Course Syllabus

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Course Description

The study of applying psychological knowledge and techniques to the modern industrial environment. Topics studied include employee needs, attitudes, selection, testing, boredom, motivation, anxiety, and job satisfaction.

Course Goals

The focus of this course is to develop an understanding of behaviors in the workplace. Topics include the role of an I/O psychologist, employee selection techniques, performance reviews, leadership strategies, workplace stress, ergonomics, and consumer psychology.

Learning Outcomes

- Demonstrate understanding of the concepts and theories of psychology by using theories to explain and predict behavior and mental processes. Our target is for 75% of our students to meet or exceed expectations.
- Demonstrate understanding of the psychological aspects of lifespan development.
- Demonstrate understanding of and ability to utilize appropriately the various methodologies and designs used in psychological research.
- Demonstrate understanding of statistical concepts and an ability to evaluate the appropriateness of research conclusions.
- Demonstrate understanding of ethical obligations and ethical issues within psychology. How to be successful in this course

Completing this course successfully will require time and effort on your part. Accordingly, I've compiled the following list of study practices that I believe will help you to be successful in this course:

> Realize that you cannot cram this material. Slow and steady wins the race. Please do not try to complete this course in an unreasonably short period of time. One of your first tasks in this course should be to prepare a schedule and stick to it. (The Course Study Schedule (.pdf) will help you do this.) I suggest you plan to cover no more than one chapter every two weeks. Be careful about stepping away from the course material for an extended period of time.

Fully utilize your textbook's online resources. Recognize that learning is not a spectator sport. Would you expect to watch someone play a sport and then be able to go and perform at the same level? No. It's the same with online courses. Think of your brain as a muscle; you have to build it up and get it in shape by practicing.

Make a plan. Self-motivation is necessary for successful completion of this course; no one will be pushing you but you. Use the Course Study Schedule (.pdf) to help you identify target dates and chart a path for progressing through the course, including when you'll complete each homework, project, chapter test, and exam. You will benefit the most by completing the assignments in the sequence shown on the study schedule. Also, as you plan your submission dates, remember that I have five business days from the date of receipt to grade your projects, midcourse exam, and final exam. Life happens; update your schedule as needed.

You are not alone. Though self-paced courses offer tremendous convenience for students, they also leave some students feeling isolated. Remember that I am here to help. If you have questions about the course content or structure, please email me via the Mail tool in the left-hand navigation menu. You can also visit the useful links to reference materials, interactive activities, and videos provided in the lessons. If you're on campus, remember that you can utilize **SLAC** **(http://www.txstate.edu/slac/)** for free tutoring. Those of you who are distant from campus have access to free online tutoring via **Smarthinking** **(http://www.correspondence.txstate.edu/students/tutoring.html)** .

Required Texts

Psychology and Work Today; Schultz and Schultz, 10th Edition

ISBN-10: 0205683584; ISBN-13: 9780205683581

https://www.routledge.com/products/9780205683581 ⤷ **(https://www.routledge.com/products/9780205683581)**

Ordering Textbooks

⤷ **(http://www.edmapbookstore.com/storefront/index/swtsp)** Books can be ordered through the **Texas State University Bookstore (http://www.bookstore.txstate.edu/t-OrderTextbooks.aspx)** or an online vendor of the student's choice, such as Amazon.com, BarnesandNoble.com, or Half.com, or from a brick-and-mortar bookstore.

When purchasing required materials for a course, be sure to purchase the correct edition of the material and to verify that the material's International Standard Book Number (ISBN) matches that listed on the course website.

Should you require any assistance in locating course materials, please call the Office of Distance and Extended Learning at 512.245.2322.

Please keep in mind that all materials should be purchased within 30 days of enrollment; after 30 days, materials may no longer be available for your course.

When ordering from the online bookstore:

Allow plenty of time for textbooks to arrive before class.

Order early! You will need your textbook for the first week of class.

NOTE: Please be aware International versions of the text may differ from the Domestic (North American) version required for your course.

Course Schedule

Self-Paced Correspondence Course Setup

1. There are 5 units, and each unit will cover approximately 3 chapters from the book.
2. The course will use the tab called Modules in Canvas (left side column). The Modules tab will guide you through the following:
   1. Read the Chapter in the book.
   2. Review the PowerPoint presentation that accompanies each chapter.
   3. Watch any scheduled videos.
   4. Complete the Guided Reading questions for each chapter.
   5. Write a Reflection Essay covering the topics in the chapters covered for that unit (see description below).

Before You Begin

Make sure to complete the Course Pacing Guide. It will help you to schedule and keep track of your progress during this 6 month course. This guide is due 7 DAYS after you first sign up for the course. For access to the Pacing Guide, click on the Course Pacing Guide link below.

PSY 3333 Course Pacing Guide.docx
(https://canvas.txstate.edu/courses/1415488/files/166249853/download?wrap=1) ↓
(https://canvas.txstate.edu/courses/1415488/files/166249853/download?download_frd=1)

Topics for Each Unit

Unit 1

Guided Reading Assignments:

      Principles, Practices, and Problems

      Techniques, Tools, and Tactics

      Employee Selection Principles and Techniques

Reflection Essay covering Chapters 1, 2, and 3

Unit 2

Guided Reading Assignments:

      Psychological Testing

      Performance Appraisals

      Training and Development

Reflection Essay covering Chapters 4, 5 and 6

Unit 3

Guided Reading Assignments:

      Leadership

      Motivation, Job Satisfaction, and Job Involvement

      The Organization of the Organization

Reflection Essay covering Chapters 7, 8, and 9

Unit 4

Guided Reading Assignments:

      Working Conditions

      Employee Safety and Health Issues

      Stress in the Workplace

Reflection Essay covering Chapters 10, 11, and 12

Unit 5

Guided Reading Assignments:

     Engineering Psychology

     Consumer Psychology

     Documentary: Stress: The Portrait of a Killer

Reflection Essay covering Chapters 13, 14, and Documentary

Grading

Guided Reading Assignments – Questions from the book and the assigned videos.

- 75% of final grade (each unit is 15%)
- Answer all questions using complete sentences. Do not plagiarize the book or the powerpoint presentations.
- The Guided Readings are all short-answer questions and will take time to complete.

Reflection Essay

- 25% of final grade (each essay is 5%)—there is no final exam.
- The Reflection Essay should be about 1 page long (3-4 paragraphs). In this essay, you can discuss the topics from the chapters in the current unit and how you found them interesting. You can discuss how you have seen these topics in the real world, and you can discuss how you would deal with these topics in a work setting, etc.

Grade Distributions

     A = 89.5% - 100% (GPA = 4.0)

     B = 79.5% - 89.4% (GPA = 3.0)

     C = 69.5% - 79.4% (GPA = 2.0)

     D = 59.5% - 69.4% (GPA = 1.0)

     F < 59.5% (GPA = 0)

Communication Policy

According to "Seven Principles for Good Practice in Undergraduate Education," faculty-student contact is very important.

Accordingly, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to email me by using the Mail tool in the left navigation bar. (It is important to keep all mail related to this course contained within this Canvas site.)

My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 24 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Using Wikipedia

As a tool for scholarly research, Wikipedia can be either a grade-killer or a valuable friend, depending on who you ask and what you hope to accomplish using it. What is fairly certain is that your professor won't let you cite it in a scholarly research paper.

There are a few common reasons why you can't cite Wikipedia:

- Wikipedia is a general encyclopedia. At the collegiate or university level, your professors are looking for more than general rudimentary material. General encyclopedias usually give baseline information, the type of common knowledge that isn't usually cited. Academic subject-specific encyclopedias will often provide more scholarly and citeable information.
- There is often no way to know who is editing the entries in Wikipedia or what his or her level of expertise is.
- You cannot be sure that the content is "permanent" (although you can look at the revision history on the History page).
- You cannot be sure that the content meets standards of academic rigor. One of Wikipedia's main principles is that it strives for a neutral point of view (which it abbreviates to NPOV). This standard states that all articles should strive to "represent…all significant views on each topic fairly, proportionately, and without bias." The problem is that in any knowledge endeavor, much less a collaborative and ad hoc venture like Wikipedia, deciding what's neutral and having something reviewed for NPOV can be controversial undertakings and too uncertain to meet standards of academic rigor. However, having such a debate take place publicly on Wikipedia makes for interesting talk-page reading and for a good pros-and-cons debate.

Two other Wikipedia policies relevant to academic rigor are its verifiability and "no original research" policies.

Tips for Using Wikipedia Effectively

Use Wikipedia to get a general overview, and follow the references it provides as far as they can take you.

Look at the Discussion tab to see if the article you're reading is part of a WikiProject, meaning that a group of people who care about the subject area are working in concert on its content. They may not be

experts on the subject, but signing onto a WikiProject implies a writer has more than a casual interest in it.

If it is part of a WikiProject, see if it has been rated. Articles in WikiProjects go through a type of peer review. This is not the same type of peer review your professor talks about regarding scholarly research, but even such a limited review does at least imply that someone from the WikiProject has looked at the article at some point and assigned a quality rating to it. In any case, to be fairly sure that a Wikipedia article expresses what laypeople might need to know to consider themselves reasonably informed, look for a rating of B/A or above.

Additional Resources

You may wish to consult any or all of the following for additional help in finding and evaluating sources:

- [[**Wikipedia assignments** (http://en.wikipedia.org/wiki/Schools_and_universities_project)]]
- Wikipedia's **Neutral Point of View guideline** (http://en.wikipedia.org/wiki/NPOV)
- Wikipedia on **verifiability** (http://en.wikipedia.org/wiki/Wikipedia:Verifiability)
- Wikipedia on **original research** (http://en.wikipedia.org/wiki/Wikipedia:No_original_research) (**example** (http://en.wikipedia.org/wiki/Wikipedia:WikiProject_Africa/Assessment#Quality_scale))
- Wikipedia: **Peer review** (http://en.wikipedia.org/wiki/Wikipedia:Peer_review)
- **The Seven Steps of the Research Process** (http://www.library.cornell.edu/olinuris/ref/research/skill1.htm) . A resource designed to answer questions about evaluating sources of information.
- **Critically Analyzing Information Sources** (http://campusgw.library.cornell.edu/resrch/intro#2Findingbooks,articles,andothermater) . This resource lists some of the critical questions you should ask when you consider the appropriateness of a particular book, article, media resource, or Web site for your research.
- **Distinguishing Scholarly from Nonscholarly Periodicals: A Checklist of Criteria** (http://campusgw.library.cornell.edu/newhelp/res_strategy/evaluating/scholar.html) . This resource shows how to evaluate periodicals by looking at their format, intended audience, and appearance.
- **Evaluating Web Sites: Criteria and Tools** (http://www.library.cornell.edu/okuref/research/webeval.html) . This resource lists ways to analyze the Web sites you find.
- **Evaluating Resources and Evaluating Web Resources** (http://campusgw.library.cornell.edu/newhelp/res_strategy/evaluating/evaluate.html) . These resources, available on the Introduction to Research page at the Cornell University Library Web site, provide additional information.
- **Five Criteria for Evaluating Web Sites** (http://www.library.cornell.edu/okuref/research/webcrit.html) . This resource offers a table of suggestions.

Using Wikipedia. The Digital Literacy Project by Cornell Information Technologies. 19 May 2015.

FREE TUTORING RESOURCES

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's **Free Tutoring** **(http://www.correspondence.txstate.edu/students/tutoring.html)** page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the **Student Learning Assistance Center (SLAC)** **(http://www.txstate.edu/slac/)** on the fourth floor of Alkek Library