Instructor: Jen Wallin-Ruschman  
Office Hours: Bowen 216: Mon. & Wed. 6:15-7:30; Tues. & Thur. 8:30-9:30, 12:45-2, and 3:15-4:45, and by appointment  
Email: jwruschman@abac.edu I prefer to be emailed directly at this address (please do NOT email me through D2L)  
Office Phone: (229) 391-5092  

How to address me? I’m fine with Jen, but if you want a more formal title then Dr. Jen is good. I really don’t care for Ms. or Mrs. and no need to say Wallin-Ruschman.  

Overview:  
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the semester. This is an upper division course designed to offer an exploration of the people in organizations and the workplace. A central focus will be developing an understanding of traditional and current topics in Industrial-Organizational (I-O) psychology. Course content will introduce you to topics such as research methods, employee attitudes, personnel selection, training, work motivation, job satisfaction, leadership, teamwork, work stress, and work-family balance. We will focus on not only the psychological bases of work behavior but also the organizational practices used to create a positive work environment. Class time will include discussions, presentations, activities, group work, lecture, videos, and/or other interactive material.  

Course Objectives:  
By the end of this course, students should be able to:  
1. Summarize and apply the core theories and ideas of I-O Psychology.  
2. Understand the role of research in I-O Psychology.  
3. Summarize the types of jobs held by I-O Psychologists.  
4. Understand the organizational processes and structures that facilitate a positive and productive work environment.  

Pre-requisites/Co-requisites:  
Exit learning support English and Reading.  

Course Requirements:  
For this course you will need to purchase the book: Work in the 21st Century- 4th Edition (Landy & Conte). You will also need a pack of index cards.  

Desire 2 Learn:  
This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional readings, slides, links, grades, and announcements. D2L is also a place to continue in-class discussions.
Turnitin.com:
For this class all written assignments (except the introduction and closing assignments) are to be submitted electronically to turnitin.com. When you register for turnitin.com use the class code 9263219 and password Slytherin.

Classroom norms:
This course will rely heavily on active participation from students. To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is distracting to me and other students. These guidelines are just a starting point, on the first day of class we will work together to develop a set of classroom guidelines. It is also expected that you come to class having read the assigned text and be prepared to discuss the text each and every class period.

Instructor norms:
I am committed to facilitating your learning of course material. Please feel free to contact me by email or speak to me after class or during office hours about any questions or concerns you have. You can generally expect me to respond to emails within 48 hours during the week. Also, I will make every effort to return assignments in a timely manner. Expect assignments to be handed back one to two weeks after they are taken/submitted.

Office Hours:
My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to email me so we can find an alternate time to meet. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please come by office hours.

Ethical Behavior:
Students are expected to maintain a high standard of personal ethics. Any evidence of cheating, helping others to cheat, or plagiarism will lead to serious academic consequences, such as zero credit for associated work, and/or failing the course. To avoid plagiarism on written assignments students must use APA in-text citations and a reference page when they quote or paraphrase the work of other authors, including our text.

College Policy on Academic Dishonesty:

Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent
date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Disciplinary Procedures & Appeals Process: Incidents which violate this policy will be dealt with in accordance with the current procedures outlined in the College Catalog and Student Handbook. Students will have the right to appeal any disciplinary decision.

Attendance
Attendance is essential to this course as much of the course time will be spent on in-class activities and discussions that require your presence.

Missing Class
When you miss a class meeting you should utilize your peers to get notes and handouts from the class. You do not need to let me know when you are missing class and please do not email me to ask what you missed in class or “if we did anything important.”

Late Assignments
Late assignments will be marked down ½ their value. So if an assignment is worth 100 points and your grade is 80 it will be marked down to 40. Presentations may not be made up.

Student Resources:
Disability Accommodations
If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Weather Hotline: In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225

Other:
If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible. These policies are firm but not rock-hard (i.e., things happen). I encourage you to contact me sooner rather than later if you are having any sort of issue that affects your completion of the course.

Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Attendance:</td>
<td>100</td>
</tr>
<tr>
<td>Exams: (75 points x 3)</td>
<td>225</td>
</tr>
<tr>
<td>Section Facilitation:</td>
<td>50</td>
</tr>
<tr>
<td>Research Small Assignments: (10 pts x 5)</td>
<td>50</td>
</tr>
<tr>
<td>Film Application Paper: (30 pts + 70 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Peer Paper Reviews: (15 points x2)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>555</strong></td>
</tr>
</tbody>
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Letter grades are based upon total points earned.
A: 500-555, B: 444-499, C: 389-443, D: 333-388, F: below 332 points

Assignments:
Class Participation and Attendance (100 points)
Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. Introduction Assignment (10 points)
On the first day of class you will write a statement (about a page or two) about why you are taking this course (your objectives), what you want to learn, and some information about yourself (e.g., major, your future goals).

II. Participating in class discussions & activities, filling out exit cards, and bringing discussion questions (80 points)
This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active engagement for you to learn. Additionally, it is important that you read the assigned readings BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material, which will set you up to do well on class assignments.

To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following THREE ways:

1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is also a great way to be an engaged class member. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer- so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, daily reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the day, which might include some combination of answers to the following questions:
   i. What did you learn?
   ii. What are you confused about?
   iii. What went poorly?
   iv. What went well?
You will need to put your name on your exit cards so I know you are turning in thoughtful responses. These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.
3. You should bring 2-3 typed discussion questions to every class period that has assigned readings. These discussion questions should address issues in at least 2 different sections assigned for the day. Some days I will collect discussion questions and on other days I will ask individuals to ask their discussion question to help stimulate class discussion on the readings. Your questions should address some aspect of the reading you found interesting, confusing, or problematic.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-80</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Discussion questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality class activities and thoughtful exit cards. Attends at least approximately 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Discussion questions are relevant, and demonstrate an understanding of the readings. Completes the class activities and exit cards. Attends at least approximately 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Occasionally does not have discussion questions prepared. Only completes some of the class activities. Attends at least approximately 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding of the readings/topic. Rarely has prepared discussion questions. Does not volunteer information and lack of preparation may be evident. Does not complete class activities. Attends at least approximately 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 47</td>
<td>Does not participate in class. Is distracted in class (e.g., on phone, side conversations, off topic computer work). Does not read before class and does not have discussion questions. Attends approximately 50% or less of classes.</td>
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III. Closing Assignment (10 points)
On the final day of class you will bring in a short response (approximately 1-2 pages) detailing your experiences in the course. Specifically, some examples of what you took away from the course, what you would do differently if you took the course again, and what I could do differently if I taught the course again. If you are reading this, congratulations and thank you for reading the syllabus. Please email me your favorite funny animal video before April 25th and you will receive 3 extra credit points. There is no right or wrong answer, the assignment is simply intended to facilitate reflection on what you have taken away from this course and help me improve the course in the future.

Exams (75 x 3 = 225 points)
Three exams will be administered throughout the term (dates are in the attached schedule). Exams will cover the class and reading material immediately preceding it and no exam will be cumulative. Exams will consist of a combination of multiple choice and essay questions.
Research Small Assignments: (10 x 5 = 50 points)
This semester we will be engaging in a class research project. We will be collecting various types of data around campus to help with the conceptualization and design of the ABAC library renovation. The information you help collect will be used to help re-design the library. Our job is to collect information from students about what makes a productive space and what students would like to see in a new library. We will collect this information through a variety of methods, including: observations, surveys, and interviews. Various small assignments will be given throughout the semester as the project develops. You will be required to complete at least 5 of these small assignments, each of which will be worth 10 points. At the end of the semester we will present our findings to a group that is involved the library re-model. This will be one of the small assignments and will be required of all students. Speakers will come to the class to discuss this project in more detail.

Film Application Paper: (30 points + 70 points = 100 points)
For this assignment you will watch the film Office Space OR Monsters, Inc. and apply what we have learned throughout the semester to the workplaces represented in the film. You should identify at least 4 topics from the course that are represented in the film. For each topic you should bring in two scholarly sources to support your discussion of the film. Each of your four topics should include discussion of relevant theories and empirical findings. Your textbook may help you identify the topics you discuss but should not be used as a source in your paper. You can discuss good and/or bad examples from the film and how they demonstrate relevant course constructs. Papers should have an introduction, section for each theme, and a conclusion.

Part I: (30 points)
Submit the introduction and the first 2 topics (including 2 sources each). Part I should be submitted to turnitin.com before class on the date in the syllabus. Students should also bring a de-identified hard copy of their paper to class on the due date.

Final: (70 points)
Resubmit part I with edits and add on the last 2 topics (including 2 sources each) and the discussion section. Paper should be submitted to turnitin.com by the date indicated in the attached schedule. Final papers should be between 9 and 12 pages long and be in APA format.

Due dates can be found in the schedule. A rubric for this assignment will be posted on D2L.

Peer Review: (15 points x 2 = 30 points)
For this assignments students will provide feedback to 2 other students on Part I of the film application paper. Feedback should be written and focus on content, application, grammar, organization, flow, vocabulary, sentence structure, APA format, and critical thinking. Due dates can be found in the attached syllabus. Each student will be given two anonymous papers to provide feedback. Feedback can be written directly on the paper and/or feedback can be typed. Each peer review is worth up to 15 points. Grades will be assigned on the quality and quantity of feedback given.
Section Facilitation (50 points)
Towards the beginning of the term we will break into 3 groups. Each group will be assigned to a course section and associated date. Each group will be responsible for facilitating the entire class (75 minutes) on their assigned day. The 50 points will be awarded from 20 points from peer evaluation, 20 points from my evaluation, and 10 points from other group member evaluation. The grading rubrics for each of these aspects are posted in D2L. **Groups should not lecture** for the entire class but utilize other creative ways of facilitating learning (e.g., activities).

It is the job of each section facilitation group to take what we have learned about their assigned section and apply the concepts and theories from the course readings and discussions **to the rural experience**. Groups will be graded on the effectiveness of their presentation as well as how well they apply their assigned section to rural lives and communities. Groups should use at least 2 **scholarly sources** in preparing their presentations. Groups should give a **handout** to the class that list their sources and other resources they found for addressing rural experiences of their assigned section. Presentations should be submitted on turnitin.com. One submission per group is fine. If your groups has a PowerPoint, handout, and/or notes different people should submit the different components.

**Extra Credit:** (up to 10 pts)
This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you will be given an opportunity to independently research the question. To receive any credit you must submit your findings in writing (at least 2 double spaced pages) by the date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term but there is designated time during the last week of class.

**Grade Disputes:** All grade disputes must be submitted in writing. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.

**Psychology in the Workplace**
Spring 2015 Schedule

**Thursday, January 8th:** Review syllabus & Chapter 1 *(module 1.1)*

**Tuesday, January 20th:** Chapter 2 *(modules 2.3 & 2.4)*

**Tuesday, January 13th:** Chapter 1 *(modules 1.2 & 1.3)* & Guest Speaker

**Thursday, January 22nd:** Work on Class Research Project

**Thursday, January 15th:** Chapter 2 *(modules 2.1 & 2.2)* **Introduction Assignment Due**

**Tuesday, January 27th:** Chapter 8 *(modules 8.1 & 8.2)*
Thursday, January 29th: Chapter 8 (modules 8.3 & 8.4)

Tuesday, February 3rd: Chapter 9 (modules 9.1 & 9.2)

Thursday, February 5th: Chapter 9 (module 9.3) & Guest Speaker

Tuesday, February 10th: Group Presentations

Thursday, February 12th: Exam 1

Tuesday, February 17th: Chapter 10 (modules 10.1 & 10.2)

Thursday, February 19th: Chapter 10 (modules 10.3 & 10.4)

Tuesday, February 24th: Chapter 11 (modules 11.1 & 11.2)

Thursday, February 26th: Chapter 11 (modules 11.3) & Class Project

Tuesday, March 3rd: Chapter 12 (modules 12.1 & 12.2)

Part I Film Paper Due

Thursday, March 5th: Chapter 12 (modules 12.3 & 12.4)

Tuesday, March 10th: Chapter 13 (modules 13.1, 13.2, & 13.3)

Thursday, March 12th: Work on Class Project & Peer Feedback Due

Monday, March 16th & Wednesday, March 18th: No class- Happy Spring Break!

Tuesday, March 24th: Guest Speaker

Thursday, March 26th: Chapter 14 (modules 14.1 & 14.2)

Tuesday, March 31st: Chapter 14 (modules 14.2 & 14.3)

Thursday, April 2nd: Group Presentations

Tuesday, April 7th: Guest Speaker

Thursday, April 9th: Exam 2

Tuesday, April 14th: Chapter 3 (module 3.1 & 3.2 only)

Thursday, April 16th: Chapter 4 (modules 4.1 & 4.3 only)

Tuesday, April 21st: Chapter 5 (modules 5.1 & 5.4 only)

Thursday, April 23rd: Chapter 6 (modules 6.1, 6.3, & 6.4)

Extra Credit Due

Tuesday, April 28th: Chapter 7 (modules 7.1 and 7.4 only)

Final Paper Due

Thursday, April 30th: Group Presentation

Closing Assignment Due

Tuesday, May 5th @ 10:15-12:15: Exam 3