

PSYC*7130, Course Outline: Fall 2017

General Information

Course Title: Introduction to Industrial-Organizational Psychology

Course Description:

This course introduced graduate students to a broad range of topics in Industrial and Organizational Psychology. It emphasizes research-practitioner issues, skill building (e.g., presentation and writing skills), professionalism, ethics, and theory building.

Credit Weight: .50

Academic Department (or campus): Psychology

Semester Offering: Fall 2017

Class Schedule and Location: Tuesdays 11:30-2:20pm, MACKN 119

Instructor Information

Instructor Name: Harjinder Gill

Instructor Email: gillh@uoguelph.ca

Office location and office hours: by appointment, MCKN 3007

Course Content

Specific Learning Outcomes:

1) Depth and Breadth of Understanding: Students should be able to: demonstrate mastery of a body of knowledge; gather, review, evaluate, and interpret information; compare the merits of alternate hypotheses in core areas of I/O psychology; and critically evaluate the limits of their own knowledge and how these limits influence analysis.

2) Reading Comprehension. The understanding of theoretical and empirical literature in psychology. Students should demonstrate a well-developed ability to extract theoretical and empirical information from complex psychological texts and articles, and to generate ideas and questions from written text in the field of psychology.

3) Inquiry and Analysis: A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments. Students should be able to: ask and attempt to answer many questions from a critical perspective, develop novel hypotheses to explore further possibilities, and plan quality research.

4) Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Students should be able to: design appropriate methodologies for novel psychological research situations, and tailor methodologies to particular populations and circumstances.

5) Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., APA style, thought papers, burning questions). Students should: write in a sophisticated manner clearly conveying their message to a target audience, use a breadth of vocabulary appropriate to the discipline of psychology, effectively edit their own work; and avoid grammar, spelling, and functional errors.

6) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to the class topic. Students should be able to demonstrate the ability to present information in ways that the receiving party can easily understand, exhibit confidence as a public speaker, facilitate discussion of complex concepts effectively, actively listen, reflect upon, and respond effectively to questions while acknowledging limitations to one's psychological knowledge.

Lecture Content:

DATE*	TOPIC	INSTRUCTOR
September 12	Introduction to I-O / How to Succeed	Harjinder Gill
September 19	Writing Workshop	Harjinder Gill
September 26	Theory Building	Leanne Son Hing
October 03	Presentation Workshop	Harjinder Gill
October 17	Research Ethics	Harjinder Gill
October 24	Jig Saw (Leadership and Motivation)	Harjinder Gill
October 31	Research-Practice Integration	Gloria Gonzalez-Morales
November 7	Jig Saw (Groups and Teams)	Harjinder Gill
November 14	Individual Meetings (1/2 each)	Harjinder Gill
November 21	Jig Saw (Recruitment and Selection)	Harjinder Gill
November 28	Practice Ethics	Peter Hausdorf
November 30	Jig Saw (Performance Appraisal)	Harjinder Gill

*Please note that these dates are tentative.

Course Assignments and Tests:

Students will receive a grade in the course based on the quality of their burning questions, thought papers, reflective journal, and their contributions in class.

Class participation worth - 25%

Burning questions worth - 20%

Thought papers worth - 30%

Reflective Journal worth – 25%

Class Participation (25%). Throughout the term, you will be evaluated based on your class participation. Students are expected to contribute equally to the discussion. We will thoroughly discuss the readings. Be prepared to discuss the articles in detail. Students are expected to attend all classes unless they cannot for medical or personal issues. Please email in me prior to class if you will not be attending. See grading rubric.

You are responsible for submitting burning questions or a thought paper (mini-essay) for the following classes – September 26 (Theory building), October 17 (Practice Ethics), October 31 (Research-Practice Integration), and November 28th (Research Ethics).

Burning Questions (20%). You are responsible for submitting burning questions for 2 classes. I want to make sure that class discussions focus on the most interesting, important, and possibly confusing topics for you. To do so, it is helpful to have this information before class. So each week, the day before class (by end of day Monday) you need to post your “burning questions” on COURSELINK. Both the visiting professor and I will read your burning questions. You should have 2-4 questions that do not exceed one page in length. Your questions might pertain to something you didn’t understand in the paper. If you understood all elements of the paper clearly, good burning questions demonstrate your ability to: engage in critical thinking, draw connections to or integrate with other topics, or generate novel ideas. Be sure to bring a copy of your questions to class. Please see grading rubric.

The burning questions are required for weeks that you do not write a thought paper (Mini-essay).

Thought Papers /Mini-essays (30%). You are responsible for writing 2 thought papers for the days that you do not submit burning questions. The day before class (by end of day on Mondays) you need to post your thought paper on COURSELINK. Both the visiting professor and I will read your papers (2-3 pages, double spaced with 12-point Times New Roman font, 1 inch margins). Thought papers should not be a summary of the readings; rather they should convey your original thoughts about a specific topic.

For the thought papers, I want you to take one idea or problem from a reading and “run with it.” Go beyond what is presented and make a connection with a different topic and suggest a new direction for research. I want you to present an original hypothesis and how to test it. All thought papers should be well conceived, well structured, well written, and should contain your critical response to the readings. Marks will be docked for exceeding the page limit (5% per half page) and any late submissions will not be eligible for grade evaluation. Please see grading rubric.

Reflective Journal (25%). A reflective journal, sometimes called a learning log is a personal record of your learning experiences. Keeping a journal assists in developing skills in critical analysis helping you to reflect, understand and learn from your experiences in class. It also helps develop writing skills. The journal is intended to be a tool for students to use in their personal and professional growth. Students will submit a reflective journal that documents, describes, and critically analyzes thoughts, reflections, and learning completed throughout the course. Students should indicate the date on which each journal entry was written. A minimum of 10 entries of approx. 250-500 words is expected. Journals must be submitted (through the drop box in D2L) as a Word document and be single or double spaced using a 12-point font of the student’s choice. Self-Reflection Journal is due on Thursday December 7th. Depth of reflection, standard of writing and integration of course activities and content will be considered in grading. Please see grading rubric.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class participation		25%	1, 2, 3, 4, and 6
Burning questions		20%	1, 2, 3, 4, and 5
Thought papers		30%	1, 2, 3, 4, and 5
Reflective Journal	Thursday Dec. 7th	25%	3, and 5

Course Resources

Please see Courselink. <https://courselink.uoguelph.ca/shared/login/login.html>

Course Policies

Grading Policies

For Burning Questions and Thought Papers, late assignments will NOT be accepted. Assignments must be submitted to Courselink Dropbox at the day and time indicated on the schedule. Marks will be docked for exceeding the page limit (5% per half page).

For the Reflective Journal the instructor will consider written requests for an extension. If the request is granted, the self-reflection journal should be submitted to the Courselink dropbox, on the extended due date (Monday, December 11th). After this period, 10% of the value of the report will be deducted for each additional day of delay. After 3 calendar days, the grade received will be 0%.

Graduate Grade interpretation

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday November 03, 2017**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate Calendar](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.