



Syllabus for PSYC 320-WS1  
Introduction to I/O Psychology – Online  
Department of Psychology  
Spring 2025  
12/16/2024—1/5/2025

## **ABOUT THE INSTRUCTOR**

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Office Hours: By appointment  
Office Location: [Zoom](#)

## **ABOUT THE COURSE**

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### **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**

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

Undergraduate students can rent textbooks from SIUE. Please visit the Textbook Services website for more information. Look for this option: *“Off-Campus Classes have special instructions, click here for these.”* Note that it may take up to 2 weeks to ship the textbook to your address.

### **REQUIRED TECHNOLOGY**

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Students in an online course need access to:

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

Students in an online course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas, and
- Navigate websites and course materials.

### **COURSE REQUIREMENTS**

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## Course Activities/Assessments

**Online Discussions** - Throughout this 3-week course, you will participate in 9 discussions. Each discussion requires you to engage with course content, think critically, and consider alternative perspectives. These discussions also foster connection with your peers and the instructor in this asynchronous course. For each discussion, you must post an initial response and comment on at least two classmates' posts by 11:59 PM CST on the due date listed in the Course Calendar.

Your initial post should demonstrate a solid understanding of key concepts and the ability to apply them to real-life scenarios. Peer comments should highlight your group facilitation skills. Detailed instructions and grading rubrics for the discussions are available on Blackboard under the "About This Course" page. Please note that discussions will close 4 days after the due date, after which you will lose access.

**Online Quizzes** - After reading the assigned chapters and reviewing the lecture materials, you will take a quiz to assess your understanding of the content. This course includes 14 quizzes, each consisting of 10 multiple-choice and true/false questions. You will have 45 minutes to complete each quiz, and once started, the quiz must be finished in one sitting. 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 11:59 PM CST on the due date listed in the Course Calendar. Late quizzes will not be accepted. After the due date, you will lose access to the quizzes and be able to view the correct answers.

**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. Detailed instructions can be found on the "About this Course" page on Blackboard.

- Part 1: Describe a fictitious organization and clearly define a specific problem within it.
- 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.

### Submitting Work

Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.

### 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](#).

### Technology Capabilities

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 \(Word and PowerPoint\)](#), and
- [Zoom video conferencing technology](#).

Students in this course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas, and
- Navigate websites and course materials.

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

## **COURSE AND UNIVERSITY POLICIES**

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### **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](#).

## Turnitin

This course will utilize the Turnitin plagiarism and AI detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin.](#)

## Grading

Your final letter grade will be determined by 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	
<b>TOTAL POINTS</b>		<b>395</b>	<b>100</b>

## Grading Scale

Your final letter grade will be determined by the following assignments.

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

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 my personal feedback on the rubric.

## Late or Missed Assignments

Submit your assignments before 11:59 PM CST on the due date listed in the syllabus calendar. For an assignment submitted after the due date (excluding quizzes, which cannot be submitted

late), you will forfeit 20% of the total possible points *each* day the assignment is late. Under no circumstances will late assignments be accepted *after the course ends*.

### **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.

### **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, hyperflex, 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.

### **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 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.siu.edu/policies/3c1.shtml>.

### **Diversity and Inclusion**

SIUE is always committed to respecting everyone's dignity. 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.siu.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](mailto:jball@siue.edu). There is also an online form for

reporting bias incidents at

[https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](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 because 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, per 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**

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### **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 before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **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 I always support 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](http://cougarcare.siu.edu) or by calling [618-650-2842](tel: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 regularly. 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 [help@siue.edu](mailto: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**

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### **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 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.siu.edu/education/psychology/plagiarism.shtml>.

### **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 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.

### **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;
- 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. 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**

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Day	Dates	Topic	Tasks for the Day	Due Date*
1	Mon, 12/16	Overview of I/O Psychology	<ul style="list-style-type: none"> <li>Review the “About This Course” page</li> <li>Read Chapter 1</li> <li>Review Lecture 1 slides and videos</li> <li>Learn more about human factors</li> <li><b>Submit Quiz 1</b></li> </ul>	Thurs, 12/19
2	Tues, 12/17	Methods and Statistics	<ul style="list-style-type: none"> <li>Read Chapter 2</li> <li>Review Lecture 2 slides and videos</li> <li><b>Submit Quiz 2</b></li> <li><b>Post and Comment on Discussion Board 1</b></li> </ul>	Thurs, 12/19
3	Wed, 12/18	Individual Differences and Assessment	<ul style="list-style-type: none"> <li>Read Chapter 3</li> <li>Review Lecture 3 slides and videos</li> <li><b>Submit Quiz 3</b></li> <li><b>Post and Comment on Discussion Board 2</b></li> </ul>	Fri, 12/20

4	Thurs, 12/19	Job Analysis and Job Performance	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Review Lecture 4 slides and videos</li> <li>• <b>Submit Quiz 4</b></li> <li>• <b>Submit Part 1 of Project</b></li> </ul>	Fri, 12/20
5	Fri, 12/20	Performance Measurement	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Review Lecture 5 slides and videos</li> <li>• <b>Submit Quiz 5</b></li> <li>• <b>Post and Comment on Discussion Board 3</b></li> </ul>	Sun, 12/22
6	Mon, 12/23	Staffing Decisions	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Review Lecture 6 slides and videos</li> <li>• <b>Submit Quiz 6</b></li> <li>• <b>Post and Comment on Discussion Board 4</b></li> </ul>	Thurs, 12/26
7	Tues, 12/24	Training and Development	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Review Lecture 7 slides and videos</li> <li>• <b>Submit Quiz 7</b></li> </ul>	Thurs, 12/26
	Wed, 12/25		HOLIDAY BREAK – NO CLASS	
8	Thurs, 12/26	Motivation	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Review Lecture 8 slides and videos</li> <li>• <b>Submit Quiz 8</b></li> <li>• <b>Submit Part 2 of Project</b></li> </ul>	Fri, 12/27
9	Fri, 12/27	Work Attitudes and Emotions	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Review Lecture 9 slides and videos</li> <li>• <b>Submit Quiz 9</b></li> <li>• <b>Post and Comment on Discussion Board 5</b></li> </ul>	Sun, 12/29
10	Mon, 12/30	Job Stress	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Review Lecture 10 slides and videos</li> <li>• <b>Submit Quiz 10</b></li> <li>• <b>Post and Comment on Discussion Board 6</b></li> </ul>	Thurs, 1/2
11	Tues, 12/31	Workplace Diversity	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Review Lecture 11 slides and videos</li> <li>• <b>Submit Quiz 11</b></li> <li>• <b>Post and Comment on Discussion Board 7</b></li> </ul>	Thurs, 1/2
	Wed, 1/1		HOLIDAY BREAK – NO CLASS	
12	Thurs, 1/2	Teams	<ul style="list-style-type: none"> <li>• Read Chapter 13</li> <li>• Read Page &amp; Donelan’s (2003) Team-Building Tools for Students</li> <li>• Review Lecture 12 slides and videos</li> </ul>	Fri, 1/3

			<ul style="list-style-type: none"> <li>• <b>Submit Quiz 12</b></li> <li>• <b>Post and Comment on Discussion Board 8</b></li> </ul>	
<b>13</b>	Fri, 1/3	Leadership	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Review Lecture 13 slides and videos</li> <li>• <b>Submit Quiz 13</b></li> <li>• <b>Post and Comment on Discussion Board 9</b></li> </ul>	Sun, 1/5
<b>14</b>	Sat, 1/4	Organizations	<ul style="list-style-type: none"> <li>• Read Chapter 14</li> <li>• Review Lecture 14 slides and videos</li> <li>• <b>Submit Quiz 14</b></li> <li>• <b>Submit Part 3 of Project</b></li> </ul>	Sun, 1/5

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

### **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.