

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY SYLLABUS

(Formerly entitled, “Psychology of the Workplace”)

P185S ~ Spring 2023

Online Undergraduate Course

INSTRUCTOR INFORMATION

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Cell Phone: (951) 662-3735

Office Hours: Mondays from 1:30pm to 2:30pm & Thursdays from 10am to 11am via zoom:

<https://uci.zoom.us/j/91651463288>

UCI email address: Although I will read and respond to message sent to me on the Canvas website, I *strongly prefer* to that you email me directly at my uci email address (joanne.zinger@uci.edu). It is easier for me to keep track of my emails (and to respond to them more quickly) when they are all in the same place.

Office hours: My zoom office hours will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during our conversation), please let me know at the beginning of our conversation and we can go into a breakout room. (As such, if you show up and I am not in the room, this simply means that I am meeting privately with another student in a breakout room and I will be back soon).

TA & PEER TUTOR INFORMATION

Name	Email Address	Office Hours
Peer Tutor McGyver Ye	mcgyvery@uci.edu	Mondays from 10am to 11am via zoom**: https://tinyurl.com/266eycmr
Graduate TA Spencer Jaquay	sjaquay@uci.edu	Wednesdays from 2pm to 3pm via zoom**: https://uci.zoom.us/j/97116168817
Peer Tutor Terence Lee	terencl@uci.edu	Thursdays from 6pm to 7pm via zoom**: https://uci.zoom.us/j/3663050534
Peer Tutor Johnny Vu	johnnv1@uci.edu	Fridays from 12:30pm to 1:30pm via zoom*: https://uci.zoom.us/j/96207815305
Peer Tutor Danny Del Cid-Linares	ddeleidl@uci.edu	Fridays from 5pm to 6pm via zoom**: https://uci.zoom.us/j/92799637965
Graduate TA Avah Mousavi	mousaviz@uci.edu	TBA
Graduate TA Elaine Tannouz	etannouz@uci.edu	TBA

* Johnny’s office hours will have a waiting room. If you are not let into the waiting room right away, this simply means that they are having a private conversation with another student. You will be allowed into the office hour as soon as their private conversation is over.

** McGyver, Spencer, and Danny’s office hours – like Dr. Zinger’s zoom office hours - will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during your conversation), please let the TA or peer tutor know at the beginning of your conversation and the two of you can go into a breakout room. (As such, if you show

up and the TA or peer tutor is not in the room, this simply means that they are meeting privately with another student in a breakout room and they will be back soon).

COURSE WEBSITE & GETTING STARTED

The website for our course can be found at: <https://canvas.eee.uci.edu/courses/51645>

On this website, you will find the following:

- Video lectures created for our course to accompany each course topic
- Relevant websites and other videos (not created for our course but related to our course)
- Online quizzes and exams
- Assigned readings (e.g., scholarly journal articles)
- Documents related to the research project assignment (e.g., grading rubric, assignment prompt, sample papers)

Although this course will be delivered online, the pace of the course will be very similar to an in-person course, such that you will be expected to watch lectures (and other relevant videos) and complete readings, quizzes, and assignments according to pre-established deadlines (see the schedule at the end of the syllabus for deadline dates).

Note: Your textbook also has a website that you may find helpful, as it contains learning objective and chapter summaries for each chapter: <http://routledgetextbooks.com/textbooks/9781138655324/student.php>

DISCUSSION SECTIONS

The TAs and Peer Tutors will hold several optional weekly discussion sections (most via zoom, one in person - see below) in **Weeks 2 through Week 10**. Feel free to attend whichever discussion section best fits your schedule on any particular week. You do NOT need to be enrolled in a discussion (and if you are enrolled, you can still attend whichever discussion session works best for you).

- Tuesdays from 10am to 10:50am with Peer Tutor Johnny via zoom: <https://uci.zoom.us/j/93287595683>
- Tuesdays from 12pm to 12:50pm with TA Spencer via zoom: <https://uci.zoom.us/j/91037824806>
- Tuesdays from 1pm to 1:50pm with TA Elaine via zoom: LINK TBA
- Wednesdays from 10am to 10:50am with Peer Tutor Danny via zoom: <https://uci.zoom.us/j/97669146170>
- Wednesdays from 11am to 11:50am with TA Avah via zoom: LINK TBA
- Wednesdays from 12pm to 12:50pm with Peer Tutor Terence via zoom: <https://uci.zoom.us/j/95026388689>
- Wednesdays from 1pm to 1:50pm with Peer Tutor McGyver via zoom: <https://tinyurl.com/3nyyrhun>

COURSE MATERIALS

Textbook (Required). Riggio, Ronald E. (2018). Introduction to Industrial/Organizational Psychology (7th edition). New York: Routledge. ISBN: 978-1-138-65532-4

A few notes about the textbook:

- If you do order a book online, you should order it as soon as possible so you can be sure it arrives by the start of Week 1.
- If you have/can find an older edition of this book (e.g., 6th edition), it is probably OK to use...but some information may be a bit different between the newer and older editions. Use older editions at your own risk!
- Although you can rent or purchase the 7th edition of the textbook from the UCI bookstore website (\$98 to rent a used hardcopy, \$136 to rent a new hardcopy, \$150 to purchase a used hardcopy, \$180 to purchase a digital copy, and \$200 to purchase a new hardcopy or a digital copy), you may be able to find less expensive options elsewhere. For example, on 12/18/22, I was able to find the following deals: \$40 to rent a hardcopy of the 7th edition from amazon, \$75 to buy a used copy of the 7th edition on Amazon, \$126 to purchase a digital copy on

Amazon, and \$136 to buy a new hardcopy of the 7th edition on Amazon. I also found a used copy of the 6th edition on Chegg for as low as \$49 and a used copy of the 5th edition on Amazon for as low as \$3.

- A copy of the 7th edition has been placed on a 2-hour reserve at the Langson library.

COURSE OVERVIEW

This course will focus on the application of social psychology to organizational settings. Topics covered will include: motivation of workers; group decision-making; leadership styles; career management, and organizational development. Class format will consist of experiential exercises combined with lecture, discussion, and demonstration.

NOTE: This course is extremely similar to Professor Lewis' Psych 122I (Organizational/Industrial Psychology) course. As such, it would probably not make a lot of sense to take this course if you have already taken Psych 122I.

EVALUATION

You will have the opportunity to earn up to 300 points in this course.

- Syllabus & Related materials quiz 6 points (2% of your grade)
- Lecture & Reading Quizzes 4 quizzes at 19 points each = 76 points (25% of your grade)
- Small Assignments 3 small assignments at 5 points each = 15 points (5% of your grade)
- Message Board 2 posts per week at 1.5 point each = 30 points (10% of your grade)
- Term Paper 60 points (20% of your grade)
- Term Paper Presentation 15 points (5% of your grade)
- Final Exam 98 points (33% of your grade)

OFFICE HOURS

We are committed to being available to help students outside of class. In addition to prompt responses to your emails and Message Board posts, someone will be available to meet during office hours on **DAYS** (see page 1 for exact times and locations). If you would like to meet with one of us but you are unavailable during our regularly scheduled office hours, please do not hesitate to make an appointment with one of us. During office hours, we are happy to answer any questions about the class/material, go over your answers to previous quizzes, answer any questions about broader education/career issues, and/or help you study/discuss better study techniques. Come on by!

POINT BREAKDOWN & GRADES

Grading is done a straightforward point system – there will be no curve! Simply add up all your points and see below:

<u>If you earn.....</u>	<u>Your grade will be...</u>	<u>If you earn...</u>	<u>Your grade will be...</u>
278 to 300 points (93 to 100%)	A	218 to 229 points (73 to 76%)	C
269 to 277 points (90 to 92%)	A-	209 to 217 points (70 to 72%)	C-
260 to 268 points (87 to 89%)	B+	200 to 208 points (67 to 69%)	D+
248 to 259 points (83 to 86%)	B	188 to 199 points (63 to 66%)	D
239 to 247 points (80 to 82%)	B-	179 to 187 points (60 to 62%)	D-
230 to 238 points (77 to 79%)	C+	Less than 179 points (Below 60%)	F

Scores for all assignments will be posted on the online gradebook on Canvas, and the online gradebook data will be used to calculate your final grade in the course. When we release your scores, please check them right away! If you find discrepancies/potential errors, please bring them to our attention as soon as possible.

LEARNING THE MATERIAL

Active learning. I strongly believe that learning – and really understanding – information related to industrial/organizational psychology requires not only reading/hearing about theories and research but also actually PRACTICING and APPLYING what you have learned. To this end:

- At various points throughout each of the videos you are assigned to watch, the video will automatically pause, and you will be required to answer multiple choice questions about the material (which will test your comprehension and/or your ability to apply the material)
- Each week, you will be required to discuss the material with me and your classmates on an interactive discussion board.

Clarity and consistency. I also believe that for a course like this – for which the material is dense, complex, and (let’s face it) sometimes a bit dry, CLARITY and CONSISTENCY cannot be undervalued. To that end, I have purposely written lectures that closely mirror the textbook. While I understand that this approach may seem repetitive/redundant, it has been my experience that this sort of redundancy, while tedious, is necessary to REALLY learn something thoroughly. In fact, this approach may not even be redundant ENOUGH, as I often find that students often make errors or omissions in their papers concerning things we’ve gone over more than once and/or get questions wrong on quizzes/exams regarding topics we have covered repeatedly. Please take comfort in knowing that this somewhat tedious process will pay off in the end when you have truly learned the material in a meaningful (and hopefully, lasting!) way.

Lecture Supplements. Watching the lecture videos and taking good notes is crucial to your success in this class. To assist you with your note-taking, I will post copies of my powerpoint lecture slides on our course website. In addition, I will post a few questions that you should be able to answer based on each lecture, as well as a website or two related to the chapter and some practice multiple choice questions. Finally, you will also be provided with review sheets before each quiz and before the final exam.

Reading the book & articles: I know that textbook and research articles are not always the most exciting to read; however, reading the book and journal articles will go a long way in improving your learning. I personally recommend that you read the appropriate chapter (and article, if relevant) BEFORE watching the lecture...because then everything I say will make so much more sense! Sometimes, reading helps you without you even realizing it –we are not always aware of all the different things that affect our learning.

Tips for quizzes: It is very true that when studying industrial/organizational psychology, many concepts ARE very similar. If you don't know the material INSIDE AND OUT, it will seem like there are many correct answers when in fact, there is only one. The best remedy for this is to learn the material EXTREMELY well. Please make an appointment with me to discuss study tips if you are not sure what you should be doing to learn the material. In addition, after the graded quizzes are released, please carefully examine your answers/the quiz key. Determine why you got the questions wrong that you got wrong so you can understand the (sometimes subtle) differences between the answers and not only improve your understanding but also make sure you don't make the same sorts of mistakes on the final. Finally, if you REALLY are convinced that there are multiple correct answers to a question, I strongly encourage you to write up a grade re-evaluation request (see below). If you make a good argument, I will really consider it. I think I'm pretty reasonable with such things - and I certainly don't take it personally. In fact, I'm happy that you are putting so much thought into it.

QUIZZES AND EXAMS

Syllabus & Related Materials Quiz. To succeed in this class, it is imperative that you become familiar with all of the information in this syllabus and the term paper handout. To encourage you to carefully read and learn this information, you will have an ONLINE QUIZ on this SYLLABUS and the TERM PAPER HANDOUT. The syllabus quiz will have 10 questions (each worth 0.6 points). You will have 18 minutes to complete this quiz (once you start it).

Lecture & Reading Quizzes. During Weeks 2, 4, 6, and 8, you will be assigned to take a “Lecture & Reading” quiz. The first Lecture & Reading quiz will focus on the chapters we have covered up until that point, and the subsequent Lecture & Reading quizzes will focus on the chapters we have covered since the last Lecture & Reading quiz. Each quiz will have 17 multiple choice questions (each worth 1 point) and one short essay question (worth 2 points). You will have 49 minutes to complete each quiz (once you start it).

Final Exam. The Final Exam will be CUMULATIVE and will include 74 multiple choice questions (each worth 1 point) and 3 essay questions (each worth 8 points - you’ll get to choose 3 out of 8). You will have 188 minutes (3 hours & 8 minutes) to complete the final exam (once you start it).

QUIZ/EXAM RULES & REGULATIONS

There are a few rules about online comprehension checks, online quizzes, and online exams that you should be aware of:

You get one shot. Each quiz/exam can only be taken once, and once you start it, you must complete it, so please be sure to take it at a time and place where you will not be interrupted.

Don't be a cheater. Quizzes/exams must be taken independently (without help from anyone else!). For these quizzes/exams, the following is considered CHEATING and is not allowed:

- Getting help from a friend, family member, or classmate during the quiz/exam
- Working together on the quizzes/exams with a classmate (or a group of classmates)
- Posting quiz or exam questions (or answers) online (including on a google doc), sharing quiz/exam questions (or answers) with other (past, current, or future) students, and/or obtaining previously used quiz/exam questions or answers (i.e., from former students or from online sites)

Any students who are caught doing any of these things will receive a *zero* on the quiz/exam in question (and will be referred to the Associate Dean/Academic Conduct Committee). Similarly, if I suspect that a student might cheat on a quiz or exam, I reserve the right to require that student to take all quizzes and exams with a proctor (i.e., using Respondus Lockdown Browser). Also, as an additional measure to discourage cheating, please note that your quiz and exam questions will be randomly selected from a "test bank" that contains three times the number of questions that you will be given. This means that each student's quiz/exam will contain a different set of questions. Finally, if you learn of any classmates working together, if you find a website on which quiz/exam questions (or answers) have been posted, if you learn of any classmates who are posting, sharing, or obtaining quiz/exam questions (or answers), or if you have any other knowledge of academic dishonesty/cheating, please tell me right away so I can investigate the situation.

Open notes/open book. Although you are *not* allowed to get help from friends, family, classmates, etc. during the quizzes/exams, you *are* allowed to use your book/notes during the quizzes/exams. However, because the quizzes/exams are timed, you will only have limited time to look up information – if you do not already know the material very well and you rely too heavily on your book/articles/notes to answer the questions, you will likely feel very rushed and/or not have enough time to answer all the questions. As such, I recommend that you study for these quizzes/exams as if they are *not* open book/articles/notes – and then only use your book/articles/notes to check your work if you have any remaining time after answering all the questions.

Don't panic. If you have technical issues during your quiz or exam, do not panic! Please just email me (or text me at 951-662-3735) right away and tell me what happened and we will figure out a way to fix it. Technical issues are rare, but they do happen sometimes, and I am able to best help you resolve them when I am made aware of them as soon as they happen. That being said, if you are taking the quiz/exam late at night, please email me instead of texting me if you have an issue. Hopefully it goes without saying, but I'd rather not be woken up by a text message about a quiz/exam in the middle of the night! 😊

MESSAGE BOARD

The basics. On the message board, you can post questions, make comments, and answer/respond to other people's questions and comments. I will post some questions/topics to give you ideas re: what to talk about – but really, any questions, comments, or responses related to the course are appropriate for the discussion board. You should make at least one original (new thread) post by 11pm on Thursday of each week and one reaction (response to someone else's thread) post by 11pm on Sunday of each week.

How many posts? You will need to make a TOTAL of 2 postings per week (one original post and one reply post) to receive full message board points.

Do I need to post on EVERY forum each week? No. I will post several different forums/questions each week for you to choose from – but you do not need to post in all of them. You should simply choose the one or two forums that you are most interested in each week and make your posts there. For example, if there are 8 message board forums (7 questions plus a miscellaneous forum), you can choose any of those 8 forums to make your original post, and you can choose any of

those 8 forums to make your reply post – such that your original post does not *need* to be (but *can* be) in the same forum as your reply post. So, you might decide to make your original post in Question 1 and your reply post in Question 3 (or you might decide to make both of your posts in Question 5) – and that would be just fine.

Why a message board? The message board for this class has several goals/purposes: 1) To allow you to connect with your classmates; 2) To stimulate critical thinking about psychology; and 3) To allow you to ask us and/or your classmates questions about the class, about class topics, or about psychology in general.

SMALL ASSIGNMENTS

You will be responsible for completing three small assignments throughout the quarter. Please see the SMALL ASSIGNMENTS HANDOUT for more information.

TERM PAPER (AND PRESENTATION)

You will be responsible for writing a 4-6 page paper and giving a presentation (based on your paper) for this course. Details about this paper can be obtained from the TERM PAPER HANDOUT.

EXTRA CREDIT: You may earn extra credit in several ways

Opportunity #1: Outside Activities.

Option 1A. You may earn extra credit by participating in experimental research through the Social Ecology Human Subjects Lab. Participation in research is completely voluntary; there may be alternative ways to accrue extra credit for this course. It is your responsibility to read through the policies on the HS Lab Student Participation Page (<https://sites.uci.edu/hslab/student-info/>) and note the deadlines listed on the SONA Login Page (<https://uci.sona-systems.com/Default.aspx?ReturnUrl=%2f>). To participate in research, login to SONA and view the list of available studies. Studies are listed randomly and change throughout the quarter as they become available. If you agree to participate in an experiment, you form a contract with the researcher to be present at the assigned time and designated place. If you accrue 2 unexcused no-shows your account will be limited and you will not be able to sign up for additional studies for the remainder of the quarter. You will earn 1 SONA credit for each hour of research participation. For example, 1 hour of research participation = 1 SONA credit. You may assign a total of 4 SONA credits to this course. You must allocate each credit earned to the course(s) of your choice. This course is listed in SONA as **W23_PSCI 185_Industrial Org Psyc_Zinger**. It is your responsibility to check your credit assignments before the stated deadlines on the SONA login page, as accounts will be disabled and no changes, extensions, or exceptions will be made. No credit will be given if a student does not properly allocate his or her credit. For questions about the HS Lab or SONA please contact sereslab@uci.edu.

Option 1B. You may elect to read current articles that are relevant to our Industrial/Organizational Psychology lectures or textbook. These articles may come from newspapers, magazines, psychology journals, or book chapters (other than your textbook); articles from websites are OK only if they are associated with legitimate news sources (e.g., LA Times, OC Register, etc.). For each article, you should write a brief summary (at least one FULL page, double-spaced, typed with 1” margins, nothing larger than 12-point type) and indicate how it relates to the content of our class. You need also to attach a copy of each article with your summary. You may complete up to 4 summaries, for up to 4 extra credit points (1 point per summary). Summaries are due to the Canvas dropbox by Sunday of Week 10 at 11pm.

Option 1C. Occasionally throughout the quarter, I may learn of different (virtual) events happening around campus that I think you will benefit from. As these events/activities come up, I will announce them in class (and on the course website) and will allow you to earn extra credit by attending/participating in the activity and then submitting a brief essay (e.g., 1 paragraph) about the event (what you did and/or learned, thoughts and/or reflections, etc.) to the appropriate Canvas dropbox within one week of “attending” the event. You may participate in up to 4 of these events/activities, for up to 4 extra credit points (1 point per event/activity).

Opportunity #2: Random Extra Credit. After each group of lecture videos, you will have the opportunity to answer some “comprehension check” questions based on the group of videos that you just watched. Although answering these comprehension check questions is optional, we will keep track of who answers those questions (and how many of the questions you get correct). In addition, each week, the TAs and peer tutors will keep track of who attended in discussion section. Each week, one of these activities (answering the comprehension check questions or participating in discussion) will be worth one extra credit point. However, you won’t be told until the following week WHICH activity was counted for extra credit. Indeed, I will use a random number generator to determine which activity (e.g., comprehension check questions from Lecture Video Group #1, comprehension check questions from Lecture Video Group #2, or Discussion section attendance) will count for extra credit (hence the name “Random Extra Credit”). The more times you participate (by answering comprehension check questions and participating in discussion), the greater your chances of earning the points – but please note for the lecture comprehension check videos, you must answer at least 73% of the questions correctly to be eligible for the (potential) extra credit point.

Opportunity #3: Course evaluations. Toward the end of the quarter, you will receive an email inviting you to fill out an online evaluation of me/this course (as well as a separate evaluation of the TAs and peer tutors). Your answers to this evaluation will be anonymous and we will not be able to read the evaluations until after the quarter is over, but we will receive a list of students who filled it out. If you fill out the evaluation of me/this course *and* at least one TA or peer tutor evaluation by the deadline, you will be given one extra credit point.

Combining extra credit options. To some extent, you may combine these options. Opportunity #1 (outside activities) should be thought of as ONE option, in which you can earn a MAX TOTAL of 4 points. Within those 4 points, you may mix and match (e.g., 2 research studies, 1 article, and 1 campus event), but no more than 4 points will be given for this option. Opportunity #2 (Random Extra Credit) and Opportunity #3 (evaluations) should be thought of as completely separate opportunities – participation in Opportunity #1 (outside activities) does not affect your ability to earn points for Opportunity #2 (random EC) or Opportunity #3 (evaluations). You could potentially earn all 4 points for Opportunity #1 (outside activities) AND up to 10 points for Opportunity #2 (random EC) AND 1 point for Opportunity #3 (evaluations), for a possible total of 15 EC points (which would, effectively, “boost” your grade as much as 5%).

LATE PASS

I know that sometimes, things get tough. Maybe you have too much on your plate or you are having a bad day or you just need a little bit more time to get things done. I get it – we all need to be cut a little slack sometimes.

To accommodate for this – and for other unexpected ways that “life gets in the way” – I am allowing each of you ONE free “late pass,” which allows you to submit a quiz, exam, message board post, small assignment, term paper, extra credit assignment, or comprehension check one day (i.e., 24 hours) late, with no grade penalty – and with no explanation or documentation required.

You simply need to email me at any point BEFORE the quiz/exam/post/assignment/paper/comprehension check is due and say, “I would like to use my late pass for [name of quiz/exam/post/assignment/paper/comprehension check here] – and I will give you a 24-hour extension.

You can use your late pass on ANY quiz, exam, message board post, small assignment, term paper, comprehension check, article EC summary, and event EC summary, you would like - BUT you cannot use it for the presentation (or for SONA studies). Also:

- You only get ONE late pass per quarter – and once you use it, you cannot use it for anything else. So, choose wisely.
- To use the late pass, you must email me BEFORE the quiz/exam/post/assignment/comprehension check is due.
- You are not required to use the late pass. If you are able to complete/submit everything on time throughout the quarter, then please do so. However, the late pass is non-transferrable (i.e., you can’t give your pass to another student, even if you don’t plan to use it).

MISSING QUIZZES OR EXAMS

You will have a fairly large window (an entire week) to complete quizzes and exams, and you are expected to complete the assessments before the window closes. However, we understand that events sometimes arise that may prevent you from completing the quiz/exam during the open window. If you simply need a short (e.g., 24-hour) extension on a quiz or exam, please take advantage of the late pass option (described above) – but if you have already used up your late pass or if a 24-hour extension would not be enough (such that you need to actually miss/skip the quiz/exam altogether), here’s what you need to know:

- Acceptable reasons for missing a quiz or exam include illness (physical or mental), accidents or injury (e.g., car accident, broken bone), family emergencies, religious observances, “can’t miss” family events (like graduations and weddings), university-sponsored conflicts, and evacuation due to natural disaster (e.g., fire, earthquake). *Vacation plans, employment obligations, being confused about the quiz/exam window days/times, and simply forgetting to take the quiz/exam* are not acceptable reasons for missing a quiz or exam.
- If you know in advance that you will need to miss a quiz or exam for an acceptable reason, you must let me know as soon as you become aware of the conflict/issue.
- If you miss a quiz or midterm for an acceptable reason and you have documentation of this reason (e.g. doctor’s note, copy of positive COVID test, etc.), you must contact me as soon as possible. In these cases, make-up quizzes/exams will not be given. Instead, students who miss a quiz or midterm for an acceptable reason, have documentation, and contact me immediately will receive a score that is equivalent to the average score of the quizzes that they do actually take (for a missed quiz) or will receive a score that is equivalent to the score of the midterm that they do actually take (for a missed midterm).
- If you miss the final and you have a documented reason (e.g., doctor’s note, copy of positive COVID test, etc.), you must contact me immediately. Make-ups for the final exam will be determined on a case-by-case basis.
- In all cases (quiz, midterm, final), if you do not have documentation, you do not have an acceptable reason, and/or you do not contact me immediately, you will receive **zero** points for the quiz or exam that you missed. You definitely do not want to receive a zero, so you should take every step to keep this from happening!

GRADE RE-EVALUATION REQUESTS

Occasionally, a student may believe that they deserve a higher grade on an assignment or an essay question than they actually received. Likewise, from time to time, students may sometimes believe that there is more than one right answer to a multiple choice question, and that the item they chose, while marked wrong, should actually be correct. If you believe that you deserve more points than you have earned on a particular assignment, quiz, or exam, you must state your argument in writing and submit your argument to the Grade Re-Evaluation Request Canvas dropbox (emailed arguments will not be accepted). You should be thorough in your argument, referring to page numbers in your text or outside references where appropriate. You must turn in these arguments within **one week** of receiving the grade/score in question. After one week, your grade/score is permanent.

DISCUSSION SECTIONS

Your teaching assistants and peer tutors will hold several optional weekly discussion sections each week, which you are encouraged to attend.

The activities for discussion section will vary...sometimes, the TAs and peer tutors will review for and/or go over quizzes and exams. Other times, they may do activities related to something we are learning that week (to help you gain a deeper understanding of the material), lecture on sections of the book (or an article) that I will not talk about in the lecture videos, and/or talk about the term paper – and in some weeks, students will give presentations during discussion. Most importantly, the discussion section is an opportunity for you to ask questions and get extra help. Data from previous classes suggest that there is a relationship between discussion section attendance and test performance. For example, the last time I taught this course (Spring 2022), there was a small, positive correlation ($r = .18$) between attending discussion and course grades. Indeed, students who attended at least 7 weeks of discussion sections earned an average of 16 points more than students who attended discussions less regularly (or not at all). Those 16 points could mean the difference between a B+ and a solid A in the course! Activities done in discussion section will be included in the “Random Extra Credit,” meaning that you *might* earn extra credit for your attendance/participation – but please note: To be eligible for extra credit, you must arrive on time, stay for the entire 50 minutes, be engaged in the discussion, and refrain from being

disruptive. Students who arrive late, leave early, are disengaged in the discussion, and/or who are disruptive will not be eligible for the (potential) extra credit point.

SENDING EMAILS

We do enjoy receiving emails from students, and you should feel free to shoot us an email if you have a quick question or concern. However, we ask that you adhere to the following simple but very important guidelines:

- *Use our UCI email address!* Although we will read and respond to any messages that we receive directly through Canvas, we strongly prefer to receive emails directly to our UCI email address (see page 1 for email addresses). Receiving all our messages in one mailbox helps us keep track of things more easily (and we are likely to respond to you more quickly when the message is sent to our UCI address)
- *Tell us who you are!* This includes telling us your first and last name. Strangely enough, we do not have ESP.
- *Tell us what class you are in!* I am teaching two different classes this quarter, and I still don't have ESP.
- *Please check the syllabus before asking us your question!* The syllabus is very wise.
- *Consider coming to office hours!* Sometimes questions are more easily via phone or zoom.
- *Don't forget the Message Board!* If you have a question that you think other students may be able to answer OR that you think other students might benefit from hearing our answer, consider posting the question on the message board in lieu of emailing us. We check the message board on a regular basis.
- *Use a proper greeting!* You may call your TAs and peer tutors by their first name, but I prefer that you call me Dr. Zinger or Professor Zinger.
- *Be professional!* Make sure there are no errors or type-o's in your message – and most importantly, ask yourself, “Is the tone of my message professional and respectful? Would I send an email with this tone, wording, and/or type of request to a boss or supervisor?” If the answer is no to any of these questions, please REVISE the message before sending to make it more appropriate.
- *One at a time, please!* Please only send your email to one of us at a time; in other words, do not email all of us at the same time with the same message. If you email me, one the TAs, or one of the peer tutors with a question/concern, please allow us up to 24 hours to respond. If you do not receive a response from a TA or peer tutor within 24 hours, please email me (and indicate in your email that you already emailed a TA or peer tutor but did not get a response). Alternatively, if you do not receive a response from me within 24 hours, please email one of the TAs or peer tutors (and indicate in your email that you already emailed me but did not get a response).

Who should you email – Dr. Zinger, one of the TAs, or one of the peer tutors? And if one of the TAs or peer tutors, which one? Good question! For the most part, any of us can answer your questions/concerns, but sometimes, one person is a better choice than another:

- For general questions about the course, questions about the small assignments, or questions about the message board, you should email one of the peer tutors (Tsuf, Danny, Johnny, McGyver, or Terence).
- For questions about discussion section, it is best to email the TA or peer tutor whose discussion section you attended (or plan to attend).
- For questions regarding course material, it is best to email the TA or peer tutor who teaches the discussion section that you most regularly attend. If you are unable to attend any of the discussions, it is best to email the one of the peer tutors (Tsuf, Danny, Johnny, McGyver, or Terence) with your question.
- For questions or issues related to the comprehension checks, quizzes, exams, extra credit, late pass, and/or technical issues with the course website, it is best to email Dr. Zinger.

PLAGIARISM POLICY

The basics. The UCI Academic Senate defines plagiarism as intellectual theft. It means the dishonest use of the intellectual creations of another person without proper attribution. Plagiarism in composition courses may take two main forms, which are clearly related:

- To steal or pass off as one's own the ideas or words of another. This theft may take the form of a few words, a phrase, an extended passage, or an entire paper written by someone else.
- To use a creative production without crediting the source. Sources may include web pages and interview information, as well as information in print.

Giving credit where credit is due. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole or in part) in one's own words, and for information that is not common knowledge. It is the writer's responsibility to ensure that submitted papers are free of plagiarism. All UCI courses include instruction in the proper way to credit sources and thereby avoid plagiarism. Be aware that, because each student has his or her own writing style, and because convenient software exists to match online texts, plagiarism in a writing class is relatively easy for instructors to detect, and the consequences can be devastating to a student's academic career. Submitting work that you did not write with your name on it is grounds for failure in the course. UCI takes academic honesty very seriously, and instructors are required to report any instances of plagiarism to the student's academic dean who keeps a permanent record of the offense.

The most common offense. The most common form of plagiarism that I have come across is when students use the exact words of someone else, do not put quotes around those words, and then end the phrase with the author and year in the parentheses. While I appreciate the ATTEMPT at citing the source (putting the author and year at the end), *if you have used the exact words of someone else and those exact words are not in quotes, you have committed plagiarism. To be more specific, the rule I will be using is: if you have used 6 or more words from another source and those words are not in quotes, this constitutes plagiarism and you will, at the very least, receive a 0 for that assignment.* I don't know how to be any more clear about this. Not your words + not in quotes = plagiarism. If you plagiarize, we *will* catch it, and there will be unpleasant consequences.

“Recycling” papers. Also, it is NOT OKAY to use sections of a paper that you have already turned in (or plan to turn in) for another class, as this puts you at an advantage over other students who have written their paper 100% from scratch for this class. Turning in work that you already got credit for in another class may not technically be labeled *plagiarism*, but it still definitely falls under the category of “academic dishonesty,” and it is not allowed. If you do this, you will receive a zero for the assignment.

Turnitin.com. To help minimize (and catch) instances of plagiarism and paper recycling, we will run your small assignments and your term paper through turnitin.com. Canvas is linked to turnitin.com, so your assignments are run through this program automatically. After you submit your assignment, you should be able to see your similarity report via canvas. We strongly recommend that you submit all your assignments at least a few hours early so you can have time to view your similarity report and make any necessary changes to your assignment before the assignment is due. (If you submit a revised assignment before it is due, we will grade your most recently submitted assignment; if you submit a revised assignment *after* it is due, we will still grade your most recently submitted assignment – but we will also need to give you a late penalty).

Writing tip. When summarizing the work of others without using direct quotes, you should read their work (e.g., journal article), study it a bit, and then PUT THE ARTICLE AWAY. Only when it is not in front of you, tell us what the article was about IN YOUR OWN WORDS. Only then is it okay to cite the author & year *without* quotation marks around the words. You should never be using the “copy/paste” function when writing (unless it is to re-organize something that you just wrote).

NETIQUETTE

Electronic communication is the primary means of sharing ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.

Be Professional. Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.

Respect Disagreement. Everyone is entitled to have an opinion, and in message boards, everyone is encouraged to share them. Likewise, people have the right to disagree. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.

Ask Questions. Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification. For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed; asking for clarification is always a good idea.

MICROSOFT OFFICE

Did you know that you can get Microsoft Office (which includes Microsoft Word, the computer program strongly recommended for your research project-related assignments) for FREE just by being a UCI student?! If you don't already have MS Office on your personal computer and you would like it, go here for more info: <https://www.oit.uci.edu/help/microsoft/software-for-students/office-365-pro-plus/>. (Alternatively, if you have a device on which you cannot download Microsoft Word, you can still use this program by logging into the UCI Virtual Computer Lab: <https://www.oit.uci.edu/labs/vcl/>).

JOINING THE CLASS LATE

On the waiting list before the quarter starts? Given that some students will drop this course during the first two weeks, you do have a chance of getting into the course – even when the course is full – by adding your name to the waiting list. If you are on the waiting list, I strongly encourage you to watch all the lecture videos, attend discussion, and complete all comprehension checks and quizzes (as if you were enrolled). To be added to the Canvas website, simply email me (joanne.zinger@uci.edu) with your UCInetID (the first part of your UCI email address).

Joining the class (or the waiting list) after the quarter starts? The registrar allows you to add this course (or add yourself to the waiting list) through Friday of Week 2 (if space allows). However, if you choose to join the class (or add your name to the waiting list) *after* the quarter starts, you will not be allowed to make up any assignments that were due before you joined the class (or the waiting list). For example, if you join the class (or the waiting list) in Week 2, you will have missed the syllabus quiz and the first two message board posts, and you will not be allowed to make those up. Please keep this in mind when deciding whether or not to join the class (or the waiting list) after the quarter has already begun.

INCLUSIVE CLASSROOM POLICY

I will uphold the University of California, Irvine's commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI's community or if you have a need for any specific accommodations, please speak with me early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Social Ecology Academic Advising : <https://students.sococo.uci.edu/pages/advising>
- Diversity and Awareness at UCI: <https://uci.edu/diversity/>
- Disability Services Center - <https://dsc.uci.edu/>
- UCI LGBT Resource Center - <https://lgbtrc.uci.edu/>
- Undocumented Student Support - <https://dream.uci.edu/>
- UCI Counseling Center - <https://counseling.uci.edu/>
- Student Outreach and Retention Center (SOAR) – <https://soar.uci.edu/>
- UCI Basic Needs Hub (and food pantry): <https://basicneeds.uci.edu/>

DR. ZINGER IS ON FACEBOOK & INSTAGRAM!

If you have a facebook and/or Instagram account, you may wish to consider liking/following me! You can find me at the following pages:

Facebook: <https://www.facebook.com/pages/Dr-Zinger/220380864030>

Instagram: <https://www.instagram.com/drzinger.uci/>

By following one of my pages, you can learn more about me, psychology, the Department of Psychological Science, Psych Science alum, events you may want to attend, and opportunities that you may want to take advantage of! Also, please note that liking or following my facebook page is NOT the same as becoming my facebook friend. I will NOT be able to see your facebook page nor will your status updates show up in my news feed – and I will not send you any friend requests. Similarly, following my Instagram page does not mean that I will be following yours. (Indeed, you can rest assured that I do not follow any of my students on Instagram – you are entitled to your privacy).

TENTATIVE SCHEDULE

WEEK 1

Monday, January 9, 2023 through Sunday, January 15, 2023

During Week 1, you should complete the following (in the order listed):

1. Watch Week 1 Introduction video (13 minutes)
2. Read the Syllabus, the Small Assignments Handout, the Term Paper Handout, and at least one sample term paper.
3. *Optional:* Read through APA style powerpoint (in case you are unfamiliar – or need a refresher on – APA style)
4. Watch the Introduction to the Class/Syllabus Overview videos
 - 4a. Syllabus overview - Part 1 (17 minutes)
 - 4b. Syllabus overview – Part 2 (28 minutes)
 - 4c. Introduction to Zoom (8 minutes)
 - 4d. Advice from a professor in an Industrial/Organizational psychology master’s degree program (6 minutes)
 - 4e. Advice from a professor in an Industrial/Organizational psychology Ph.D. program (8 minutes)
 - 4f. Advice from a student in an Industrial/Organizational psychology master’s degree program (6 minutes)
 - 4g. Advice from a student in an Industrial/Organizational psychology Ph.D. program (16 minutes)
5. *Optional – for entrance into Random EC:* Complete the online student information questionnaire by Sunday, January 15th at 11pm, so I can get to know you a little better: <https://forms.gle/6eTQP4PeW9QLfMAX8>
6. Read Chapters 1 & 2 of your textbook.
7. Watch Introduction to I/O Psychology and Research Methods (Chapter 1 & 2) lecture videos
 - 7a. Part 1: What is I/O Psychology? (12 minutes)
 - 7b. Part 2: The Science & Practice of I/O Psychology; Exploring Training & Careers in I/O Psychology (31 minutes)
 - 7c. Part 3: Ethical Issues in Research & Practice in I/O Psychology (18 minutes)
8. *Optional – for entrance into Random EC:* Complete the Introduction to I/O Psychology and Research Methods (Chapter 1 & 2) Lecture Videos comprehension check questions by Sunday, January 15th at 11pm.
9. Write at least one original message board post before Thursday, January 12th at 11pm and at least one reply message board post before Sunday, January 15th at 11pm
10. **Take syllabus quiz** (18 minutes) before Sunday, January 15th at 11pm
11. Watch the Wrap-up of Week 1 video (2 minutes)

WEEK 2

Monday, January 16, 2023 through Sunday, January 22, 2023

During Week 2, you should complete the following (in the order listed):

1. Watch the Week 2 Introduction Video (3 minutes)
2. Read Chapter 3 of your textbook.
3. Watch the Job Analysis (Chapter 3) lecture videos
 - 3a. Part 1: Job Analysis & Job Analysis Methods (21 minutes)
 - 3b. Part 2: Job Analysis of Real Estate Agents; Job Analysis Techniques (26 minutes)
 - 3c. Part 3: Job Analysis & the ADA; Job Evaluation & Comparable Worth (16 minutes)
 - 3d. Part 4: More on Job Evaluation & Comparable Worth (25 minutes)
 - 2d. Part 5: The “Glass Ceiling” is Misleading (8 minutes)
4. *Optional – for entrance into Random EC:* Complete the Job Analysis Videos comprehension check questions by Sunday, January 22nd at 11pm
5. Read Chapters 4 & 5 of your textbook.
6. Watch the Employee Recruitment, Selection, and Placement (Chapter 4 & 5) lecture videos
 - 6a. Part 1: Human Resource Planning; Steps in the Employee Selection Process; Equal Opportunity Employment in Employee Selection (36 minutes)
 - 6b. Part 2: Evaluation of Written Materials; References & Letters (6 minutes)
 - 6c. Part 3: Employment testing (37 minutes)
 - 6d. Part 4: Assessment Centers; Hiring Interviews (32 minutes)
7. *Optional – for entrance into Random EC:* Complete the comprehension check questions for the Chapter 4 & 5 videos by Sunday, January 22nd at 11pm
8. *Optional – for entrance into Random EC:* Attend one of the Week 2 discussion sections on Tuesday or Wednesday, where the TAs and peer tutors will review for Lecture & Reading Quiz #1.
9. Write at least one original message board post before Thursday, January 19th at 11pm and at least one reply post before Sunday, January 22nd at 11pm.
10. **Take Lecture & Reading Quiz #1** (17 MC, 1 essay) before Sunday, January 22nd at 11pm (49 minutes)
11. Watch the Wrap-up of Week 2 video (1 minute)

Reminder: Deadline to drop this course is Friday, January 20th at 5pm

WEEK 3

Monday, January 23, 2023 through Sunday, January 29, 2023

During Week 3, you should complete the following (in the order listed):

1. Watch the Week 3 Introduction Video (8 minutes)
2. Read Chapter 6 of your textbook.
3. Watch the Evaluating Employee Performance (Chapter 6) videos:
 - 3a. Part 1: Performance Reviews – Performance Evaluations & Appraisal (3 minutes)
 - 3b. Part 2: Job Performance & Performance Appraisals; The Measurement of Job Performance (37 minutes)
 - 3c. Part 3: The Boss is Watching; Methods of Rating Employee Performance (25 minutes)
 - 3d. Part 4: Problems & Pitfalls in Performance Appraisals (23 minutes)
 - 3e. Part 5: The Performance Appraisal Process (10 minutes)
 - 3f. Part 6: Can You Give a Good Performance Review? (2 minutes)
 - 3g. Part 7: How to Improve Employee Performance Appraisals (16 minutes)
 - 3h. Part 8: Team Appraisals and the Future of Performance Appraisals; Legal Concerns in Employee Performance Appraisals (14 minutes)
4. *Optional – for entrance into Random EC:* Complete Evaluating Employee Performance Videos comprehension check questions by Sunday, January 29th at 11pm
5. *Optional – for entrance into Random EC:* Attend one of the Week 3 discussion sections on Tuesday or Wednesday, where the TAs and peer tutors will go over the answers to Lecture & Reading Quiz #1 and will talk about topics related to Chapter 6.
6. Write at least one original message board post before Thursday, January 26th at 11pm and at least one reply message board post before Sunday, January 29th at 11pm
7. **Complete and submit Small Assignment #1** before Sunday, January 29th at 11pm.
8. Watch Week 3 Wrap Up video (1 minute)

WEEK 4

Monday, January 30, 2023 through Sunday, February 5, 2023

During Week 4, you should complete the following (in the order listed):

1. Watch the Week 4 Introduction video (2 minutes)
2. Read Chapter 7 of your textbook.
3. Watch the Employee Training and Development (Chapter 7) lecture videos:
 - 3a. Part 1: Why Invest in Employee Training and Development (4 minutes)
 - 3b. Part 2: Areas of Employee Training; Fundamental Issues in Employee Training (20 minutes)
 - 3c. Part 3: Assessing Training Needs & Employee Training Methods (17 minutes)
 - 3d. Part 4: Evaluating Training Programs (11 minutes)
 - 3e. Part 5: Equal Employment Opportunity Issues in Employee Training; Training for the 21st Century (22 minutes)
4. *Optional – for entrance into Random EC:* Complete Employee Training and Development Lecture Videos comprehension check questions by Sunday, February 5th at 11pm
5. Read Chapter 8 of your textbook.
6. Watch the Motivation (Chapter 8) lecture videos:
 - 6a. Part 1: Defining Motivation; Need Theories of Motivation (22 minutes)
 - 6b. Part 2: Behavior-Based Theories of Motivation (20 minutes)
 - 6c. Part 3: Drive – The Surprising Truth about What Motivates Us (TED talk – 11 minutes)
 - 6d. Part 4: Goal Setting Theory (10 minutes)
 - 6e. Part 5: Job Design Theories of Motivation (20 minutes)
 - 6f. Part 6: Cognitive Theories; Motivation and Performance (19 mins)
7. *Optional – for entrance into Random EC:* Complete Motivation Lecture Videos comprehension check questions by Sunday, February 5th at 11pm
8. *Optional – for entrance into Random EC:* Attend one of the Week 4 discussion sections on Tuesday or Wednesday, where the TAs and peer tutors will review for Lecture & Reading Quiz #2.
9. Write at least one original message board post before Thursday, February 2nd at 11pm and at least one reply post before Sunday, February 5th at 11pm.
10. Take **Lecture & Reading Quiz #2** (17 MC, 1 essay) before Sunday, February 5th at 11pm (49 minutes)
11. Watch the Wrap-up of Week 4 video (1 minute)

WEEK 5

Monday, February 6, 2023 through February 12, 2023

During Week 5, you should complete the following (in the order listed):

1. Watch the Week 5 Introduction video (4 minutes)
2. Read Chapter 9 of your textbook.
3. Watch the Positive Employee Attitudes and Behaviors (Chapter 9) lectures:
 - 3a. Part 1: Top Five Contributors to Job Satisfaction (3 mins)
 - 3b. Part 2: Job Satisfaction (17 minutes)
 - 3c. Part 3: Organizational Commitment (8 minutes)
 - 3d. Part 4: Intro to Employee Engagement (2 mins)
 - 3e. Part 5: Employee Engagement (13 minutes)
 - 3d. Part 6: Attitudes and Employee Attendance (10 minutes)
 - 3e. Part 7: Increasing Employee Engagement, Job Satisfaction, and Employee Commitment; Positive Employee Behaviors (25 minutes)
4. *Optional – for entrance into Random EC:* Complete Chapter 9 Lecture Videos comprehension check questions by Sunday, February 12th at 11pm
5. Read Chapter 10 of your textbook
6. Watch the Worker Stress and Negative Employee Attitudes & Behaviors (Chapter 10) Lecture Videos:
 - 6a. Part 1: Defining Worker Stress; Sources of Worker Stress (20 minutes)
 - 6b. Part 2: Measurement of Worker Stress; Effects of Worker Stress (23 minutes)
 - 6c. Part 3: Managing Your Stress (4 mins)
 - 6d. Part 4: Coping with Worker Stress (18 minutes)
 - 6e. Part 5: Negative Employee Attitudes & Behaviors (16 minutes)
7. *Optional – for entrance into Random EC:* Complete Chapter 10 Lecture Videos comprehension check questions by Sunday, February 12th at 11pm
8. *Optional – for entrance into Random EC:* Attend one of the Week 5 discussion sections on Tuesday or Wednesday where the TAs and peer tutors will go over the answers to Lecture & Reading Quiz #2 and will talk about topics related to Chapter 9 and/or 10.
9. Write at least one original message board post before Thursday, February 9th at 11pm and at least one reply message board post before Sunday, February 12th at 11pm
10. If you haven't done so already, **sign up for presentation time slot** (or to choose to videotape your presentation) before Sunday, February 12th at 11pm. The sign-up sheet can be found at: <https://tinyurl.com/yccqrqsg>. Students who are not signed up by this deadline will lose 2 points on their presentation.
11. Watch the Week 5 Wrap-Up Video (1 minute)

WEEK 6

Monday, February 13, 2023 through Sunday, February 19, 2023

During Week 6, you should complete the following (in the order listed):

1. Watch the Week 6 Introduction video (5 minutes)
2. Read Chapter 11 of your textbook.
3. Watch the Communication (Chapter 11) lecture videos:
 - 3a. Part 1: A Demonstration of The Rumor Chain (a great example of a breakdown in communication; 9 minutes)
 - 3b. Part 2: The Communication Process; The Flow of Communication in Work Settings (28 minutes)
 - 3c. Part 3: Communicating in a Diverse, Multicultural Work Environment; Why are Communication Breakdowns so Common in Organizations? (17 minutes)
4. *Optional – for entrance into Random EC:* Complete the Communication Behaviors Lecture Videos comprehension check questions by Sunday, February 19th at 11pm
5. Read Chapter 12 of your textbook.
6. Watch the Group Processes in Work Organizations (Chapter 12) lecture videos:
 - 6a. Part 1: Defining Work Groups and Teams (12 minutes)
 - 6b. Part 2: Basic Group Processes - Conformity (10 minutes)
 - 6c. Part 3: More Basic Group Processes (29 minutes)
 - 6c. Part 4: Group Decision Making Processes; Teams & Teamwork (22 minutes)
 - 6d. Part 5: Groupthink (23 minutes)
7. *Optional – for entrance into Random EC:* Complete the Group Processes in Work Organizations Lecture Videos comprehension check questions by Sunday, February 19th at 11pm
8. *Optional – for entrance into Random EC:* Attend one of the Week 6 discussion sections on Tuesday or Wednesday, where the TAs will review for Lecture & Reading Quiz #3.
9. Write at least one original message board post before Thursday, February 16th at 11pm and at least one reply message board post before Sunday, February 19th at 11pm
10. **Complete and submit Small Assignment #2** before Sunday, February 19th at 11pm.
11. **Take Lecture & Reading Quiz #3** (17 MC, 1 essay) before Sunday, February 19th at 11pm (49 minutes)
12. Watch the Week 6 Wrap-Up Video (1 minute)

WEEK 7

Monday, February 20, 2023 through Sunday, February 26, 2023

During Week 7, you should complete the following (in the order listed):

1. Watch the Week 7 Introduction video (11 minutes)
2. Read Chapter 13 of your textbook.
3. Watch the Leadership (Chapter 13) lecture videos:
 - 3a. Part 1: What is Leadership? (3 minutes)
 - 3b. Part 2: What is Leadership?; Trait Theory (7 minutes)
 - 3c. Part 3: Behavioral Theories of Leadership (9 minutes)
 - 3d. Part 4: Contingency Theories of Leadership (24 minutes)
 - 3e. Part 5: Transformational Leadership Theory; Leadership Training & Development (35 minutes)
4. *Optional – for entrance into Random EC:* Complete the Leadership Lecture Videos comprehension check questions by Sunday, February 26th at 11pm
5. Read Chapter 14 of your textbook.
6. Watch the Influence, Power, and Politics (Chapter 14) lecture videos:
 - 6a. Part 1: Defining Influence, Power, and Politics; Influence (11 minutes)
 - 6b. Part 2: World’s Most Powerful Women Define Power (4 minutes)
 - 6c. Part 3: Power (13 minutes)
 - 6d. Part 4: Kurt Tiltack talks about Organizational Politics (3 minutes)
 - 6d. Part 5: Politics (16 minutes)
7. *Optional – for entrance into Random EC:* Complete the Influence, Power, and Politics Lecture Videos comprehension check questions by Sunday, February 26th at 11pm
8. *Optional – for entrance into Random EC:* Attend one of the Week 7 discussion sections on Tuesday or Wednesday, where the TAs will go over the answers to Lecture & Reading Quiz #3 and will talk about topics related to Chapters 13 or 14.
6. Write at least one original message board post before Thursday, February 23rd at 11pm and at least one reply message board post before Sunday, February 26th at 11pm
9. Watch the Week 7 Wrap-Up Video (2 minute)

Recommendation: I strongly recommend that you start working on your term paper this week, if you haven’t started it already – especially if you are planning to present your paper in discussion in Week 8. The presentation will be a lot easier to create after a draft of your paper is written.

WEEK 8

Monday, February 27, 2023 through Sunday, March 5, 2023

During Week 8, you should complete the following (in the order listed):

1. Watch the Week 8 Introduction video (7 minutes)
2. Watch a recorded interview with Dr. Ronald Riggio, the author of our textbook (50 minutes)
3. *Optional – for entrance into Random EC:* Complete Guest Speaker #1 comprehension check questions by Sunday, March 5th at 11pm.
4. Watch recorded version of an I/O Psych Career Panel consisting of an I/O psychologist with a master's degree who works for the City of Long Beach, a graduate student from Alliant University who is about to earn her Ph.D. in I/O Psych, and a graduate student from Vanguard University who is about to earn his master's degree in Organizational Behavior (71 minutes)
5. *Optional – for entrance into Random EC:* Complete Guest Speaker #2 comprehension check questions by Sunday, March 5th at 11pm
6. *Optional – for entrance into Random EC:* Attend one of the Week 8 discussion sections on Tuesday or Wednesday, where students will be giving presentations about their term papers.
7. Write at least one original message board post before Thursday, March 2nd at 11pm and at least one reply message board post before Sunday, March 5th at 11pm.
9. Take **Lecture & Reading Quiz #4** (17 MC, 1 essay) before Sunday, March 5th at 11pm (49 minutes).
10. Watch the Week 8 Wrap-Up Video (3 minutes)

Recommendation: I strongly recommend that you finish a draft of your term paper this week. Many of you will be submitting a video of your presentation early in Week 9 – and it will be a lot easier to create your presentation after you have already finished a draft of your term paper.

WEEK 9

Monday, March 6, 2023 through Sunday, March 12, 2023

During Week 9, you should complete the following (in the order listed):

1. Watch the Week 9 Introduction video (5 minutes)
2. **If you are doing your presentation via video:** Submit your video link to the appropriate Presentations message board before Monday, March 6th at 11pm.
3. Watch (and take notes on) 16 different presentations videos (you may choose any 16 that you wish) and post your questions (and answers) on the Presentations message board.
 - For at least two of the videos that you watch, you should post a question for the presenter – and if possible, for at least one of your questions, you should be the first person to ask that presenter a question. In other words, I want to make sure that everyone gets asked at least one question – so please try to find/watch (and ask questions about) at least one video that no one else has asked a question about yet.
 - The two questions that you post will count as your two message board posts for this week, and the presenter's answers will count toward their presentation grade.
 - If you plan to complete the (optional) presentations comprehension check questions, please be sure that you take notes on these presentations – such that for each presentation, you write down what the problem was and you write down at least one proposed solution to the problem.
 - Please post your questions to the presenters before Thursday, March 9th at 11pm (and presenters, please post your answers to these questions before Sunday, March 12th at 11pm).
4. *Optional – for entrance into Random EC:* Answer the Presentations comprehension check questions (both Part 1 – which covers the first 8 presentations you watched – and Part 2 – which covered the last 8 presentations you watched) by Sunday, March 12th at 11pm.
5. *Optional – for entrance into Random EC:* Attend one of the Week 9 discussion sections on Tuesday or Wednesday, where students will be giving presentations about their term papers.
6. **Complete and submit your term paper** to Canvas by Sunday, March 12th at 11pm.
7. Watch the Week 9 Wrap-Up Video (2 minutes)

WEEK 10

Monday, March 13, 2023 through Sunday, March 19, 2023

During Week 10, you should complete the following (in the order listed):

1. Watch the Week 10 Introduction video (6 minutes):
2. Watch ONE of the following films (I recommend choosing a film that you have not watched before, if possible). When watching the film, your task is to identify at least three scenes that are related to one or more concepts that we have learned about this quarter. For each scene that you identify, I recommend that you write down the name of the topic, a brief description of the topic, and a brief description of the scene. You may want to use the FILM WORKSHEET to help you.
 - Office Space (1 hour and 30 minutes) *or*
 - The Internship (1 hour and 59 minutes):
 - Part 1 (13 minutes)
 - Part 2 (1 hour & 21 minutes)
 - Part 3 (20 minutes)
3. *Optional – for entrance into Random EC:* Answer the film comprehension check questions by Sunday, March 19th at 11pm
4. Watch Final exam review videos:
 - 4a. Part 1: Review Game #1 (12 minutes)
 - 4b. Part 2: Review Game #2 (15 minutes)
5. *Optional – for entrance into Random EC:* Complete Final Exam Review Videos comprehension check questions by Sunday, March 19th at 11pm
6. *Optional – for entrance into Random EC:* Attend one of the Week 10 discussion sections on Tuesday or Wednesday, where students will be giving presentations about their term papers.
7. Write at least one original message board post before Thursday, March 16th at 11pm and at least one reply message board post before Sunday, March 19th at 11pm
8. **Submit Small Assignment #3** before Sunday, March 19th at 11pm
9. *Optional:* Submit Extra Credit Article Summaries before Sunday, March 19th at 11pm.
10. Watch the Week 10 Wrap-Up Video (2 minutes)

FINALS WEEK

Monday, March 20, 2023 through Wednesday, March 22, 2023

During Finals Week, you should **take the final exam** (74 MC, 3 essay) before Wednesday, March 22nd at 11pm (3 hours & 8 minutes)