



Syllabus for PSYC 320-WS1
Introduction to I/O Psychology
Department of Psychology
Spring 2026
12/15/2025—1/4/2026

ABOUT THE INSTRUCTOR

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ABOUT THE COURSE

Course Description

Industrial/organizational (I/O) psychology is the scientific study of the workplace. Psychological knowledge and methodology are used to study relevant business issues including but not limited to employee and organizational assessment, selection, training, performance, development, behavior, satisfaction, leadership, and work-life balance. I/O psychology utilizes scientific rigor to maximize the economic and psychological well-being of employees and their organizations. This course combines lecture and hands-on experiences to gain a sophisticated understanding of the theories and research that guide I/O practice, and practical knowledge of how I/O activities are conducted. This course concentrates heavily on the science and practice of I/O for human resource activities, but some time will be devoted to issues of organizational psychology.

Prerequisite Knowledge and Credit Hours

Undergraduate level PSYC 111 Minimum Grade of D

Course Goals and Objectives

When you have completed this course, you should be able to do the following:

1. Identify the roles and responsibilities of I/O psychologists in various organizational settings.
2. Interpret foundational theories, principles, and practices in I/O psychology.
3. Apply I/O psychology principles to analyze personal experiences in different types of organizations.
4. Critically assess the social, legal, and ethical contexts of staffing decisions, including recruitment, selection, performance management, and employee development.

5. Evaluate strategies for stress management, employee well-being, work/family balance, and the impact of environmental factors on workplace psychological health.
6. Effectively communicate ideas and research using peer-reviewed academic and professional publications.
7. Examine the roles of motivation, leadership, and job satisfaction in improving workplace productivity and engagement.
8. Understand the dynamics of group behavior and teamwork and their effects on organizational performance.
9. Analyze the impact of diversity, equity, and inclusion initiatives, and strategies for fostering inclusive work environments.
10. Explore the influence of organizational structure, culture, and change management on employee behavior and performance.
11. Assess employee performance evaluation methods, including appraisals and feedback systems.
12. Investigate the role of technology and automation in shaping modern organizational practices and employee roles.
13. Compare various leadership, management, and decision-making approaches within organizations.

Course Textbook

The course textbook is available on Blackboard:

- Landy, F. J., & Conte, J. M. (2016). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology* (5th Ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

COURSE REQUIREMENTS

Enrollment in this course signifies a student's agreement to abide by the policies described on the remaining pages.

Course Activities/Assessments

Participation – Our classroom environment must promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions promptly consistent with the requirements contained within the course syllabus and discussion rubric.

Blackboard - Important information, including announcements, grades, and course materials, will be posted on Blackboard. All assignments must be submitted through Blackboard; the instructor will not accept e-mailed assignments or links to assignments. Submit text or a file,

either a .doc, .docx, or .pdf. For the best experience, use Firefox or Chrome on a desktop or laptop computer to access Blackboard at <https://bb.siue.edu>. Do not use the downloadable Blackboard app, Safari browser, or a smartphone or tablet, as these may cause issues with displaying or submitting assignments properly. If Blackboard is inaccessible when submitting assignments, try a different browser (e.g., Firefox or Chrome) and then try a different device (e.g., tablet, smart phone, or a computer at SIUE's Lovejoy Library). If the issue persists, email ITS immediately and CC the instructor. If ITS confirms that Blackboard is/was the issue, assignment extensions commensurate with the amount of time Blackboard was inaccessible will be granted to the entire class.

Online Discussions - You will participate in several discussions that require you to incorporate course content, think critically about the content, and consider alternative viewpoints and explanations. These discussions will also help you stay connected to your peers and the instructor in an asynchronous course like this one.

- **Due Thursday:**
 - Post your initial response on the discussion board by 11:59 PM CST on Thursdays. Demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences.
 - Be sure to incorporate information from the course materials to support your work. Include APA-style in-text citations and a list of references; at a minimum, you should cite the textbook and/or course materials every time you mention information you learned from them. See the "Learn About APA Style" page on the "About This Course" tab for help with APA-style citations and references.
 - Body of the response: "Authoritarian managers are defined as "[insert direct quote]" (Daft, 2023, p. 3)."
 - Entry in the list of references: "Daft, R. L. (2023). *The leadership experience* (8th ed.). Stamford, CT: Cengage Learning."
 - Note that the instructor will grade your first post. Please do not post a blank response in order to see other students' replies.
 - Do not include the question prompts. It will artificially inflate your similarity score.
- **Due Saturday:** Then, comment on at least two of your classmates' posts on the discussion board by 11:59 PM CST on Saturdays (except for Week 8, when it is due on Friday). Again, demonstrate your understanding of the material, as well as your facilitation skills. Use at least 50 words per response and consider the following questions when crafting each response:
 - How did this post impact your attitudes?
 - Do you agree? If so, with what specifically? Why do you agree?
 - Do you disagree? If so, with what specifically? Why do you disagree?
 - How does this post support or contradict what we have learned in the class?
 - What additional insight might you be able to share?
 - What questions do you have for the author?
 - How can you continue this conversation and learn more about the author's perspective?

- **Due Sunday:** Finally, return to your original post and respond to your classmates' comments and questions by 11:59 PM CST on Sundays (except for Week 8, when it is due on Friday). By reciprocating others' interest in your ideas, we establish a productive norm that will benefit the entire class throughout the semester.

You can find detailed instructions and grading rubrics for the discussions on Blackboard on the "About This Course" page. Missed/late discussion posts, comments, and replies are subject to the "Missed/Late Assignments Policy" below.

Online Quizzes - After reading the assigned chapters and reviewing the lecture materials, you will use Respondus Lockdown Browser to take a quiz. This assessment aims to assess your understanding of the assigned readings and lectures. Quizzes will be posted on Blackboard on the first day of class (i.e., in-person versions of these quizzes are not available). You will complete a total of 14 quizzes, each with 10 multiple-choice and true/false questions. You will have 45 minutes to complete each one, and once started, you must finish it in one sitting. If you are idle for too long, the quiz will close and will not be reopened. Do not attempt to complete the quizzes while working or completing other tasks. All questions will be presented at once, allowing you to review and adjust your answers before submitting. If the timer runs out, your answers will be submitted automatically. Each quiz must be completed by the due date; late quizzes will not be accepted under any circumstances.

Project – In this project, you will apply your knowledge of I/O psychology by analyzing a fictitious organization, identifying an underlying problem, and designing a training program to address it. The project is divided into three parts, culminating in a brief APA-style report. This assignment allows you to develop key skills relevant to the work of an I/O psychologist, such as problem identification, literature review, and program evaluation.

- Part 1: Describe a fictitious organization and clearly define a specific problem.
- Part 2: Research the problem, examining how it has been addressed in past studies.
- Part 3: Design a half-day training program to resolve the problem, informed by your research, and include an evaluation plan to assess the program's effectiveness.

Detailed instructions can be found on the "About this Course" page on Blackboard. Missed/late discussion posts, comments, and replies are subject to the "Missed/Late Assignments Policy" below.

Note: If your submission appears to have been generated or polished using AI, I will require you to rewrite it in your own words. These projects will be shared with professionals outside of this class, including the Director of the INTG program and potential employers. I will not risk my professional reputation by allowing AI-generated or AI-polished work to be distributed beyond this classroom. The late policy will apply to your re-submission.

Online Class Behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.

- **Communicate** effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology Requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#). Students in this course need access to:

- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts,
- [Microsoft Office 365 \(Word and PowerPoint\)](#),
- [Zoom video conferencing](#), and
- [Respondus Lockdown Browser](#).

Students in this course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Follow APA style guidelines (see the "Learn About APA Style" section of the "About This Course" page on Blackboard),
- Attach files to emails or course areas, and
- Navigate websites and course materials.

Additional guidance for taking online courses can be found [here](#).

COURSE AND UNIVERSITY POLICIES

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and

Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Course Modality

The Department of Psychology follows a policy that requires faculty to teach courses in the modality for which they were designed. Specifically, "All psychology faculty are required to provide the majority of instruction to all students enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course."

By remaining enrolled in this online course, students acknowledge that the course content is developed for online delivery and that they are committed to completing the course as outlined in this syllabus. Continued enrollment in this course affirms that students understand that in-person options are not available. Students who wish to take the course in person are expected to disenroll from this online section and enroll in a section designed for in-person learning, as designated by the university.

Missed/Late Assignments Policy

The instructions for all the assignments will be available on Blackboard on the first day of class. You are encouraged to work on these assignments as soon as possible and submit them before the due date. Do not wait until the due date to start working on your assignments.

Because quizzes are available for at least 7 days or more (i.e., all are available at the start of the course), missed quizzes cannot be made up. Please do not request to make up these missed assignments.

Missed/late discussions or project assignments will forfeit 25% of the total points each day they are late. No submissions will be accepted after the course ends. They are considered late if they are submitted even one second after the deadline. For example, if an assignment is due at 11:59 PM, submitting it at 11:59:01 PM will be counted as late. Submission times will be determined by Blackboard timestamps. Emergencies (such as technology issues or illness) do not exempt students from this policy. To avoid issues, please plan ahead and submit written assignments and the project as soon as possible, before the due date. Do not wait until the last minute.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

If you need to miss many classes due to illness, personal issues, or other reasons, and cannot meet assignment deadlines, it is strongly recommended that you withdraw from this course. You can reenroll in a future semester when you can fully participate and perform at your best. By remaining enrolled in this course, you acknowledge that the late work and other related policies will apply in all circumstances. For information about course withdrawal deadlines and the Department of Psychology Policy on Incomplete Grades and Withdrawal, please refer to the appropriate section in the syllabus.

Intermittent/Extended Absences Accommodation Policy

It is not necessary to complete an Access Extended/Intermittent Absence Form for this course. The text of this section will serve as the agreement for students who receive this accommodation. If Access requires the submission of such a form, the policy text in the syllabus shall prevail and supersede any agreement on the form. An intermittent/extended absences accommodation formally recognizes that students may experience "consecutive or recurring absences" as documented by Access. This accommodation does not allow assignments to be submitted after deadlines. The instructor reserves the right to decline such requests. In addition, the instructor reserves the right to require additional documentation (e.g., hospital admission paperwork) for more than one missed quiz in a semester. Students who anticipate missing many days/assignments are encouraged to postpone enrollment until a semester when they are better able to participate and perform at their best. Students who receive this accommodation and miss class are responsible for the steps outlined in the "Missed/Late Assignments Policy" section above.

Testing Accommodations/Extended Time Policy

Some students may be approved for extended testing time by Access. Once the instructor receives the request, they will add the extension to all quizzes and tests.

Grading

Your final letter grade will be determined by your performance on the following assignments:

| Learning Assignments | Course Outcomes | Points | % of Final Grade |
|---|-----------------|------------|------------------|
| 1. Class Discussions (9 @ 20 points each) | 1-13 | 180 | 45.6 |
| 2. Quizzes (14 @ 10 points each) | 1-13 | 140 | 35.5 |
| 3. Project | 1-13 | 75 | 19.0 |
| 3a. Part 1 | | 25 | |
| 3b. Part 2 | | 25 | |
| 3c. Part 3 | | 25 | |
| TOTAL POINTS | | 395 | 100 |

Grading Scale

Final letter grades are based on the total points earned as shown in the following grading table:

| Grade | | % | Points | Description |
|-------|---|--------|-------------|-------------|
| A | = | 90—100 | 355.5—395.0 | Excellent |
| B | = | 80—89 | 316.0—355.4 | Good |

| | | | | |
|---|---|-------|-------------|--------------|
| C | = | 70—79 | 276.5—315.9 | Satisfactory |
| D | = | 60—69 | 237.0—276.4 | Poor |
| F | = | 0—59 | 0—236.9 | Failure |

Grading Rubric[s]

Grading rubrics can be found on Blackboard.

Feedback and Grading

Assignments will be graded in the order they are submitted to Blackboard. Most grades will be posted within one week of the due date. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see the instructor's detailed written feedback, including suggestions for improvement, and the grading rubric scores.

All grading discrepancies must be discussed via Teams within 1 week of the grade being posted. Start by emailing the instructor with the date and time you would like to meet during regular business hours and outline why your work warrants a regrade. If your request is approved, the instructor will regrade the assignment. Note that a regrade does not guarantee point adjustments.

Other grading policies are as follows:

- Occasionally, the instructor may offer extra credit opportunities to the whole class. Sometimes these opportunities will be announced in advance on Blackboard, such as research participation. Other times, these opportunities may be spontaneous, in-person class participation activities that cannot be replicated or made up at a later date/time.
- Please do not ask for individualized extra credit. The instructor may deduct points from students who ask.
- Please do not request rounding or curving. The instructor may deduct points from students who ask.
- Please do not resubmit an assignment after it has been graded; the instructor will grade one submission per student per assignment.

Academic Integrity/Plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person.

Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code.

The use of artificial intelligence (AI) tools and applications (such as ChatGPT) to generate content for course assignments and assessments is prohibited and violates SIUE's academic

policy. Any such use will be considered academic misconduct in this course. Plagiarism and AI detection software may be used to analyze submitted work.

Here's how we'll handle it:

- If I suspect your work is AI-generated or AI-polished, you will have **48 hours** to rewrite and resubmit it in your own words.
- If you do not resubmit within that timeframe, I will deduct **half of the total points** for the assignment.
- On discussion boards, you may also **downvote posts** that you suspect are AI-generated or overly polished. Voting is anonymous. No one, not even I, will know you downvoted. This helps us maintain genuine conversations.

My goal is not to punish but to protect the value of your work and to make sure you leave this class with real skills you can use in your career.

Students are not permitted to submit work previously produced for other courses, whether it is from the same course in a different semester or a different course entirely. Submitting work from previous courses will be treated as academic misconduct.

Turnitin

This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. Review the similarity report after every submission. If your score is more than 0%, edit your response and resubmit. Plagiarized submissions will receive a zero, and the instructor will file a report of academic misconduct. [Find out more about using Turnitin.](#)

Recordings of Class Content

Video, photographic, and audio recordings of class sessions are prohibited. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student who has missed class due to illness or quarantine. As such, students are reminded that 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.siu.edu/policies/3c1.shtml>.

Email Etiquette

Before emailing the instructor, check the syllabus and then Blackboard for answers to your questions. When emailing the instructor, please include the following information in complete, coherent sentences:

- A formal greeting,
 - Do not use the instructor's first name, "Hey", or other unprofessional jargon.
- Your first and last name,
- Your course name and section number, which can be found at the top of this syllabus, and

- Your specific question, which cannot be answered by the syllabus, Blackboard, or course materials.

Please avoid emailing your assignments to the instructor, requesting to make up written assignments (which is not allowed as the instructions are available on the first day of class and you can work on them in advance), and requesting individual extra credit.

Classroom Distractions

Students have the right to a classroom environment free from distractions that may hinder their ability to learn, including disruptions caused by fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, which may occur in front of the entire class.

Students who feel that such feedback may lead to embarrassment or frustration are encouraged to be mindful of their behavior to avoid the need for such interventions. In cases of extreme or repeated disruptions, students may be referred to the Department Chair or the Office of Student Conduct

Diversity and Inclusion

SIUE is always committed to respecting everyone's dignity. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit

Policies and Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

ADDITIONAL SUPPORT

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and the instructor supports a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling 618-650-2842.

Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a

coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

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](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer.
- Do not use a mobile device, such as a phone or tablet.
- Read the instructions and directions carefully.
- Be prepared to complete the assessment in the allotted time.

PSYCHOLOGY DEPARTMENT POLICIES

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.siue.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.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure 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.siue.edu/education/psychology/plagiarism.shtml>.

Psychology Department's Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/policies/table-of-contents/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Psychology Department's 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; and
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it 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 (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

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 based on 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.

COURSE SCHEDULE

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.

| Day | Dates | Topic | Tasks for the Day | Due Date* |
|-----|--------------|---------------------------------------|---|--------------|
| 1 | Mon, 12/15 | Overview of I/O Psychology | <ul style="list-style-type: none"> • Review the "About This Course" page • Read Chapter 1 • Review Lecture 1 slides and videos • Submit Quiz 1 | Thurs, 12/18 |
| 2 | Tues, 12/16 | Methods and Statistics | <ul style="list-style-type: none"> • Read Chapter 2 • Review Lecture 2 slides and videos • Submit Quiz 2 • Post and Comment on Discussion Board 1 | Thurs, 12/18 |
| 3 | Wed, 12/17 | Individual Differences and Assessment | <ul style="list-style-type: none"> • Read Chapter 3 • Review Lecture 3 slides and videos • Submit Quiz 3 • Post and Comment on Discussion Board 2 | Fri, 12/19 |
| 4 | Thurs, 12/18 | Job Analysis and Job Performance | <ul style="list-style-type: none"> • Read Chapter 4 • Review Lecture 4 slides and videos • Submit Quiz 4 • Submit Part 1 of Project | Fri, 12/19 |
| 5 | Fri, 12/19 | Performance Measurement | <ul style="list-style-type: none"> • Read Chapter 5 • Review Lecture 5 slides and videos • Submit Quiz 5 • Post and Comment on Discussion Board 3 | Sun, 12/21 |
| 6 | Mon, 12/22 | Staffing Decisions | <ul style="list-style-type: none"> • Read Chapter 6 • Review Lecture 6 slides and videos • Submit Quiz 6 • Post and Comment on Discussion Board 4 | Fri, 12/26 |

| | | | | |
|----|-----------------|--------------------------------|---|------------|
| 7 | Tues, 12/23 | Training and Development | <ul style="list-style-type: none"> • Read Chapter 7 • Review Lecture 7 slides and videos • Submit Quiz 7 | Fri, 12/26 |
| 8 | Wed, 12/24 | Work Motivation | <ul style="list-style-type: none"> • Read Chapter 8 • Review Lecture 8 slides and videos • Submit Quiz 8 • Submit Part 2 of Project | Fri, 12/26 |
| | Thurs, 12/25 | | HOLIDAY BREAK – NO CLASS | |
| 9 | Fri, 12/26 | Work Attitudes and Emotions | <ul style="list-style-type: none"> • Read Chapter 9 • Review Lecture 9 slides and videos • Submit Quiz 9 • Post and Comment on Discussion Board 5 | Sun, 12/28 |
| 10 | Mon, 12/29 | Job Stress | <ul style="list-style-type: none"> • Read Chapter 10 • Review Lecture 10 slides and videos • Submit Quiz 10 • Post and Comment on Discussion Board 6 | Fri, 1/2 |
| 11 | Tues, 12/30 | Workplace Diversity | <ul style="list-style-type: none"> • Read Chapter 11 • Review Lecture 11 slides and videos • Submit Quiz 11 • Post and Comment on Discussion Board 7 | Fri, 1/2 |
| 12 | Wed, 12/31 | Teams | <ul style="list-style-type: none"> • Read Chapter 13 • Read Page & Donelan's (2003) Team-Building Tools for Students • Review Lecture 12 slides and videos • Submit Quiz 12 • Post and Comment on Discussion Board 8 | Fri, 1/2 |
| | Thurs, 1/1 | | HOLIDAY BREAK – NO CLASS | |
| 13 | Fri, 1/2 | Leadership | <ul style="list-style-type: none"> • Read Chapter 12 • Review Lecture 13 slides and videos • Submit Quiz 13 • Post and Comment on Discussion Board 9 | Sun, 1/4 |
| 14 | Sat, 1/3 | Organizations | <ul style="list-style-type: none"> • Read Chapter 14 • Review Lecture 14 slides and videos • Submit Quiz 14 | Sun, 1/4 |

15 Sun,
1/4

• **Submit Part 3 of Project**

Sun, 1/4

^a All assignments must be submitted by 11:59 PM CST on the due date.