total Points 60

- At the end of each chapter you will find a Case Study that involves applying what you have learned within the chapter to a realistic work situation.
- You are assigned 3 Case Studies throughout the semester that replace the Reflection Essays for that week.
- You may select any Case Study from any chapter that interests you.
- Case Studies should be answered in essay format.
- They should include a **very brief** explanation of the topic you are writing about, and the remainder of the paper will include your personal thoughts, opinions and/or experience.
 - 1/4 of the paper is the topic explanation.
 - 3/4 are your personal thoughts, opinions and/or experience
- The paper is **one (1) to two (2) pages, doubled spaced and 12 point font in essay format.**

The purpose of case study essays is to develop your own ideas and thoughts on the business topics presented. This will help to build your critical thinking skills.

Research Paper & Presentation – 1 Paper – 140 Points

Research is one of the most important aspects of I/O Psychology.

- You will choose or be assigned to a group for the research paper and presentation.
- As a group you will be choosing one topic from Organizational Psychology for your research project..
- Once you have selected your topic, select a minimum of **two (2)** peer reviewed **scientifically researched** articles that relate to the topic you have chosen.
 - You can do this through the library system at LTU using a database such as *psycinfo*, the internet or research journals.
- Try to choose research articles that hold interest for you and your group and also adds value to the workplace.
- Try to choose recently written articles (since 1990). This is not a requirement but preferred.
- Do not choose articles based on length. Often short articles are the most difficult to research.

After you have the two (2) articles, summarize them. Your paper should include:

- Background – Why the author(s) conducted the study
 - Hypothesis-What is the author trying to prove
 - Participants
 - What did they do – the type of research method used
 - What did they find – the results
 - How could this be applied to the working world?
 - Your reactions to the research
-
- The paper is to be written in **APA format**. There are examples of APA formatting on Blackboard under “Course Documents”. Further information on APA formatting is available on the internet.

Midterm and Final

The weekly quizzes will replace the midterm exam. The research paper will replace the traditional final exam.

Extra Credit

There will be extra credit of 20 points if you complete the instructor evaluation towards the end of this course.

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

Cheating-Plagiarism-Academic Integrity

Copying from another student’s work is considered cheating as it represents responsibility for work one has not performed. Also, allowing another student to copy from your work is considered contributing to another’s acceptance of credit where credit is not appropriate.

The term “plagiarism” includes but is not limited to (a) the use, by paraphrase or direct quotation, of the published or unpublished work or creative and or intellectual property in print, product, or digital media of another person without full and clear acknowledgment; (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers, reports, or other academic materials; or (c) the appropriating, buying receiving as a gift, or obtaining by any other means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. Plagiarism is unethical, since it deprives the true author of his/her rightful credit and then gives the credit to someone whom it is not due.

Examples include:

- Quoting, paraphrasing, or summarizing written material, even a few phrases, without the acknowledgment.
- Failing to acknowledge the source of either a major idea or an ordering principle central to one’s own paper.
- Relying on another person’s data, evidence or critical method without credit or permission.
- Submitting another person’s work as one’s own.
- Using unacknowledged research sources gathered by someone else.
- Copying portions or outcomes of two- or three-dimensional creative property of previously published work.
- Copying items from Internet websites without acknowledgment of the source.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

The Lawrence Tech’s definition of plagiarism is quoted from the honor code is available via the following link: http://www.ltu.edu/currentstudents/honor_code_offenses.asp.