This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu     Email: ecampus@oregonstate.edu     Tel: 800-667-1465

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Course Name: Industrial-Organizational (I-O) Psychology  
Course Number: PSY 496/596  
Credits: 4  
Instructor name: Dr. Winston McCullough  
Instructor email: Winston.McCullough@oregonstate.edu  
Link to instructor bio or website: http://liberalarts.oregonstate.edu/users/winston-mccullough  
Office Hours/Availability: I will respond to emails and discussion boards within 24-48 hours on weekdays, potentially slower on weekends. There are no specific “office hours” for this course

PREREQS: PSY 360 (Social Psychology) or PSY 370 (Personality Psychology)

Course Description  
This course provides an overview of psychological theory, research, and interventions regarding human behavior in work settings and organizations. We will cover all of the core Industrial-Organizations Psychology ("I-O") topics, including training, employee selection, performance evaluation, work attitudes, and motivation.

PSY 496. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (4).  
Survey of psychological research and theory relevant to organizations, industry, and other work settings. Topics include training, employee selection, performance evaluation, work attitudes, and motivation. PREREQS: PSY 360 [D-] or PSY 370 [D-]

Communication  
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. I am available to discuss this course, assignments, career interests, etc. during the week. If you need to have an extended conversation or need a different time to talk to me, please set it up in advance. You can always reach me at my email address above but realize that I am not online 24/7. You can expect an email from me within 24-48 hours (maybe longer over a weekend/holiday); please don’t expect to get an answer from me if you email the night before or day of an exam.

Course Credits  
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Technical Assistance  
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
  • COURSE DEMO
  • GETTING STARTED
COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

Learning Resources

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, writing assignments, and exams. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
Students who effectively focus their study should be able to:

- Identify and Define I-O terminology
- Summarize and compare/contrast I-O theories
- Summarize I-O research findings
- Predict the real-world impact of I-O interventions
- Generate real-world and personal examples that illustrate the application of effective (or ineffective) I-O interventions in the workplace

Grad student specific learning outcome:

- Review one or more source articles cited in our textbook for the specific topic you select for each of your five Essays

Evaluation of Student Performance
Your grade for this course will consist of three components: four exams, five personal application essays, and weekly discussion board participation. The exams will be graded using the scale below.

- Exam 1 (week 2) – 50 points, 50 questions, 30-minute time limit
- Exam 2 (week 5) – 75 points, 75 questions, 45-minute time limit
- Exam 3 (week 7) – 50 points, 50 questions, 30-minute time limit
- Exam 4 (week 10) – 75 points, 75 questions, 45-minute time limit
- Five Personal Application Essays – 20 points each (weeks 3, 4, 6, 8 and 9), 100 points total
- Discussion Board Participation – 5 points each (required for all ten weeks), 50 points total
- Total – 400 points for final grade

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
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</table>
## Course Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>14 Modules/Chapters</th>
<th>Reading Assignments</th>
<th>Learning Activities (see notes below chart also)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Individual Differences &amp; Assessment</td>
<td>Module 3</td>
<td>pp. 87-154</td>
<td>Discussion Board participation, Exam 1</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>3</td>
<td>Job Analysis &amp; Performance</td>
<td>Module 4</td>
<td>pp. 155-195</td>
<td>Discussion Board participation, Personal Application Essay 1</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>5</td>
<td>Training &amp; Development</td>
<td>Module 7</td>
<td>pp. 275-313</td>
<td>Discussion Board participation, Exam 2</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>7</td>
<td>Attitudes &amp; Emotions; Stress &amp; Worker Well-Being</td>
<td>Module 9.2-9.3 Module 10</td>
<td>pp. 372-393 pp. 395-440</td>
<td>Discussion Board participation, Exam 3</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>8</td>
<td>Fairness &amp; Diversity in the Workplace</td>
<td>Module 11</td>
<td>pp. 441-472</td>
<td>Discussion Board participation, Personal Application Essay 4</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>9</td>
<td>Leadership &amp; Teams in Organizations</td>
<td>Module 12 Module 13</td>
<td>pp. 473-516 pp. 517-546</td>
<td>Discussion Board participation, Personal Application Essay 5</td>
<td>Wed &amp; Friday</td>
</tr>
<tr>
<td>10</td>
<td>Organization of Work Behavior</td>
<td>Module 14</td>
<td>pp. 547-589</td>
<td>Discussion Board participation, Exam 4</td>
<td>Wed &amp; Friday</td>
</tr>
</tbody>
</table>

**Exams** will consist of 50 or 75 multiple choice questions, in a closed book format, with time limits, as noted above. Exams 2-4 are generally not cumulative but some knowledge of prior weekly topics will serve as a foundation for later topics. Exam content will cover your readings and power point slides. Your exam will be given using the quiz tool in Canvas. Re-scheduled or make-up exams will not be given for any reason. If you do not take the exam within the scheduled time frame, a grade of zero will be assigned, no exceptions for any reason.

**Personal Application Essays** are worth 25% of your final grade. They must be submitted by 5:00 pm on the five Fridays noted above. Late submittals will not be accepted for any reason. Each essay should be succinct/brief (not more than one typed page, single-spaced, approximately 500 words or less), and address this basic question: in your personal work experience, how has a major I-O Psychology principle or intervention (from among the topics presented in the textbook for that week) effectively (or ineffectively) applied in your job/work/organizational setting? In many cases, these principles would have been informally applied (i.e., there probably was not a trained I-O psychologist directing your supervisor!); you should begin each short essay with a brief sentence or two that describes the job you held that you’re analyzing, and the setting (logistics, supervisor, peers) – for example, “As a stock-boy clerk in a grocery store in my home town, with an experienced, sensitive manager…”), and you should conclude each essay with a brief summary of the impact of the targeted principle/intervention on desired work outcomes/objectives (e.g., job satisfaction, productivity, attendance, etc.). An effective essay that earns a high grade will focus on these two objectives:

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1) clearly identify and summarize the I-O psychology theory and/or research findings you’ve chosen to focus on, from among the sub-topics in the weekly learning materials; for example, your first essay is for week three – review the topics from our text chapter 4, and decide whether you want to focus on Organizational Citizenship Behavior, Counterproductive Work Behaviors, Adaptive Performance, Job Analysis (or some facet of job analysis, which is a large topic in itself), or Job Evaluation (or some other specific sub-topic from week 4 materials); and

2) insightfully describe how that sub-topic applies to your personal work/organizational experience. Check out the definition of “Organization” (text, p. 549) – it could include a social club, sports team or other non-“work/job” experience, as well as a formal employment situation you’ve experienced.

Students enrolled in PSY 596 (Masters level), should aim for 2 full pages (~1,000 words) and include more extensive integration with relevant theory and research results from our text and other class materials, for each of the five Essays. You also need to include a short summary of one of the source articles referenced in our textbook that specifically relates to the Essay sub-topic you select.

**Online Discussion Board Participation** is required for each of the ten weeks of the course. Receiving full credit for each week will require you to post two “substantial contributions/entries” for each of the ten weeks during the semester. By “substantial” I do NOT mean lengthy or complex – I simply mean contributing a brief insight, application, question, response to another’s comment, etc. that reflects your learning of the “substance” of this course. So an entry like “wow, I see what you mean, lol!” does not count as a substantive comment.

While there is great flexibility in online courses, this course is not self-paced. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second (and more) post(s) due by the end of each week (Friday evenings). 12.5% of your final grade is based on your discussion board participation – you will receive a maximum of 5 points (or partial credit) for each of the ten weeks of the semester, for a total of 50 points towards your final grade (as outlined above).

There are generally multiple differing but valid perspectives on the issues we’ll discuss. So you can feel free to debate a point made in our learning materials, made by a fellow student, or made by me, as long as your tone is respectful and you support your comments with logic, theory, and/or research evidence related to the discussion.

**Course Policies**

**Incompletes**
An Incomplete (I) final grade will be granted only in extreme emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), at the instructor’s discretion, and if the student has already turned in 80% of the points possible (in other words, usually everything but the final exam). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

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Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, experiences, and perspectives.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of respectful healthy debate is encouraged.

**Statement Regarding Students with Disabilities**
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Accessibility of Course Materials**
All materials used in this course are accessible with the exception of weekly overview videos. If you need to do so, please request the transcripts from your instructor or if you require further accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

   (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.