Survey of Industrial/Organizational Psychology
PSYC 361 (0101)
Fall 2018
Tuesday/Thursday 9:30-10:45am
1236 Biology-Psychology

Instructor:	Dr. James Grand	**Grad TA:**	Sara Barth
Office:	3147A Biology-Psychology	**Office:**	3129 Biology-Psychology
Office Hours:	Thurs. 11am-12pm & by appt.	**Office Hours:**	Tues. 3-4pm & by appt.
Contact:	e-mail: grandjam@umd.edu	**Contact:**	sbarth@umd.edu
	phone: 301-405-5935		
		UTAs:	Lauren Brown
			Ilan Fleisher
			Margaret Galdi

E-mail is the absolute best way to get in contact with me. Please do NOT simply leave me a voicemail and expect me to get back to you without also sending me an e-mail. I will do my best to respond to your e-mail within 24 hours, but an immediate response is not guaranteed; **I may not reply to e-mails sent after 5pm until the next day**.

Course Description

"It is the working man who is happy; it is the idle man who is miserable."

—Benjamin Franklin

"To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness."

—John Dewey

Based on data from the United States Bureau of Labor Statistics (American Time Use Survey, 2012), the average American will spend over 93,000 hours performing work-related activities by the time they reach the age of 65. Over the course of an average lifetime, that amounts to *nearly 27% of our entire adult lives and 39% of our waking hours spent at work!* Clearly, work holds an important role in the daily lives of people everywhere and represents a unique domain of psychological experience.

PSYC 361: Survey of Industrial/Organizational Psychology is designed to introduce you to a variety of topics, concepts, and principles relevant to understanding and improving people at work from the time they enter the labor force until retirement as well as the organizations in which they work. This course focuses on understanding the psychological bases of work behaviors, cognitions, and emotions, and practices that can be implemented to create a good fit between employees and work demands. We will address a number of topics during this class, including the structure/characteristics of jobs, techniques for assessing and supporting employee performance, selecting and training a workforce, and the various mechanisms that influence employee motivation and attitudes, among other areas.

Course Goals

The field of Industrial/Organizational (I/O) psychology is a unique discipline that blends rigorous research methodologies and practical applications towards one basic focus:

"*How do the emotions, behaviors, thoughts, and motivations of individuals at work contribute to their overall performance and quality of life as well as the effectiveness and efficiency of the organizations for which they work?*"

Perceptions about work are an undeniable part of our societal fabric; indeed, treatments, opinions, and insights into this fundamental question are common in popular culture. However, many of these depictions are not scientifically justified or misinterpret basic findings from the field of I/O psychology. To this end, I have two goals for this course:

1. *Introduce concepts, methodologies, and relevant findings that describe the manner by which I/O psychologists approach the psychological experiences of individuals in organizations.* We will accomplish this by covering a broad range of topics that I/O psychology has traditionally researched and what we know about those areas as they pertain to both individuals at work and organizations.

2. *Improve your capability to think about organizations and employees scientifically and critically.* We will accomplish this by applying principles of I/O psychology to both in-class and out-of-class learning activities and participating in discussions designed to provide you with the opportunity to try out concepts covered in this course.

Overall Course Objectives

By the end of this course, you should be able to:

1. *Recognize, understand, and summarize the core concepts, terms, and practices fundamental to a broad array of topics in the field of I/O psychology.*
   a. You will develop these competencies through reading, lecture, and participation in our class meetings. You will demonstrate your proficiency in this area on quizzes and exams in this course.

2. *Apply your knowledge of I/O psychology to identify and critically evaluate practices for improving organizational and employee outcomes.*
   a. You will develop this capability through reading, lecture, and active engagement in class discussion/activities. You will demonstrate your proficiency in this area on the application assignments and team project in this course.

Course Resources & Requirements

- **Prerequisites**
  PSYC 100; additionally, this course is only open to declared psychology majors.

- **Recommended (but not required) Text**
  Levy, P.E. (2016). *Industrial Organizational Psychology: Understanding the Workplace* (5th ed.). New York, NY: Worth Publishers.

  This book summarizes classic and contemporary theories and research related to I/O psychology, and is a very accessible and easy-to-read text on the topic. The text covers a variety of topics from both the "I" and "O" sides of the discipline and thus serves as a good reference and introduction to a variety of areas within the field. Note that compared to many areas of psychology, I/O psychology strongly emphasizes both research and practice; this dual-natured theme is apparent in the text and will be a focus of our course as well.

- **Supplementary Reading and Class Materials**
  I reserve the right to assign additional readings for this course in addition to those from the required textbook. **Any such supplementary readings ARE required and will be made available to you through ELMS**. If retrieving these documents will be difficult for you (i.e., don't have easy access to a computer or printer), please let me know and I can provide you with paper copies of the readings.

- **Course Notes**
  I know that many of you are used to downloading PowerPoint slides to follow along with in class or as a substitute for going to class (I was an undergraduate once upon a time too, I know how it is...). However, the passive process of simply following along with my slides as I read to you is not a very good way to learn anything.

  You need to be actively engaged and attentive during lectures to best learn in this class; and studies have shown that one of the best ways to do that is by taking notes old school—paper & pencil style (gasp!). However, fear not! To aid your notetaking, I will provide you with an incomplete (i.e., fill-in-the-blank) outline **every** lecture period that you may use to take notes with in class if you like. Note that these guided notes will NOT be enough on their own to understand the lecture material and do well on the tests. They are meant to provide you with an organized guide for taking notes. **The guided notes for each lecture will be available on ELMS before each lecture; YOU ARE RESPONSIBLE FOR BRINGING THEM TO CLASS.** If accessing these documents off the website will be difficult for you (i.e., don't have easy access to a computer or printer), please let me know as soon as possible and I will attempt to make alternative arrangements. If you miss class, please try to find a student you trust in the class to fill you in with the notes you missed—I will NOT supply notes or slides missed for unexcused and/or undocumented reasons.

- **Course Website**
  I will be using ELMS (https://elms.umd.edu) to store and make available to you a number of important class documents. There you will find the course syllabus, schedule, guided notes, application assignments, team project materials and other materials as needed during the semester. Additionally, you will be able to see your current grade in the class on this website. Please let me know immediately if you have or foresee having troubles accessing the website regularly.

- o Logging in: You must have your Directory ID and password to access the ELMS site for our course. If you do not know your ID, you can look it up at https://directory.umd.edu/search. It will appear after your full name (it's usually your first initial & last name).

- o Troubleshooting: First, check your schedule on Testudo to make sure that you are registered for the class. Second, contact the ELMS / OIT help desk (301-405-1500). Instructors and TAs cannot help you with problems logging in.

- **Accessibility & Disability Service (ADS)**
  If you need assistance with this course because of an accessibility or disability concern, please contact UMD's Accessibility & Disability Service (0106 Shoemaker Hall). Information on eligibility and enrollment can be found at http://www.counseling.umd.edu/ads or by calling 301-314-7682. Please note that I cannot make arrangements for you due to a disability unless I receive an Accommodation Letter from ADS by the end of the drop/add period.

Keys to Success in this Course

1. *Come to lecture every single day*. Although you will benefit from reading the textbook, not everything we cover in class is in the textbook. I will provide examples, activities, and additional information to supplement your learning that will help you better understand the material.

2. *Actively participate during in-class exercises*. On some days, you may be asked to turn in your work from a class activity. Participating in these exercises will be beneficial to your learning, help you stay engaged, and can benefit your grade.

3. *Pay attention to the learning objectives provided for every lecture*. Every class meeting contains a set of objectives that describe the items I expect you to learn from that material. ALL items on the exams and quizzes are written directly from the learning objectives, so there should be no surprises when it comes to what content will be assessed.

4. *Review your notes from previous lectures and do your reading assignments before every class*. It will take several exposures to the material before it begins to sink in—trust me. You will find that your understanding of lectures and your performance in the class will be greatly improved if you are prepared ahead of time. A VERY effective method for studying for this class is to identify the sections in your notes that correspond with the learning objectives for each lecture and review that content regularly.

5. *The time to be concerned about your grade is in the first fifteen weeks of the course, not the last week*. I will post all your grades on ELMS, but it is your responsibility to monitor them. If you feel like you are falling behind, the sooner you come and see me the better!

Course Evaluation

Online Learning Quizzes (5% of your total grade)
- There will be 12 <u>online</u> quizzes each worth 3 points. Only your 10 best quiz scores count towards your final grade.
- **ALL quizzes are timed; before you start the quiz, make sure you are prepared to finish it!** You will have <u>10 minutes</u> to complete each quiz.
- Quizzes contain 5 multiple choice and one T/F question (each worth 0.5 points) and cover material from recent lectures.
- *IMPORTANT:* You are responsible for keeping up with the quizzes. NO make-up quizzes will be given for any reason (see Course Rules & Policies). ***If you miss a quiz, you will receive zero points for that quiz.*** Note that you can miss two quizzes without penalty.

Exams (40% of your total grade)
- There will be three (3) non-cumulative exams each worth 80 points.
- The exams will consist of multiple-choice, matching, and short answer questions and primarily cover material from lecture.
- The dates of your exams can be found on the course schedule. Exam 1 (**Thursday, September 25, 2018**) and Exam 2 (**Thursday, October 25, 2018**) will take place during normally scheduled class hours. Exam 3 will take place during finals week on **Thursday, December 13 from 8:00-10:00am** in accordance with the University's final exam schedule.
- *IMPORTANT*: Make-up exams will NOT be given unless you meet the criteria listed under the Class Attendance and Make-Up Policy (see Course Rules & Policies). ***If you miss an exam, you will receive zero points for that exam***. If you know you will miss an exam due to an unavoidable conflict, please let me know as soon as possible.

Application Assignments (20% of your total grade)
- There will be three (3) application assignments each worth 40 points.
- The application assignments are short papers, activities, or tasks that ask you to apply what you have learned in the course to a realistic example in your daily life; details about each assignment will be provided in class and on the course website.
- ***ALL application assignments are to be completed individually.***
- You will turn in your application assignment through ELMS by the due date.
- If there is a problem with the attachment (i.e., I can't open it, document is blank/corrupted, etc.) you will receive **ONE free pass for the entire semester** where I will allow you to resubmit the assignment with no penalty within one day. After your freebie, I reserve the right to NOT accept future assignments where I cannot access the attachment.
- *IMPORTANT*: Late assignments will NOT be accepted unless you meet the criteria listed under the Class Attendance and Make-Up Policy (see Course Rules & Policies). ***If you do not turn a writing assignment on time, you will receive zero points***. You may always turn the assignment in ahead of time.

Team Project (35% of your total grade)
- You will work together on a team project with members from the class over the semester to complete an in-class presentation and paper.
- The requirements and details for the team project are provided in the "Team Project Description" document available on ELMS.
- *IMPORTANT*: Late projects will NOT be accepted unless your team meets the criteria listed under the Class Attendance and Make-Up Policy (see Course Rules & Policies). ***If your team fails to turn in the team project on time, you will receive zero points***.

Course Grading

Your final grade is based on the total number of points you earn on the quizzes, exams, application assignments, and team project according to the following table:

Assignment/Exam	Total Points	Percentage of Final Grade
Quizzes (10 x 3 points each)	30	5%
Exams (3 x 80 points each)	240	40%
Application Assignments (3 x 40 points each)	120	20%
Team Project (Paper, Presentation, & Check-ins)	210	35%
Total	600	100%

The table below will be used to assign grades in the course based on the 600 point maximum. If you accumulate the total points listed below, you are *guaranteed that grade in the course*. Total points get rounded to the nearest whole number (e.g., 499.25 is 499, but 499.5 is 500). Imagine you are the professor assigning grades—you have to draw the lines somewhere.

Final Grade Conversions			
Number of points	**Percentage**	**Grade**	**GPA**
582 or above	97%+	**A+**	**4.0**
564 – 581	94%-96.9%	**A**	**4.0**
540 – 563	90%-93.9%	**A-**	**3.7**
522 – 539	87%-89.9%	**B+**	**3.3**
504 – 521	84%-86.9%	**B**	**3.0**
480 – 503	80%-83.9%	**B-**	**2.7**
462 – 479	77%-79.9%	**C+**	**2.3**
444 – 461	74%-76.9%	**C**	**2.0**
420 – 443	70%-73.9%	**C-**	**1.7**
402 – 419	67%-69.9%	**D+**	**1.3**
384 – 401	64%-66.9%	**D**	**1.0**
360 – 383	60%-63.9%	**D-**	**0.7**
382 or less	0%-59.9%	**F**	**0.0**

Grading Timeline
We will try to return all assessments back to you within a week after their completion. If there are circumstances preventing our ability to meet that deadline, I will let you know in class.

Extra Credit
You have the opportunity to earn up to **10 total** extra credit points towards your final grade. Unless otherwise noted, these extra credit points can ONLY be earned through:

- Research participation: Research participation through the Psychology department SONA system (1 SONA credit = 2 extra points). Note that you **MUST register** to use the SONA system in order to participate in research for extra credit. Information about how

to enroll, access, and participate through the SONA system can be found on this course's ELMS page.

- Article reviews: Complete a 2-page critique of up to **four** empirical journal articles approved by me (each summary is worth up to 2.5 extra credit points). The content of the articles must be related to I/O psychology to qualify and must be approved by me before you complete them. Critiques should cover a thoughtful examination of the study's purpose, method, and results; more specific instructions on the article critiques can be found on this course's ELMS page. If you intend to do an article critique for extra credit, **you MUST inform me by Thursday, December 6, 2018.** The final day to turn in a critique for extra credit is **Thursday, December 13, 2018.**

In addition, there are two other opportunities to earn **bonus extra credit** in the class. Note these are in addition to and do NOT count towards the 10 extra credit points you may earn through research participation or article reviews.

- Quiz completion: The online learning quizzes are intended to help you keep pace with and study throughout the course. Although you are only required to complete 10 of the 12 quizzes, I believe it is important to reward good study habits. At the end of the semester, **I will count any points you earn on the quizzes beyond the required ten as extra credit.** In other words, if you complete all 12 quizzes in the class, I will include the points you scored on the two "dropped" quizzes as extra credit.
- Class participation: Although I do not take attendance in the course, I believe it is important to reinforce and encourage good habits of engagement. Throughout the semester we will perform a variety of in-class exercises for which you must be in class to participate. I will collect your work on these activities and keep track of the number of exercises in which you actively participate. **You can earn an additional 5 points of extra credit in the course by completing 90% or more of all in-class exercises by the end of the semester.**

Course Expectations

Instructor Responsibilities
As your instructor, my responsibilities to you are to:

- Help you learn definitions, concepts, and techniques relevant to understanding I/O psychology through lecture and course assignments.
- Convey accurate information and elaborate on topics relevant to I/O psychology research and how it applies to real-world situations and problems.
- Help you succeed and achieve your goals in this class by providing clear and timely feedback and guidance
- Clearly explain expectations, objectives, and grading criteria for all assessments
- Arrive on-time and prepared for all course meetings
- Treat you and all your classmates fairly and in a respectful manner
- Be available to answer questions and provide information about any material and assessments

I believe that every student can learn, but I'm also aware that everyone has different goals and learning styles. If you are having troubles learning given the way I teach, please speak with me. I will do what I can, within reason, to facilitate your learning in the course.

<u>Student Responsibilities</u>
As a participative learner in this class, I expect you to:

- **Adhere to all Course Rules and Policies in this syllabus**. The rules as laid out in this syllabus, the content of the exams, the content of the lectures, and the calculation of the grade you earn are not a starting point for negotiations. While I am always willing to work with you on an individual basis, I cannot negotiate individual terms with each person.
- **Attend class regularly AND read the assigned materials** before the beginning of class. Note that attending lectures is *crucial* to your success in this course.
- **Plan to spend *at least* 1-2 hours outside of class for every hour we have in class**. We will be covering a lot material over the duration of this course—which means you will be much more successful if you keep up with the coursework and put in the extra effort to study outside of class, take the learning quizzes, and review your notes.
- **Be courteous and respectful to your classmates and me during class**. Showing respect for all people in our class promotes a safe and scholarly environment. I encourage participation in this class, and as such, many people will be making comments related to the material. At no time is it acceptable for anyone to be mimicked, embarrassed, intimidated, or mistreated by anybody in this class for any reason.
- **Turn OFF your cell phones during class and do NOT use laptops/tablets for non-class related activities**. If you wish to bring a laptop/tablet to class, I ask that you sit near the back of the class so that you will not be distracting other students sitting behind you; additionally, you should not be using your laptop to check e-mail, update your Facebook status, or catch up on your Twitter feeds. If having laptops/tablets open during class becomes a distraction, I reserve the right to disallow them during lecture.
- **Arrive to class on time and do not leave class early**. If you must leave early or arrive late, please let me know ahead of time and sit somewhere where you can leave (or arrive) with the least amount of disruption.
- **Ask questions and assistance when you need it**. Bring me your questions! I find the content we cover in this class to be extremely interesting, and genuinely want each of you to succeed in this class. If you're confused by during class, *chances are that other people are too* and you will be doing us all a favor by bringing it to my attention. When you have a question during class, please raise your hand and wait to be called on. If you feel uncomfortable asking questions during class, don't hesitate to contact me before/after class, during my office hours, or through e-mail.
- **Talk to me if you feel that I am being unfair in my expectations, policies, or grading**. You may wish to refer to your rights and responsibilities as a student should a conflict occur (available online at www.president.umd.edu/policies, Section V). However, I think that you will find that I do my best to be fair and reasonable if you come to me with a legitimate complaint or problem.
- **Let me know as soon as possible if outside circumstances are impacting your participation in class**. Life happens. If you become ill, experience the death of a loved one, or are experiencing events in your life that are negatively influencing your participation in our class, <u>please contact me as soon as possible</u> so we can discuss your options. If emergencies arise that require an absence from a session, be sure to get the notes and other information that was covered in class from a student you trust.

Course Rules and Policies

The University of Maryland's course related policies for undergraduate students is available at http://www.ugst.umd.edu/courserelatedpolicies.html. This class adheres to all policies listed in that webpage in addition to those provided below.

- <u>Class Attendance and Make-up Policy</u>:
  Graded attendance records will not be taken for this course; however, all students are expected to attend every class session. Because all assessments in this course are based heavily on the material covered during lecture meetings, class attendance is paramount to your success in this course. Policies for missing the various assessments in this class are as follows:

1. *Quizzes*— No make-up quizzes will be administered due to absence or failure to take a quiz before the deadline. If you experience a technical or computer difficulty while taking your quiz, immediately contact the Division of Information Technology Learning Technologies staff through email (elms@umd.edu) or phone (301-405-1500). Canvas support staff is also available 24/7 by calling 877-399-4090 or by clicking on the Help link after you log into www.elms.umd.edu.
2. *Exams*—All exams are considered "major scheduled grading events" as defined by the University of Maryland's policy on Attendance and Assessment/Examinations. Therefore, you may only make up an exam for which you were not present if your absence resulted from a university approved reason (see below) and you provide the appropriate documentation.
3. *Application Assignments*—Application assignments are considered "major scheduled grading events" as defined by the University of Maryland's policy on Attendance and Assessment/Examinations. Therefore, you may only request an extension on an application assignment late if you were absent from class for a university approved reason (see below) and you provide the appropriate documentation.
4. *Team Project*—The final presentation and paper for the team project are considered "major scheduled grading events" as defined by the University of Maryland's policy on Attendance and Assessment/Examinations. Because your grade on the team project is also dependent on your contribution to your team's efforts, you may only request an alternative grading arrangement if prolonged and documented absences during the semester for university approved reasons impeded your ability to participate in the work needed to complete the team project.

The university policy has a list of events that justify an excused absence. In addition, please take note of the following concerning absences in the course:
1. *Absence due to injury/illness*—For multiple absences and those occurring on a major scheduled grading event, you must provide written documentation of the illness or injury from the UMD Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, ***but makeup assessments will not be offered for unexcused or undocumented absences***.
2. *Religious observance*—If you know that the nature of a religious holiday/observance will prevent you from being present during a class period of a major scheduled grading event, ***you must notify me of your intended absence at least two weeks in advance of your absence***. Failure to notify me in advance may result in your inability to take a make-up or receive an extension on exams/assignments.
3. *Participation in university activities*—You must provide written documentation from an authorized university authority that indicates the time period during which you are unable to meet academic responsibilities ***before or immediately after missing class***.
4. *Compelling circumstances beyond your control*—Accommodations for unusual circumstances will be made on a person-by-person basis.

- Academic Honesty:
Section III-1.00(A) of University of Maryland's Policies and Procedures states "Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it." As students, you share with me the responsibility for maintaining the integrity of scholarship, grades, and professional standards in this course. (See *Code of Academic Integrity* at http://www.president.umd.edu/policies/docs/III-100A.pdf)

Unless authorized by me, you are expected to complete all course grading events, including assignments, exams, and quizzes, without assistance from any source. You are expected to develop original work for this course; you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate the University of Maryland's rules and policies may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Examples of academic dishonesty in this course include:
1. Cheating on any exam, quiz, or writing assignment by using or attempting to use unauthorized materials, information, or study aids
2. Claiming or submitting academic work of another's as one's own (see *Plagiarism* below)
3. Obtaining, providing, accepting, or using any materials containing questions or answers to any exam or assignment without instructor authorization
4. Completing or attempting to complete any assignment or exam for another individual without instructor authorization

5. Allowing any examination or assignment to be completed for oneself, in part or in total, by another without instructor authorization
6. Altering, tampering with, stealing, destroying, or otherwise interfering with the research, resources, or other academic work of another person
7. Fabricating or falsifying data or results
8. Helping another student to commit cheating by intentionally failing to report an observed instance of academic dishonesty

- Plagiarism:
According to the *Code of Academic Integrity*, plagiarism involves "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

  All papers in this class MUST be written it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly. It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

  In sum, when writing papers, *please be careful*. Reference your sources and write in your own words. Plagiarism, cheating, or other forms of academic dishonesty may lead to grade penalty, formal disciplinary probation, suspension, or, in extreme cases, dismissal from the university.

- Disruptive Behavior and Inclusive Learning Environment:
Student behavior in the classroom should be conducive to the teaching and learning process for all concerned. All students have a right to scholarly relationships with faculty based on mutual trust and civility. As described by the Office of Student Conduct:

  "[Disruptive behaviors are any that] a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults."

  Students whose conduct adversely affects the learning environment in this classroom will be subject to disciplinary action as defined in the University's *Code of Student Conduct*.

  Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statues, speech that contains threats of violence is prohibited.

- Names/Pronouns and Self Identifications
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit http://trans.umd.edu to learn more.

  Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

- Harassment:
It is the policy of this institution that there shall be no unlawful discrimination or harassment against any student of individual in its employment because of race, color, religion, sex, sexual orientation, age, national or ethnic origin, disability or status as a veteran. Sexual harassment of any form is prohibited in all aspects and is considered a disciplinary offense.

- Copyright Protection for Class Materials:
My lectures and course materials, including Powerpoint presentations, tests, outlines, and similar materials, are

protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site or for future classes, I will ask for your written permission.

Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

- Accommodations for Students with Disabilities:
  Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disability Support Services at 301-314-7682. The office is located in 106 Shoemaker Hall. In order to receive accommodations, I must receive an Accommodation Letter from DSS by the end of the drop/add period (Monday, September 15).

- Course Drops and Adds:
  The last day to add or drop this course with no grade or withdrawal reported is **Monday, September 10, 2018**. The last day to drop this course with a withdrawal reported is **Monday, November 5, 2018**. For information on schedules for course drops, please refer to http://registrar.umd.edu/deadlines.html. If altering your course schedule during the semester, you should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Course Schedule (Subject to Change)

Dates		Topic (Lecture #)	Reading	Quiz	Assignment	Team Project
Week 1						
8/28	T	Syllabus & Introduction to Course (0)				
8/30	Th	What is I/O Psychology? (1)	Chapter 1 "Work in Hollywood"			
Week 2						
9/4	T	Job Analysis (2)	Chapter 3			
9/6	Th	Job Analysis (3)	Chapter 3	Quiz #1		Topic & Team Preferences
Week 3						
9/11	T	Criterion Measurement (4)	Chapter 4			*TEAMS ASSIGNED*
9/13	Th	Criterion Measurement (5)	Chapter 4	Quiz #2		
Week 4						
9/18	T	Predictors & Individual Differences (6)	Chapter 6			*IN-CLASS TEAM MEETING* Team Contract (Due 9/19)
9/20	Th	Testing & Assessment (7)	Chapter 6	Quiz #3	AA#1 Due	
Week 5						
9/25	T	**EXAM 1**				
9/27	Th	Recruitment & Attraction (8)				
Week 6						
10/2	T	Personnel Selection (9)	Chapter 7			Self-check: Progress Report #1
10/4	Th	Personnel Selection (10)	Chapter 7 "Affirmative Action Law"	Quiz #4		
Week 7						
10/9	T	Performance Evaluation & Feedback (11)	Chapter 5			
10/11	Th	Performance Evaluation & Feedback (12)	Chapter 5	Quiz #5		*IN-CLASS TEAM MEETING*
Week 8						
10/16	T	Training & Development (13)	Chapter 8			Outline/Summary #1 3 Annotated Refs
10/18	Th	Training & Development (14)	Chapter 8	Quiz #6	AA#2 Due	
Week 9						
10/23	T	Employee Growth & Retention (15)		Quiz #7		Self-check: Team Process #1
10/25	Th	**EXAM 2**				
Week 10						
10/30	T	Process Consulting (16)				
11/1	Th	Motivation (17)	Chapter 9			
Week 11						
11/6	T	Motivation (18)	Chapter 9	Quiz #8		Self-check: Progress Report #2
11/8	Th	Stress & Occupational Health (19)	Chapter 11			
Week 12						
11/13	T	Job Attitudes (20)	Chapter 10	Quiz #9		*IN-CLASS TEAM MEETING*
11/15	Th	Work Teams (21)	Chapter 12		AA#3 Due	

Week 13					
11/20	T	Work Teams (22)	Chapter 12	Quiz #10		Outline/Summary #2 6 Annotated Refs
11/22	Th	**Thanksgiving Break – NO CLASS**				
Week 14					
11/27	T	Leadership (23)	Chapter 13			
11/29	Th	Cross-cultural Issues (24)		Quiz #11		Self-check: Team Process #2
Week 15					
12/4	T	*Class Presentations*				Final Presentation
12/6	Th	*Class Presentations*		Quiz #12		Final Presentation Final Paper
Finals Week					
12/13	Th	**EXAM 3** (8:00-10:00am)				Peer Evaluations (Due Mon, Dec 10)