| COURSE TITLE BLACKBOARD SITE | Organizational Psychology PSY 3323  
Summer 2011 – [http://my.ltu.edu](http://my.ltu.edu) and select CRN 5356 |
|-------------------------------|-------------------------------------------------------------------------------------------------|
| INSTRUCTOR                    | Sandy Dennis, MA, LLP  
Professor - Psychology  
   sdennis@ltu.edu  
Cell: 248-318-2733  
   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. |
| SCHEDULE                      | May 18, 2011 – July 28, 2011  
   Refer to [http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp](http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp) for the last date to withdraw and other important registration related information. |
| LEVEL/ HOURS PREREQUISITE     | Prerequisite: Introduction to Psychology |
| REQUIRED TEXT                 | Author: Muchinsky, Paul M. (2009)  
   Publisher: Hypergraphics Press  
   Summerfield, NC: Hypergraphic Press, Inc.  
   ISBN #978-9801478-0-3  
| ADDITIONAL RESOURCES          | LTU Online student resources: [http://www.ltu.edu/ltuonline/](http://www.ltu.edu/ltuonline/) |
| TECHNICAL SUPPORT             | Technical support for using Blackboard is provided by the Helpdesk. Visit [www.ltu.edu/ehelp](http://www.ltu.edu/ehelp) or 248.204.2330 or helpdesk@ltu.edu. Send the Help Desk a form detailing any issues by clicking here [http://tinyurl.com/3yqrnve](http://tinyurl.com/3yqrnve). |
COURSE SCHEDULE FOR TRADITIONAL & COLLEGE OF MANAGEMENT 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.

THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Assignments Due</th>
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<td>Prior to Semester Start and</td>
<td>Module 0</td>
<td>Overview of textbook Online Learning Orientation Course Orientation</td>
<td>Course Introduction</td>
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<td>May 18 – May 22</td>
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<tr>
<td>Week of May 23 – May 29</td>
<td>Module 1</td>
<td>Chapter 1 – History of I/O Psychology</td>
<td>DB Forum – C 1</td>
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<td><strong>NOTE</strong>: More than one module may be scheduled in a week.</td>
<td>Reflective Essay - C 1</td>
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<td>Quiz - Cr 1</td>
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<td>Week of May 30 – June 5</td>
<td>Module 2</td>
<td>Chapter 2 – Research Methods</td>
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<td>Reflective Essay – C 2</td>
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<td>Reflective Essay - C 3</td>
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<td>Quiz - C 3</td>
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<td>DB Forums – C 4</td>
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<td>Case Study – C 4 **</td>
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<td>Quiz - C 4</td>
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<tr>
<td>Week of June 13 – June 19</td>
<td>Module 5</td>
<td>Chapter 5 – Personnel Decisions</td>
<td>DB Forum – C 5</td>
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<td>Reflective Essay - C 5</td>
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<td>Quiz - C 5</td>
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<tr>
<td>Week of June 20 – June 26</td>
<td>Module 6</td>
<td>Chapter 6 – Organizational Learning</td>
<td>DB Forum – C 6</td>
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<td>Case Study C 6 **</td>
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<td>Quiz - C 6</td>
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<tr>
<td>Week of June 27 – July 3</td>
<td>Module 7</td>
<td>Chapter 7 – Performance Management</td>
<td>DB Forum – C 7</td>
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<td>Module 8</td>
<td>Chapter 8 – Organizational Change</td>
<td>Reflective Essay – C 7</td>
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<td>Quiz - C 7</td>
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<tr>
<td>Week of July 4 – July 10</td>
<td>Module 9</td>
<td>Chapter 9 – Teams &amp; Group Dynamics</td>
<td>DB Forum – C 9</td>
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<td>Reflective Essay - C 9</td>
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<td>Quiz - C 9</td>
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| Week of July 11 – July 17 | Module 10 | Chapter 10 – Organizational Attitudes & Behavior | DB Forum - C 10  
|                  | Module 11 | Chapter 11 – Occupational Health           | Case Study – C 10 **  
|                  |          |                                            | Quiz C 10                                             |
|                  |          |                                            | DB Forum – C 11  
|                  |          |                                            | Reflection Essay C 11                                 |
|                  |          |                                            | Quiz - C 11                                           |
| Week of July 18 – July 24 | Module 12 | Chapter 12 – Work Motivation               | Quiz Chapter 12                                       |
|                  | Module 13 | Chapter 13 – Leadership                    | BEGIN RESEARCH PAPER                                  |
|                  |          |                                            | Quiz Chapter 13                                       |
| Week of July 25 – Jul 28 | Module 14 | Chapter 14–Union-Management Relations       | Quiz Chapter 14                                       |
|                  |          |                                            | RESEARCH PAPER DUE                                    |
|                  |          |                                            |                                                      |

**THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS.**

**STUDENT EVALUATION**

The assignments for this course total 1000 points. Letter grades are awarded based on the total number of points achieved. **Late assignments will receive a 50% point reduction.**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module/Chapter Quizzes 14 @ 30 Points Each</td>
<td>420</td>
</tr>
<tr>
<td>Discussion Board 11 @ 20 Points Each</td>
<td>220</td>
</tr>
<tr>
<td>Reflection Essays 8 @ 15 Points Each</td>
<td>120</td>
</tr>
<tr>
<td>Case Studies 3 @ 20 Points Each</td>
<td>60</td>
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<tr>
<td>Research Paper</td>
<td>140</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
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.

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”.

Readings, discussion forum 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 for permission.

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 reply to your messages within 24 hours.
- 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 (the Summer semester is compressed into 10 weeks) 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. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the three parts of your semester-long project;
  - 8-9 hours working on the various components of your reflective consolidation (final exam).

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:

Introductory paragraph describing the overall goals of the course.

STUDENT LEARNING OBJECTIVES / OUTCOMES

List the student learning objectives for this course. These objectives will be evaluated through assignments, quizzes, examinations, and other methods throughout the course.

PREREQUISITE SKILLS

List any prerequisite skills the students should have prior to taking this course. These may include academic coursework as well as practical experiences. (e.g. software packages, work experiences, etc).

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION
List the specific instructional methods used in your course and describe how you will use them, which may include but are not limited to:

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, 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 reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students 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.

**Publisher Web Site** – A publisher web site at http://www.nnn.com/nnn 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** – List and briefly describe assignments here.

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**CLASS POLICIES AND EXPECTATIONS**

(Please review to verify the information supports student expectations. Update as needed for alignment with your course policies, learning objectives, and student expectations.)

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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.

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**Online Learning Schedule**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Textbook Chapter</td>
<td>Take Online Chapter Quiz</td>
<td>Participate in Weekly Blackboard Discussions</td>
<td>Individual and Group Project Work - Coordinate With Colleagues</td>
<td>Instructor Communication - As Needed</td>
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</tr>
</tbody>
</table>

**ASSIGNMENT DETAILS**

**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 multiple choice questions randomly selected
- **PLEASE NOTE:** There are some problems with the interface between the test bank and Blackboard. Occasionally Blackboard will mark a question incorrect when it is correct.
  - **Procedure:**
    1. Copy the question/s and answer/s into an email to me.
    2. List the page in the textbook that justifies your selected answer.
    3. I will email you back my decision and add the points to your grade.

- 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 220 Points**

Blackboard participation will be extremely important and required for this class. These assignments are considered to be the class discussion/interaction that you would participate in for an onsite 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. Ten (10) points are possible – Five (5) points for each question.

• **NOTE:** Questions posted after Wednesday will not be given credit.

• You can begin responding to questions anytime during the week. 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 the 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 ONLY list or repeat information from the textbook, your response will receive 0 points.**

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. No one person can effectively lead or participate in an organization without being open to the ideas and thoughts of others. When different thoughts and input is not sought and respected in an organization it becomes stagnant, loses its creativity, vibrancy and edge. In this course I will be emphasizing open discussion and receptiveness to other student’s thoughts, opinions and experience.

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 use discretion in what you share and that you only share information you feel 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 @ 15 Points Each – 120 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.
  - 1/4 of the paper is the explanation
  - 3/4 of the paper is your personal thoughts, opinions and/or experience.
- The essay could include information you read in a book, magazine, newspaper, or heard on TV. You should always make a citation when quoting someone else.
- The paper is 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.
- Case Studies should be answered in essay format. This means that you should take more than three or four sentences to answer each question.
  - 1/4 of the paper is the explanation
  - 3/4 of the paper is your personal thoughts, opinions and/or experience.

Research Paper – 1 Paper – 140 Points

Research and working as a team are some of the most important aspects of I/O Psychology.

- Midway through the semester I will be assigning teams for the research paper. You are allowed to select who you would like to work with on this project if you wish. I will notify you by email when I will be selecting teams.
- As a team, you are required to choose one topic from Organizational Psychology.
- 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 relating to Organizational Psychology.
- You can do this through the library system at LTU using a database such as psycinfo, Emerald, the internet and/or research journals.
NOTE: If you want help finding research related to your topic, the library staff is available to help you with your search.

Try to choose research articles that hold interest for you and your group and 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 find enough information to write about.

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 through Purdue University’s website: owl.english.purdue.edu

You will also be creating a PowerPoint presentation.

You will then narrate the presentation through Wimba.

NOTE: All research paper collaboration must be documented through your team assigned discussion board on Wimba. On this site you can meet as a group through audio, discussion board or email. All audio must be “archived”.

This is necessary for participation documentation.

The final assignment within the research project will be to write a paper reporting your experience of working as a team. This will include the following:

Submitted separately through Blackboard the week your Research Paper and Presentation are due.
Length: 1 Page

This is a short informal paper based on your group experience to be submitted through Blackboard. I would like you to be truthful about your experience of working with this group, so these papers will be confidential and not shared with your classmates or anyone else.

Step I – Rating Member Participation

b. Does everyone deserve the same grade for their participation and level of skill?

**Step 2 – Your Group Experience**

1. Did you choose a role that would challenge you, or did you stay with what was comfortable for you? Explain why you chose this role.

2. Did your group have a leader? If so, was the leader chosen or did they emerge?

**Midterm and Final**

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

**Extra Credit**

There is extra credit of 20 points if you complete the final instructor evaluation that you receive from eLearning Services. **Note: You will have to let me know when you have submitted the evaluation because they are done anonymously.**

**Syllabus Addenda**

Please see the LTU Online “Current Students” website.

http://www.ltu.edu/ltuonline/currentonline.asp for comprehensive information about Lawrence Tech’s academic services, library services, student services and academic integrity standards. The contents of this website are explicitly included as a syllabus requirement.

The LTU online “Current Students” website 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 instructions included on the LTU Online website regarding the use of the SafeAssign product.

**Cheating-Plagiarism-Academic Integrity**

Copying form 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.

LTU policy for plagiarism is failure of the course. The F is a permanent grade on your record.

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.