Course Description
Industrial and Organizational (I/O) psychology has two major components: the “I” and the “O”. Topics covered will include individual differences, social perceptions, job satisfaction, work motivation, occupational stress, group behavior, leadership, power and influence. The major goal of the course is to provide you with an opportunity to enhance your understanding of how psychology helps better understand our behavior in the workplace, both from a basic and an applied perspective.

Course Goals and Student Learning Objectives
The aim of this course is to expose students to the field of Industrial/Organizational psychology. In doing so, students will be presented with a diverse body of information about the field of (I/O) psychology. They will understand the importance of data in decision making and management decisions. They will understand human factors and the integration of various psychological philosophies into the work environment.

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1 They will understand the importance of data in decision making and management decisions
CLO2 They will understand human factors and the integration of various psychological philosophies into the work environment.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…
Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook Michael G. Aamodt
Industrial/Organizational Psychology: An Applied Approach
6th or 7th Edition ©2007
ISBN: 0495093068
ISBN13: 9780495093060 you may purchase the book on line or in Spartan Bookstore.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Classroom Protocol

Instructional Procedures:

Information is presented both in the classroom and throughout the text. Classroom meetings will be in a lecture/discussion format regarding the important materials to be learned. I will not make an attempt to cover all aspects of the text. Rather, I will focus on difficult areas, particularly interesting areas, or on topics of special interest. While class meetings are relatively structured lectures, there is a substantial amount of class time set aside for discussions, questions and answers. Students are encouraged to participate in class and group discussions.
COURSE REQUIREMENTS:

1. Students are expected to fulfill these obligations: 1) participate in class discussion, 2) take all exams, 3) Participate on a team project 4) fulfill the writing requirement by writing a research paper to support the team project. This will discussed in class and an additional hand-out will be supplied supporting this review.

2. Exams: There will be three examinations given through the semester. These exams will consist of approximately 60 multiple-choice items. Students are expected to arrive in class on time, equipped with two No. 2 pencils. The items will come from the text and material covered in class. There will be three scheduled exams in class. None of the exams will be cumulative.

3. Test items will assess knowledge of the assigned reading material and class presentations on the following dimensions:

   1A. Factual information (e.g., knowledge of key terms, methods, research outcomes, theoretical hypotheses and interpretation of research outcomes);

   2A. Conceptual knowledge (i.e., understanding of the methods, research and theory covered);

   3A. Actual and/potential "real life" applications of the methods, concepts and principles covered in the course.

4. Make-Up Exam Policy.

   A. In a very real sense, the evaluation procedures used as the basis for assigning grades in any course, are only as fair as those evaluation procedures are uniform. Such uniformity is diminished when some students take the course exams on days other than on those days when the exam is administered to the rest of the class. Just the fact that some students thus have more time to prepare for the exam than do others, creates a situation in which the evaluation procedure may be viewed as inherently unfair.

   B. In the interests of maximizing uniformity of the test administration, in fairness to all students in the class who take their exams as scheduled in spite of what are often very difficult and unforeseen life circumstances, the following policy will be implemented:

   C. The safest assumption here is that there will be no make-up exams given for any missed exams.

   D. Make-up exams for any exams will be given only under the most extraordinary of circumstances, upon approval by the instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., a letter from a medical doctor testifying that the student was incapable of attending class on the day the exam was scheduled).

   E. Without the instructor's approval of a petition as described above, a missed exam will be scored as a zero in tabulating the point total on which the student's grade in the course will be based.

   F. Failure to file a petition and follow the procedure described here, will result in the entry of a zero as the student's score on the missed exam.

G. No cell phones are allowed to be turned on or used in class.
5. TEAM PROJECT PRESENTATION and WRITING REQUIREMENT

1. There are a lot of different ways to try to learn things. Learning by doing is among the most effective ways of developing a lasting, working knowledge and understanding of whatever it is that we're trying to learn. Each team will be given data results that they must be able to identify 3 problem areas and should utilize the research to solve the presented identified problems. A 20 minute class presentation will be performed by each team.

2. The purpose of this requirement is to give the student an opportunity to develop just such a lasting working knowledge and understanding of particular aspects of industrial psychology as a social science.

3. The writing requirement will need to be written up in APA format. Students will write-up a proposal as if they are getting ready to solve some type of IO problem for a company. A handout will be distributed during the second week of the course that can be followed in order to produce an appropriate proposal. An example will be discussed in class. An outline will be given to students the third week of class. All papers will be loaded up by the student into turnitin.com for grading and academic integrity review. More information regarding this will follow.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

A. Letter Grades

1. Assignment of final letter grades in the course will be based on the total number of points accumulated on the three counted course exams, with completion of the team project, individual writing requirement for the team project and extra credit assignments counted as bonus points. Correspondingly, the cutoff point totals for final letter grades in the course will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams at 60 points possible each</td>
<td>180</td>
</tr>
<tr>
<td>Class assignments worth</td>
<td>120</td>
</tr>
<tr>
<td>Team Analysis Project</td>
<td>100</td>
</tr>
<tr>
<td>Individual Analysis Supporting Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

   *A 450 - 500
   *B 400 - 449
   *C 350 - 399
   *D 300 - 349
   *F 299 and below*
University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
**Paper diagnosing the problem**

The general purpose of this paper is to give you the experience of diagnosing the problems of an organization and recommending an appropriate intervention strategy.

General Requirements:

1) Utilize your data and analyze the questions. Describe both the strengths and weaknesses, as well as any problems that might be solved. You must decide what problem you will focus on.

2) After the problem has been thoroughly described, recommend an intervention strategy that incorporates one or more of the management interventions you discover through the research. Your intervention strategy should be appropriate, given the discovered problem area. It should also show that you have a good understanding of the intervention you are recommending (i.e., back up your plans with citations from at least 5 empirical articles).

3) The paper should be at least 6 double-spaced typewritten pages and follow APA format.

4) In addition to the regular paper, you will be required to include an “executive summary.” This is a one-page summary of the main points of your paper written in language a high school graduate could understand. This is just to get you prepared for the “real world” where you will be writing for managers who are not familiar with behavioral science jargon. Executive summaries belong at the beginning of your document (immediately after the eye-catching title page).

- APA style
- Use your existing case study
- Research should involve solutions
- No more no less than 6 pages
- At least 5 current citations 2002 and beyond
- Load paper into turnitin.com
- I will grade on line

**Additional Guidelines for your Paper**

**PLAGIARISM IS NEVER TOLERATED!**

(http://www.plagiarism.org/faq.html or http://www.indiana.edu/~wts/wts/plagiarism.html)

Do NOT forget:
1. **Staple** your paper prior to turning it in.
2. Make a **second hard copy** of your paper (in addition to more than one copy of the paper on disk (e.g. a copy on a hard disk and a floppy disk back-up))
3. **To turn in your paper by the deadline**, which is the beginning of the class period on the due date (including the staple). The “postmark” is the date and time, not merely the date. **We will be utilizing turnitin.com**

**Specific Points**
1. **Proofread** – spell-check does not catch errors, such as “tot he,” when you intended to write “to the.” I encourage students to have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.
2. Provide definition for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that he or she is the only one who will one day read your paper.

3. Be careful when using the words “study versus experiment”.

4. Be careful with using the words “true and proven.” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however, can be rejected.

5. Be careful with the use of the words “cause or effect;” you will read about correlations more often than about causal relations, as they are harder to support.

6. Numbers below 10 are spelled out (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”)

7. Do not use direct verbatim quotes except when absolutely necessary, which should be rare. Typically one should paraphrase what was written and give credit to whoever wrote it.

8. Only the last name of authors should be used. Even when stating that “So and so wrote …” be sure to write only the last name followed immediately by the year (in parentheses).

9. Note that “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

10. Paper will need to be uploaded into turnitin.com no later than December 5, 2012.

Format Notes for Paper

Every page should be numbered
Header on every page
Text should be left justified
Paragraphs are indented 5 spaces (1 default tab)
12 point font; Times New Roman or Arial (not bold or italicized)
1-inch margins all around
Double space (for client single or 1.5 space)
Consult APA manual (5th ed.)
Grammar and spell check
Informative Cover Page (Name of Client’s Company, Title for report, date, your names)

Format Notes for Executive Summary

1st page after cover page
No page number necessary
Text can be justified on both sides
Single spacing is acceptable, double space between paragraphs (unless indenting paragraphs)
12 to 14 point font is acceptable
Times New Roman or Arial is acceptable (do not italicize or bold)
No less than .5 inch margins (border around text is acceptable)
Grammar and spell check (this is the first and possibly the only text an executive will read)

2 Web Resources on Writing an Executive Summary

http://www.sba.muohio.edu/sba_home/Centers/hwinew/studentresources/exesummary.asp
PEER GROUP EVALUATION (Submit completed form to instructor).
In rating yourself and your peers, provide a percentage within the range you feel describes each teammate’s contribution.

90-100% = Superior; 80-89% = Above Average; 70-79% = Average; < 70% = below average/weak

Insert your name in the first column and your peers’ names in the remaining spaces (one name at the top of each column).

<table>
<thead>
<tr>
<th>Names</th>
<th>Reliable for meetings (Were they on time for meetings, did they show up for meetings)?</th>
<th>Participated in group discussions or meetings</th>
<th>Reliable with meeting deadlines for work in progress and final project</th>
<th>Helped keep the group focused on the task</th>
<th>Contributed useful ideas to the group</th>
<th>Respects each group member’s opinions</th>
<th>Contributes his/her share to discussions</th>
<th>This person took an active role in helping to complete the project</th>
<th>Knowledgeable about assignments and her/his role and fulfills that role</th>
<th>Quantity of work done</th>
<th>Quality of work done</th>
<th>Enter total average of all scores</th>
</tr>
</thead>
</table>

Don't base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS. Include extra notes here:
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27</td>
<td>In class: Semester preparation&lt;br&gt;Homework Read chapter 1&lt;br&gt;1. Introduction to I/O Psychology. Introduction of syllabus and course details&lt;br&gt;2. Goal assignment</td>
</tr>
<tr>
<td>2</td>
<td>September 3</td>
<td>In Class: 1. Introduction to I/O Psychology.&lt;br&gt;Homework: Read Chapter 2&lt;br&gt;Assignment announced in class</td>
</tr>
<tr>
<td>3</td>
<td>September 10</td>
<td>2. Job Analysis and Evaluation.&lt;br&gt;Read Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>September 17</td>
<td>3. Legal Issues in Employee Selection.&lt;br&gt;Read Chapter 4&lt;br&gt;Assignment announced in class</td>
</tr>
<tr>
<td>5</td>
<td>September 24</td>
<td>4. Employee Selection: Recruiting and Interviewing.&lt;br&gt;Assignment TBD</td>
</tr>
<tr>
<td>6</td>
<td>October 1</td>
<td>Exam 1 in class 60 questions&lt;br&gt;Homework: read chapter 5 and 6</td>
</tr>
<tr>
<td>7</td>
<td>October 8</td>
<td>In Class:&lt;br&gt;5. Employee Selection: References and Testing&lt;br&gt;6. Evaluating Selection Techniques and Decisions. Assignment TBD&lt;br&gt;Homework: read Chapter 7 and 8 and 20 point assignment TBD</td>
</tr>
<tr>
<td>8</td>
<td>October 15</td>
<td>In Class:&lt;br&gt;7. Evaluating Employee Performance</td>
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<tr>
<td>10</td>
<td>October 29 Continued</td>
<td>Exam in Class Chapters 5-8 60 points&lt;br&gt;Homework read chapter 9 and 10</td>
</tr>
<tr>
<td>11</td>
<td>November 5</td>
<td>In Class Chapter 9. Employee Motivation.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td></td>
<td></td>
<td>10 Employee Satisfaction and Commitment</td>
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<td></td>
<td></td>
<td>Homework read chapters:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Organizational Communication</td>
</tr>
<tr>
<td>12</td>
<td>November 12</td>
<td>In Class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Leadership</td>
</tr>
<tr>
<td>13</td>
<td>November 19</td>
<td>Exam 9-12 in Class</td>
</tr>
<tr>
<td>14</td>
<td>November 26</td>
<td>No class here</td>
</tr>
<tr>
<td>15</td>
<td>December 3</td>
<td>Group Presentations are due here in class 7-10 All peer evaluations are due here. No exceptions Plan on staying until 10:00pm</td>
</tr>
<tr>
<td>16</td>
<td>December 10</td>
<td>No exceptions. Papers due here) no exceptions, no negotiations. Loaded into turnitin.com by 11:59 pm</td>
</tr>
</tbody>
</table>