

SEMINAR IN PERSONNEL PSYCHOLOGY

PSYC 573

Fall 2021; Online – Asynchronous... Mostly...

Instructor:

Dr. Joel T. Nadler

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Office Hours: All week by appointment

Textbook:

Cascio, W.F. & Aguinis, H. (2011). *Applied Psychology in Human Resource Management* (7th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0-13-609095-3

Readings available on-line through the library website
(<https://vufind.carli.illinois.edu/vf-sie/Search/Reserves>)

Welcome: Welcome to PSYC 573 Personnel Psychology I. All required parts of this course will be conducted **entirely online**, which means you do not have to be on campus to complete any portion of it. I will work very hard to help you feel connected to your colleagues, even though you may never actually meet in person! This online course will require you to carefully organize your time and your work to avoid getting behind. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. I will do all I can to assist you with this, but the responsibility is ultimately yours! Be sure to contact me immediately with any concerns about the course or your progress through it.

Bio: Hello, I am Joel T. Nadler. I am a Professor of I/O psychology in the Department of Psychology at SIUE. I teach classes at SIUE including Industrial/Organizational Psychology, Personnel Psychology, Organizational Development, and Employee Selection. I also work as an organizational consultant and I have worked with organizations on areas such as organizational climate and culture, survey development, performance appraisal, program evaluation, needs assessment, leadership development, organizational change and development, and study design and methodology.

My primary research interests are in gender bias in selection and performance appraisal, sexual harassment, organizational attractiveness, adverse impact (EEO law), and assessing inclusive diversity practices. Additionally, I have expertise in advanced measurement, design and statistical techniques. My research has been published in journals such as *Industrial Organizational Psychology: Perspectives on Science and Practice*, *Sex Roles*, *Social Issues and Policy Review*, *Journal of Applied Social Psychology*, *American Journal of Evaluation*, and *the Journal of Leadership and Organizational Studies*.

Outside of my professional interests I enjoy cycling, traveling, running, motorcycling, music, science fiction, and horses. I am looking forward to making this online course a valuable and

professionally rewarding experience for you and welcome any question you have. Email is the best way to get a hold of me and I will be checking my emails regarding this class multiple times a day.

Course Description:

This is a graduate-level survey course designed to introduce the theory and practice of Personnel Psychology. Students should develop a broad knowledge of the topic which will be further developed in subsequent, more specialized courses. Topics to be covered include legal issues, job analysis, recruitment, utility analysis, performance appraisal, and selection validation.

Course Objectives:

Upon completion of this course, students should:

1. know the functions of Human Resource Management,
2. know the history of Personnel Psychology,
3. know the legal issues affecting the practice of Personnel Psychology,
4. know the theory of criteria and methods of performance measurement,
6. be able to conduct a job analysis,
7. know the methods of measuring and validating measures of individual differences,
8. be able to read and discuss a journal article, and
9. understand some of the challenges and opportunities of the field of Personnel Psychology

Grading:

Grades will be based on the following activities and any other assignments throughout the semester:

Exam 1	100 points	Research Paper Presentation	25 points
Exam 2	100 points	Research paper	50 points
Exam 3	100 points	Job Analysis	50 points
Applied Project	75 Points	Discussions (10)	100 points

The following grading scale will be used:

90%-100%	A	60%-69%	D
80%-89%	B	Below 60%	F
70%-79%	C		

Testing:

There will be three exams. These exams will cover readings and class material. The exam format will be a combination of short answer questions and essays. The short answer questions will be fill-in-the-blank type questions or brief responses to questions. The essays will ask you to integrate material from lectures, articles, and the textbook. Be sure to cite your sources. Your responses should be in essay format with sentences and paragraphs.

Exams will be posted the week they are due and are open book/open notes and you will have the week (Monday- Friday) in which to take the test. However, once you do start a test they

will be timed and you have 3 hours to complete the test once you start, so make sure you have 3 uninterrupted hours available before starting a test.

Research Paper

You will be writing a literature review with a short new study proposal section for this class. The guidelines are below.

Format

There is no required page length for your paper. However, I suspect that you will not be able to do an adequate job in less than ten pages. Your paper must be written in APA format. Your paper should be divided into subsections using subheadings. Also strong introductory and summary paragraphs will strengthen your paper's organization.

Research

Your paper should be based on relevant and current research. A good place to start is the *APA Handbook of Industrial/Organizational Psychology*. Some of the journals for the field include: *Personnel Psychology*, *Journal of Applied Psychology*, *Academy of Management Review*, *Journal of Vocational Behavior*, *American Psychologist*, *Journal of Business and Psychology*, *Psychological Bulletin*, *Journal of Personality and Social Psychology*, *Human Resource Management Journal*, *Journal of Management*, etc.

Literature Review

Choose a topic of interest to personnel psychologists. Some examples include: 360-degree feedback, honesty testing, assessment centers, drug testing, personality testing, competency modeling, recruitment, interviewing, use of technology, sexual harassment, Americans with Disabilities Act, Affirmative Action, training design, etc. Your paper should summarize the relevant research studies and theory on your topic and highlight the landmark and recent research and the practical implications in this area. Your literature review paper will be graded using the Literature Grading rubric.

Due Dates

Your presentations due date is listed below in the class schedule. Your paper will be due on the same day as your presentation. There will be a penalty for late papers. If your paper is late, 10 points will be deducted for each day that it is late. Do NOT submit your paper late.

Class Presentation

Each person will create a brief (15-20 minute) online presentation of his/her paper. You may want to use PowerPoint slides with recorded voice overs or video yourself making the presentation. You can also upload handouts if appropriate. There will also be a discussion forum based on your presentation and you should provide 1-2 discussion questions for your fellow students and then monitor and respond to their posts the week after you post your presentation. The presentation rubric will be used to assess the presentation.

Job Analysis Project

You will be conducting job analyses as a part of this class. The job analysis should include examining background research (e.g., O*NET), observing/interviewing an incumbent and administering a job analysis task inventory. Results of your job analysis should be presented in the form of a technical report summarizing the job analysis process and results. Appendix 1 should be an updated job description summarizing the tasks and knowledge, skills and abilities (KSAs) involved in the job and Appendix 2 should be a list of critical incidents and notes.

This assignment will be submitted online and rubrics and additional information will be posted online.

Article Reviews

For each article there will be one student assigned to 'lead' the online discussion. This lead will create a one sheet summary of the article and based on the one sheet upload a ~5-minute summary, the one sheet, and 2-3 discussion questions by the initial due date. All remaining students are then expected to make at least 2 comments address the discussion questions or other students' comments. The lead should answer and clarify any questions that come up during the discussion. All discussion posts should be completed within 3 days of the lead's initial post.

Lead

- 1) Create a "One Sheet" regarding the article covering Purpose, Method, Results, Main Points (takeaways), and Practice. See example (do not feel constrained to this format and each article may lend itself to more or less of each section. The Primary focus should be explaining 1) what was done (so how did the authors support their findings), 2) the main findings, and 3) the practical implications.
- 2) Prepare a ~5 minute recorded presentation based on the "One Sheet"
- 3) Prepare a series of 2-3 discussion questions with the aim of 1) further illustrating key concepts (with a focus on methodology, practice, or both), and 2) initiate interactive conversation or interaction from your fellow students.

Non-Leads

- 1) Respond directly to specific discussion questions and/or other students' comments. You need to make a minimum of 2 posts and they should be somewhat detailed additions to the conversation. A typical comment should identify the question or concept you are commenting on, restate in your own words what is the issue or concept, and then detail your own thoughts, experience, or examples. A good discussion post should stand by itself and not need the original post to make sense.

Applied Project

This class will include a real-world project working as external consultants to a Fortune 500 company. This project will be conducted in teams and will likely span the semester. All final products will be fully reviewed by the instructor prior to being submitted to the client.

This semester's project will be working with the HR Analytics department of the pharmaceutical company Eli Lilly. We will be examining a large dataset ($n = 1000+$) consisting of current employees who either chose the *Leadership Insights* report (leadership feedback) or the *Styles* report (individual contributor feedback). The dataset will be formatted via Excel, where 1 row = 1 employee. Data will include all available scores ("aspect" scores + dimension scores if available) as well as all related HR-type information such as tenure, function, business unit, etc.

The client is interested in various questions. Though validation is not required/needed, they would like to examine a general "profile" of an employee, as well as any interesting differences between demographic and business groups. Findings will be in the form of a technical report and a PowerPoint presentation.

The client will provide access, support, dataset, sample 'branded' reports, and Non-disclosure forms for all students.

Tentative Course Schedule

Week 1 Introduction to the Course August 26

August 26 10:30am CST ZOOM Meeting: <https://siue.zoom.us/j/98910234545>

Cascio & Aguinis (2005) Chapter 1 & 3

Week 2 Legal Issues September 2

Cascio & Aguinis (2005) Chapter 2

Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a Facebook-based assessment. *Journal of Management*, 42(7), 1811-1835.

Lead's (Marcus Washington) Post due September 2 by 11:59pm CST, Discussion closes at 11:59pm CST September 8

King, E. B. & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. *Personnel Psychology*, 63(4), 881-906.

Lead's (Dylan Zimmerman) Post due September 2 by 11:59pm CST, Discussion closes at 11:59pm CST September 8

Week 3 Job Analysis September 9

Cascio & Aguinis (2011) Chapter 9

Chung-Yan, G. A., Schat, A. C., & Cronshaw, S. F. (2019). Are Consensus Ratings of Functional Job Analysis Scales More Reliable than Ratings Made by Independent Raters?. *Personnel Assessment and Decisions*, 5(1), 83-89.

Lead's (Jacob Gallagher) Post due September 9 by 11:59pm CST, Discussion closes at 11:59pm CST September 15

Dierdorff, E. C. & Morgeson, F. P. (2009). Effects of descriptor specificity and observability on work analysis ratings. *Personnel Psychology*, 62 (3), 601-628.

Lead's (Natalie Blaise) Post due September 9 by 11:59pm CST, Discussion closes at 11:59pm CST September 15

Week 4 Criteria September 16

Cascio & Aguinis (2011) Chapter 4

Kaplan, S. Bradley, J. C., Luchman, J. N., & Haynes, D. (2009). On the role of positive and negative affectivity in job performance: A meta-analytic investigation. *Journal of Applied Psychology*, 94(1), 162-176. 6

Lead's (Kendra Clark) Post due September 16 by 11:59pm CST, Discussion closes at 11:59pm CST September 22

Connelly, B. S., McAbee, S. T., Oh, I. S., Jung, Y., & Jung, C. W. (2021). A multirater perspective on personality and performance: An empirical examination of the trait–reputation–identity model. *Journal of Applied Psychology*, Online publication <http://dx.doi.org/10.1037/apl0000732>

Lead's (Bryce Balusek) Post due September 16 by 11:59pm CST, Discussion closes at 11:59pm CST September 22

Week 5 September 23

September 23 10:30am CST ZOOM Meeting: <https://siue.zoom.us/j/99896603807>

Study Guide Test 1 Posted September 23

Campion, M.A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G.M., & Odman, R.B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology*, 64(1), 225-262.

Lead's (Graham Haven) Post due September 23 by 11:59pm CST, Discussion closes at 11:59pm CST September 29

Week 6 Test 1 September 30 Test Opens at 12:01am CST September 30 and due by 11:59pm CST October 6 – 3 hour time limit

Week 7 Performance Appraisal October 7

Cascio & Aguinis (2011) Chapter 5

Doldor, E., Wyatt, M., & Silvester, J. (2019). Statesmen or cheerleaders? Using topic modeling to examine gendered messages in narrative developmental feedback for leaders. *The Leadership Quarterly*, 30(5), 101308.

Lead's (Chiadi Kanu) Post due October 7 by 11:59pm CST, Discussion closes at 11:59pm CST October 13

Culbertson, S. S., Henning, J. B., & Payne, S. C. (2013). Performance appraisal satisfaction: The role of feedback and goal orientation. *Journal of Personnel Psychology*, 12(4), 189-195

Lead's (Jessica Quast) Post due October 7 by 11:59pm CST, Discussion closes at 11:59pm CST October 13

Week 8 Measuring and Interpreting Individual Differences October 14

Cascio & Aguinis (2011) Chapter 6 Lecture Posted October 14

Van Iddekinge, C. H., Aguinis, H., Mackey, J. D., & DeOrtentiis, P. S. (2018). A meta-analysis of the interactive, additive, and relative effects of cognitive ability and motivation on performance. *Journal of Management*, 44(1), 249-279.

Lead's (Marcus Washington) Post due October 14 by 11:59pm CST, Discussion closes at 11:59pm CST October 20

Kantrowitz, T. M., & Dainis, A. M. (2014). How Secure are Unproctored Pre-Employment Tests? Analysis of Inconsistent Test Scores. *Journal of Business and Psychology*, 29(4), 605-616.

Lead's (Dylan Zimmerman) Post due October 14 by 11:59pm CST, Discussion closes at 11:59pm CST October 20

Week 9 Validation October 21

Cascio & Aguinis (2011) Chapter 7

Djurdjevic, E., Stoverink, A. C., Klotz, A. C., Koopman, J., da Motta Veiga, S. P., Yam, K. C., & Chiang, J. T. J. (2017). Workplace Status: The Development and Validation of a Scale. *The Journal of applied psychology*, 102(7), 1124-1147.

Lead's (Jacob Gallagher) Post due October 21 by 11:59pm CST, Discussion closes at 11:59pm CST October 27

Week 10 October 28 (EC for costumes)

Study Guide Test 2 Posted October 28

Kell, H. J., & Lang, J. W. (2017). Specific abilities in the workplace: More important than g?. *Journal of Intelligence*, 5(2), 13.

Lead's (Natalie Blaise) Post due October 28 by 11:59pm CST, Discussion closes at 11:59pm CST November 3

Paper Presentations Graham Haven and Marcus Washington. Paper and Presentation due October 25 by 11:59pm CST. Open discussion closes November 1 at 11:59pm CST.

Job Analysis Technical Report Due by 11:59pm CST October 30

Week 11 Test 2 November 2 Test Opens at 12:01am CST November 4 and due by 11:59pm CST November 10 – 3 hour time limit

Week 12 Recruitment November 11

November 11 10:30am CST ZOOM Meeting: <https://siue.zoom.us/j/91775499779>

Cascio & Aguinis (2011) Chapter 11

Earnest, D. R., Allen, D. G., & Landis, R. S. (2011). Mechanisms linking realistic job previews with turnover: A meta-analytic path analysis. *Personnel Psychology*, 64, 865-897.

Lead's (Kendra Clark) Post due November 11 by 11:59pm CST, Discussion closes at 11:59pm CST November 17

Swider, B. W., Harris, T. B., & Gong, Q. (2021). First impression effects in organizational psychology. *Journal of Applied Psychology*.

Lead's (Bryce Balusek) Post due November 11 by 11:59pm CST, Discussion closes at 11:59pm CST November 17

Paper Presentations Natalie Blaise. *Paper and Presentation due November 8 by 11:59pm CST. Open discussion closes November 15 at 11:59pm CST.*

Week 13 Screening November 18

Cascio & Aguinis (2011) Chapter 12

Pinto, L. H., & Ramalheira, D. C. (2017). Perceived employability of business graduates: The effect of academic performance and extracurricular activities. *Journal of vocational behavior*, 99, 165-178.

Lead's (Graham Haven) Post due November 18 by 11:59pm CST, Discussion closes at 11:59pm CST December 1

Paper Presentations Jacob Gallagher & Jessica Quast. *Paper and Presentation due November 15 by 11:59pm CST. Open discussion closes November 29 at 11:59pm CST.*

Week 14 Decision-making December 2

Cascio & Aguinis (2011) Chapter 14

Roulin, N., & Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. *Personnel Psychology*, 72(2), 187-211.

Lead's (Chiadi Kanu) Post due December 2 by 11:59pm CST, Discussion closes at 11:59pm CST December 8

Paper Presentations Kendra Clark and Bryce Balusek. *Paper and Presentation due November 29 by 11:59pm CST. Open discussion closes December 6 at 11:59pm CST.*

Week 15 December 9

December 9 10:30am CST ZOOM Meeting: <https://siue.zoom.us/j/93136637892>

Study Guide Test 3 Posted December 9

Winkler, S., Konig, C. J., & Kleinmann, M. (2010). Single attribute utility analysis may be futile, but this can't be the end of the story: Causal chain analysis as an alternative. *Personnel Psychology*, 63, 1041-1065.

Lead's (Jessica Quast) Post due December 9 by 11:59pm CST, Discussion closes at 11:59pm CST December 15

Paper Presentations Chiadi Kanu and Dylan Zimmerman. *Paper and Presentation due December 6 by 11:59pm CST. Open discussion closes December 13 at 11:59pm CST.*

Week 16 Test 3 Test Opens at 12:01am CST December 9 and due by 11:59pm CST December 16 (THURSDAY) – 3 hour time limit

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Accommodations for Disabilities: Notify the professor immediately of any needed accommodations for documented disabilities at the beginning of the course. If you are expecting accommodations at any time in this class, you must speak Disability Support Services in the Student Success Center in Rm 1270 (650-3726) before you need accommodations. Also, According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

The Psychology Department's Policy on Incomplete Grades: It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

Tips for Communication:

General Rules

- Make your messages easier to read by making your paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- *Asterisks* surrounding a word can be used to make a stronger point.
- Use the underscore symbol before and after the title of a book, (i.e., _Green Eggs and Ham_)
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. When being humorous, use emoticons to express humor. (tilt your head to the left to see the emoticon smile) :-) = happy face for humor
- Never give your user ID or password to another person. System administrators that need to access your account for maintenance or to correct problems will have full privileges to your account.

Group Communication

- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others.
- Remember that there's a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize her or his post.
- When posting a question to the discussion group, request that responses be directed to you personally. Post a summary or answer to your question to the group.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.
- Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- Use your own personal Email account, don't subscribe using a shared office account or a friend's account.

Individual Communication

- If you want to get in touch with only one person in the class, send a message to that individual's email address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it's going to the intended location (person or group). It can be very embarrassing if they reply incorrectly and post a personal message to the entire discussion group that was intended for an individual.

Technology requirements:

Blackboard: You will participate in the course using SIUE's course management system called Blackboard that can be found at <https://bb.siue.edu> . You will need your SIUE e-id to access Blackboard. If you do not have an eid, you can find out how to sign up for one at http://www.siue.edu/its/eid_support.shtml.

If you have questions about using Blackboard tools, you can get answers within the course by clicking on "Help," at the top of the page and entering the name of the tool in the search criteria field. You can also check the ITS Student Resources at <http://www.siue.edu/its/bb/>. More information about using

Blackboard is provided in the Course Policies and Procedures section of this syllabus.

I am just the instructor for this course. I cannot guarantee that I have the answers to help you fix problems with the technology. If you have problems with Blackboard, please contact ITS at SIUE. 618-650-5500 or help@siue.edu

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):
<http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Technology capabilities:

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy I mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer.

Students are expected to:

- know how to create documents in Microsoft Word and upload files to the computer in cases where papers need to be turned in via Blackboard Assignment in the online course
- open and reply to email messages both electronic email and messages (within the course).
- have a university email address and check it regularly.
- know how to move between multiple internet windows, so you can open the learning module, move to the discussion board and the journal; then, go back to the learning module with no problem.
- reach out to tech support staff when issues arise and troubleshoot to resolve problems.

SIUE Psychology Department Twitter: By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

SIUE Psychology Department Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your ***graded written assignments fail to meet the basic writing requirements*** listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with a **grade of zero**.

Subject to change notice:

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change. I reserve the right to change the format, dates of assignments, discussion topics and/or dates, and other items discussed in this syllabus. You also have the right to suggest a change if doing so increases your ability to learn and be successful in this class.

Academic Services and Support

Writing Center

MUC –Student Success Center 1254

618-650-2045

http://www.siu.edu/is/writing/location_hours.shtml

Computer Labs

Lab Location and Availability posted online

<http://www.siu.edu/its/labsclassrooms/sum09reg.shtml>

Lovejoy Library

618-650-4636

<http://www.siu.edu/lovejoylibrary/>

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 with any technical concerns. Lovejoy Library Room 0005, help@siu.edu

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able

to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.