

UC 12145 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: PSYC College: CLASS
 2. Faculty Contact Person: Suzanne Kieffer Telephone: 3-8504 Email: kieffer@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
PSYC / 3310 / Industrial-Organizational Psychology
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
PSYC / 3310 / INDSTRIL-ORGNZ/TNL PSY
 • SCH: 3.00 Level: JR CIP Code: 4228040001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
 _____ / _____ / _____
 • Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BA/BS

• Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C, ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

PSYC / 3310 / Industrial-Organizational Psychology
 • Course ID: 40532 Effective Date (currently active row): 8/22/10

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3 (3-0). Prerequisites: PSYC 1300. Description (30 words max.): Applications of psychological theory and methodology to the problems of recruiting, selecting, training, and motivating individuals in organizational settings.

10. Dean's Signature: _____ Date: 2/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: CLASS

Person Making Request: Suzanne Kieffer

Telephone: 3-8504

Email: kieffer@uh.edu

Dean's Signature: _____

Date: 09-10-12

Course Number and Title: PSYC 3310: Industrial-Organizational Psychology

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will acquire knowledge of the scientific theory and empirical research underlying human behavior and performance within organizational settings through lectures, discussion, readings, activities, exams and assignments.

*Students will develop writing and critical thinking skills in the discipline of psychology through two major assignments, which include use of the writing standards in their discipline.

*Students will be able to explore the importance of individual, group, and cultural factors which relate to workplace behavior.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 10 page paper that requires them to view and critique a film from a selected list, using concepts learned in the course. Students will demonstrate critical thinking by discussing how Industrial-Organizational theories and concepts are depicted in the film. ✓

Sample paper topic:

Analyze how employee motivation is affected by supervisor behavior, as depicted in the film, "Office Space."

Communication Skills:

In the same paper described above, students will demonstrate their ability to communicate effectively in writing.

Empirical & Quantitative Skills:

The same paper will require students to incorporate established empirical findings into their written discussion of the Industrial-Organizational Psychology content found in the film. ✓

Teamwork:

Students will work in groups to...

Social Responsibility:

The same paper will have students exploring factors that impact organizational culture, such as employee appraisals, training, and motivation; and work groups and leadership styles. ✓

Personal Responsibility:

Students will be responsible for...

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The 10 page paper assignment will be constant across sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

David Francis
Chair

PSYC 3310 Industrial-Organizational Psychology

Sect. 13882 II-28 TR 4-5:30pm Fall 2012

Instructor: Lisa Penney, Ph.D.
Office Hours: 129B-Heyne; by appointment
Office Phone: 713-743-8031
Email: lpenney@yuh.edu
TA: TBA

REQUIRED TEXT

Spector, P. E. (2011). *Industrial and Organizational Behavior, 6th Edition*. New York: John Wiley and Sons, Inc.

COURSE OBJECTIVES

This course is designed to provide an overview of the psychological principles underlying human behavior and performance within organizational settings. Using both theory and application, we will examine how psychological principles can be used to effectively manage human resources within organizations and how organizational structure and processes can influence the behavior of organizational members. Specific topics discussed will include job analysis, personnel selection, performance evaluation, job satisfaction, work motivate on, and leadership in organizations.

Students completing the course should attain a strong foundation in the theory, methods, and issues pertaining to the psychology of workplace behavior. Moreover, students completing the course should have an understanding of how these principles may be applied within organizational settings. These learning goals will be accomplished primarily through lecture, discussion, reading, classroom activities, and an outside the classroom applied project.

LEARNING OUTCOMES

1. Students will acquire knowledge of the scientific theory and empirical research underlying human behavior and performance within organizational settings through lectures, discussion, readings, activities and assignments.
2. Students will develop writing and thinking skills in the discipline of psychology through two major assignments, which include us of the writing standards in their discipline.
3. Students will explore the importance of individual, group, and cultural factors which relate to workplace behavior.

VIRTUAL CLASSROOM ON BLACKBOARD

This course will utilize the web-based tools available on Blackboard Learn. You will be able to access course information on Blackboard including the course syllabus, lecture materials (e.g., overhead slides, handouts), homework assignments, special announcements, and grades.

ATTENDANCE POLICY & CLASS PARTICIPATION

Although there is no formal attendance policy for this class, attendance at all classes and active participation are expected and strongly encouraged. It will be difficult for students to perform successfully in this class if they do not regularly attend class meetings.

Students are expected to prepare in advance for each class session by reading and studying the assigned material. Students should be prepared to discuss the material covered in the reading assignments in class. Students will be held responsible for all material covered during class. Material not contained in your textbook may be covered during class meetings and included in exams.

The instructor will NOT provide students with information covered during a missed class. This includes information given in review for an upcoming exam. There will be NO EXCEPTIONS to this policy, so please do not ask. Students are encouraged to obtain this information from a classmate.

GRADING

Grades will be based on students' performance on the following assignments:

Exams (3 @ 100 pts each)	300 pts
Job Analysis Project	100 pts
Final Paper	100 pts
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TOTAL	500 pts

<u>Letter Grades</u>	<u>Grading Criteria</u>	<u>Final Point Total</u>
A	93.00% and above	465-500
A-	90.00 - 92.99%	450-464
B+	87.00 - 89.99%	435-449
B	83.00 - 86.99%	415-434
B-	80.00 - 82.99%	400-414
C+	77.00 - 79.99%	385-399
C	73.00 - 76.99%	365-384
C-	70.00 - 72.99%	350-364
D+	67.00 - 69.99%	335-349
D	63.00 - 66.99%	315-334
D-	60.00 - 62.99%	300-314
F	Below 60.%	<300

EXAMS

Four exams (100 pts each) will cover the assigned readings and material presented in lectures. Each exam will consist of 50 multiple choice questions worth 1.6 pts each and 2 essay questions worth 10 pts each. Of your first three exams, only your top two exam scores will be used to calculate your final grade. In other words, the lowest of your first three exam scores will be dropped. The fourth and final exam is **mandatory**.

During exams, students will only be permitted to have pens, pencils, and erasers on your desk. Any refreshments, book bags, and other materials should be left at home or stored under your desk. All cellular phones and beepers must be turned off and kept out of sight. **If a student's cell phone is SEEN or HEARD during an exam, that student will be asked to hand in the exam at that moment regardless of whether or not s/he is finished.** Students are responsible for bringing their own #2 pencil and BLUE scantron sheets to the exams. Students may not leave the room during an exam.

Any student who arrives for an exam AFTER the first student has completed and turned in the exam will NOT be allowed to take the exam unless that student can produce written documentation of a legitimate and justifiable emergency that resulted in his/her being late. If a student requests more time to produce the necessary documentation, that student may be allowed to take the exam, but his/her exam score will be withheld until the instructor receives the documentation.

MAKE-UP EXAMS

Absolutely NO make up exams will be given. If you are absent during the day of an exam **for any reason**, that exam will be the score that is dropped. There will be **NO EXCEPTIONS** to this policy, so please do not ask.

JOB ANALYSIS PROJECT

This assignment requires that you conduct a job analysis. Any job is acceptable including those in the community (e.g., clerk in retail store, engineer) or on campus (e.g., resident assistant, administrative asst.). To collect job analysis data, students must interview 1-2 incumbents of a job. Students are required to write a job description for the job analyzed. Examples of job descriptions will be provided to you. Detailed information about this project will be distributed separately. **The job analysis project is due Oct. 23rd.**

FINAL PAPER

For your final paper students are required to view and critique a feature-length film (viewed outside of class) using concepts learned in class. Students can either rent the assigned film on their own or arrange to view it somewhere on campus (e.g., the library). The paper should discuss how I/O theories and concepts are depicted in the film. Detailed information about this project, including a list of acceptable films will be distributed later in the semester.

Each paper must be **at least** 10 full double-spaced, type-written pages (including the title page and reference pages) and conform to APA style. **The final paper is due on Nov. 29th.**

TURNITIN.COM

A hard copy of all written assignments must be turned in to the instructor AND the assignment must also be submitted through Turnitin.com. Any paper that is not submitted to Turnitin.com will NOT receive a grade. Please follow these instructions to create a User Profile if you do not have one already:

1. Go to www.turnitin.com
2. Click "New Users" (in the top right corner)
3. Select "Student" and click "Next"
4. Enter **5341185** as the "Class ID" and **psyc3310** as the "Class Enrollment Password" and click "Next"
5. Follow the instructions to complete your registration and profile.

If you have trouble submitting your paper through Turnitin.com, you may email a copy of the assignment to Dr. Penney or the TA.

CHEATING & PLAGIARISM

Cheating in any form will, ***WITHOUT EXCEPTION***, result in a failure for that assignment, and possibly for the course. Plagiarism is one form of cheating. Plagiarism is the presentation of another's work or ideas as one's own. A few examples are copying another person's work, quoting passages without quotation marks and citations, or restating/paraphrasing ideas without referencing the author.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definition. Plagiarism includes:

1. The **literal repetition without acknowledgement of the writings of another author**. All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged in the text itself according to APA style.
2. Borrowing without acknowledgement another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging is to plagiarize.
4. Allowing **any other person or organization (including those found on the internet)** to prepare the paper or help prepare the paper and submitting it as one's own work.

Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the University. For more information, consult the University of Houston Undergraduate Studies Handbook section on "Academic Honesty."

LATE PAPERS/ASSIGNMENTS

Papers and assignments are due **at class time** on the date specified on the syllabus. This means that either:

- (a) a hard copy of the assignment is given to the instructor by the end of class on the due date; OR
- (b) an electronic copy of the assignment is emailed to the professor by 4pm of the due date.

Any paper that does not meet one of the above criteria will be considered late and will receive a zero. Absolutely NO late papers or assignments will be accepted. There will be NO EXCEPTIONS to this policy, so please do not ask.

EXTRA CREDIT

Students can earn extra credit in this class by participating in psychological research. Students can sign up for research at the experiment tables on the 1st floor of the Heyne Bldg or online through Sona. Each hour of research participation is worth 1 point toward the final grade up to a maximum of 10 points. To receive extra credit, students must assign earned Sona credits to this class. Late extra credit will NOT be accepted.

PROPER EMAIL COMMUNICATION WITH YOUR PROFESSOR

Students are encouraged to contact the professor via email with any questions or concerns related to class or to the field of I/O psychology. Please use lpennney@uh.edu and NOT Blackboard for such communication.

In order to facilitate clear communication and help students develop professional communication skills, students are required to use a formal strategy when emailing the professor. This means that the email should at a minimum:

- 1) Begin with a formal salutation (e.g., Dear Dr. Penney)
- 2) Provide context or statement of purpose (e.g., I am a student in your I/O class and am writing to request that you review my job analysis project and provide feedback as per the offer you made in class.)
- 3) End with a formal closing (e.g., Sincerely, Joe Student)
- 4) Avoid the use of informal language or "IM-speak" (e.g., OMG, BTW)

Any email that does not conform to the above standards will not be answered. Instead, the student will receive an auto-reply containing the policy above.

RESPECT IN THE CLASSROOM

The classroom is a learning environment and students are expected to show respect for the instructor and for other students in the class. That is, students are expected to behave courteously when others ask questions or express ideas; to arrive for class on time; and to avoid disrupting class activities.

All cellular phones and other electronic devices must be turned off or otherwise set to avoid disrupting the class and must be stored out of sight during class.

POLICY ON RELIGIOUS OBSERVANCES

Students who anticipate being absent from class due to a religious observance are strongly encouraged to inform the instructor about upcoming religious holy days early in the semester to enable better planning and coordination of work assignments (and examinations).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students who feel they need assistance under ADA guidelines should contact the Center for Students with Disabilities in CSD 110. Please feel free to discuss this issue with the instructor in private if you need more information.

PLEASE CONTINUE ON THE NEXT PAGE

REVISIONS TO THE SYLLABUS

The instructor reserves the right to change the syllabus as necessary. Students are responsible for changes announced in class or through Blackboard.

CLASS SCHEDULE AND READING ASSIGNMENTS

TUES		THUR	
Aug. 28	Welcome!	Aug. 30	Course Intro & Overview; Ch. 1
Sept. 4	Research Methods in I/O (Ch. 2)	Sept. 6	Research Methods in I/O (Ch. 2)
Sept. 11	Job Analysis (Ch. 3)	Sept. 13	Job Analysis (Ch. 3)
Sept. 18	Performance Appraisal (Ch. 4)	Sept. 20	Performance Appraisal (Ch. 4)
Sept. 25	Exam 1 Ch. 1-4	Sept. 27	Assessment Methods (Ch. 5)
Oct. 2	Assessment Methods (Ch. 5)	Oct. 4	Employee Selection (Ch. 6)
Oct. 9	Employee Selection (Ch. 6)	Oct. 11	Training (Ch. 7)
Oct. 16	Training (Ch. 7)	Oct. 18	Exam 2 Ch. 5-7
Oct. 23	JOB ANALYSIS PROJECT DUE! Grad School in Psychology	Oct. 25	APA Writing Style Workshop
Oct. 30	Employee Motivation (Ch. 8)	Nov. 1	Employee Motivation (Ch. 8)
Nov. 6	Employee Attitudes (Ch. 9)	Nov. 8	Productive & Counterproductive Behavior (Ch. 10)
Nov. 13	Exam 3 Ch. 8-10	Nov. 15	Occupational Health (Ch. 11)
Nov. 20	Work Groups/Teams (Ch. 12)	Nov. 22	Work Groups/Teams (Ch. 12)
Nov. 27	Ch. 13 Leadership (Ch. 13)	Nov. 29	Ch. 13 Leadership (Ch. 13) FINAL PAPER DUE!
Dec. 4	Org Development & Theory (Ch. 14)	Dec. 6	Exam 4 (Ch. 11-14)