

PERSONNEL AND INDUSTRIAL PSYCHOLOGY (PSY 320)
COURSE SYLLABUS
Spring Semester (2011)

MEETING TIME: Thursdays, 4:00 - 6:40 p.m.
MEETING PLACE: WC 220
INSTRUCTOR: B. Charles Tatum
(619) 226-7726 (Home Voice)
(619) 222-0831 (Home Fax)
ctatum13@cox.net (email)
OFFICE HOURS: Thursday, 3:00 – 3:30 p.m. LS-B24

TEXT: Berry, L. M. (2003). *Employee Selection*. Belmont, CA, Wadsworth/Thompson Learning

COURSE MATERIALS: Tatum, B. C. (2010). *Personnel and Industrial Psychology Course Materials*, San Diego, CA: Montezuma Publishing

| <u>Class</u> | <u>Date</u> | <u>Topic</u> | <u>Assignment</u> |
|--------------|-------------------------|--|--|
| 1 | Jan. 20 | Introduction | Chapter 1 |
| 2 | Jan. 27 | Work & Job Analysis | Chapter 2 & 3 |
| 3 | Feb. 3 | Employment Law | Chapter 6 |
| 4 | Feb. 10 | Recruitment | Chapter 5 |
| | Feb. 17 | EXAM # 1 | ParScore Student Enrollment Sheet (Form No. F-288, PAR-L) Wide Red Form |
| 5 | Feb. 24 | Compensation & Rewards | Chapter 4 |
| 6 | Mar. 3 | Selection Statistics & Measurement | Chapter 7 |
| 7 | Mar. 10 | Performance Appraisal | Chapter 14 & 15 |
| 8 | Mar. 17 | Motivation & Performance | Chapter 13 (pp. 343-347, 354-364) |
| | Mar. 24 | EXAM # 2 | ParScore Test Form (Form No. F-289 PAR-L) Narrow Red Form |
| | Mar. 28 – Apr. 1 | | SPRING BREAK |
| 9 | Apr. 7 | Ability and Knowledge Tests | Chapter 8 |
| 10 | Apr. 14 | Personality and Character Tests | Chapter 9 & 11 |
| 11 | Apr. 21 | Applications, Assessment Centers & Simulations | Chapter 10 & 12 |
| 12 | Apr. 28 | Training & Development I | Chapter 16 |
| 13 | May 5 | Training & Development II | |
| | May 19 | EXAM # 3 (FINAL) Thursday, 4:00 p.m. | ParScore Test Form (Form No. F-289 PAR-L) Narrow Red Form |

COURSE OBJECTIVES: This course is designed to expose the undergraduate student to the exciting world of personnel and industrial psychology. The field is a large and active part of psychology that includes research and applications in human resources, job analysis, performance evaluation, employee selection, training, and much more. Students interested in careers in management, human resources, training, or employment law, will find this a valuable introduction to these fields. Other students, who are not interested in careers in these areas, will still find the course relevant to their current or future employment. At the end of the course, students will have a greater appreciation and understanding of how psychology has contributed to the world of work and helped create more productive and satisfying organizations.

COURSE REQUIREMENTS: Your grade in the class will be determined by your performance on three, non-cumulative examinations and occasional in-class written exercises to be turned in at the end of selected class sessions.

Exams: The exams are worth 150 points (50 points per exam). The exams will draw on material from both the text and class. The exams will consist of objective style questions (multiple choice, true/false) graded electronically. Each exam will be weighted equally and the final exam (EXAM # 3) will only cover the material since the previous exam (EXAM # 2).

In-Class Exercises: Most classes will include an exercise that integrates the material covered that evening. Student will work in groups to address the questions and issues posed in the exercise. As an incentive to come to class and stay to the end, some of these exercises (selected at random) will be turned in at the end of class for extra credit to be added to your exam scores.

COURSE POLICIES:

- (1). Make-Up Exams: If you cannot take the exam when scheduled, please make arrangements for a make-up exam before the regularly scheduled exam. Only in rare cases (e.g., unexpected illness or emergency) will you be allowed to do a make-up exam after the scheduled exam date.
- (2). Extra Credit: Your grade is determined by your performance on the three exams and in-class exercises only. Extra credit assignments are not an option and cannot be used as a substitute for poor performance in the class.
- (3). Office Hours and How to Contact your Instructor: I am a part-time instructor and have very restricted office hours (Thursdays, 3:00 – 3:30 p.m., LS-B24). If you cannot meet at this time, feel free to contact me outside of class by email (ctatum13@cox.net) or phone (619-226-7726). If you need to see me in person, we can meet before class or immediately after class. If you have questions about the exams, please contact me at least 48 hours before the exam is scheduled to allow time to receive your question and provide a thoughtful response. Keep in mind that I will only answer questions that cannot be easily answered by referring to the book or your notes.
- (4). Class Attendance: I will not take attendance and so your presence in class is strictly voluntary. Fifty percent of the material on the exams will come from the class sessions, and this information cannot be obtained from the textbook. In addition, there will be in-class exercises that sometimes will provide extra points toward your exam scores. Therefore, the incentive to come to class is not only to experience my brilliant class presentations, but also get better test performance and additional points from class exercises.
- (5). Blackboard: The syllabus and handouts are posted on Blackboard. Your exam scores will also be posted on Blackboard. Important class notices will appear occasionally, so logon to Blackboard at least weekly.
- (6). Study Aids: There is Study Guide for each exam in the Course Materials (available at the Bookstore for a nominal fee). The study guide will also be available on Blackboard.
- (7). Textbook: It is library policy not to carry textbooks in their holdings, and I do not have an extra textbook that I can put on reserve. The textbook is a vital part of this course and I urge you to obtain one. If you

cannot afford a new book, you can buy one used, borrow one from another student, or form a collective and purchase a group book.

- (8). Grading Scale: Grades are based on a standard percentage scale shown below. Each of the three exams is worth 50 points. Your final grade for the class will be based on the percentage of the total 150 points you earn. I sometimes curve the grades downward (i.e., lower the cut-off points to make it easier to get a higher grade) if I feel that the class is having difficulty with the material. However, I do not do this until all of the grades are in at the end of the semester, so please do not ask if I will curve the grades prior to the final exam because I will not know. The grading scale below will apply unless I decide to curve the scores at the end of the term.

| <u>Percent</u> | <u>Grade</u> | <u>Final Point Total</u> |
|----------------|--------------|--------------------------|
| 93-100 | A | 140-150 |
| 90-92 | A - | 135-139 |
| 87-89 | B+ | 131-134 |
| 83-86 | B | 125-130 |
| 80-82 | B - | 120-124 |
| 77-79 | C+ | 116-119 |
| 73-76 | C | 110-115 |
| 70-72 | C - | 105-109 |
| 67-69 | D+ | 101-104 |
| 63-66 | D | 95-100 |
| 60-62 | D - | 90- 94 |
| Below 60 | F | Below 90 |

- (9). Requests for Grade Changes: Once grades are posted, they are final. Do not ask me to change your grade unless there has clearly been an error in the calculation of your grade. In the interest of fairness to all students, I must assign grades based on class performance and cannot make exceptions regardless of the circumstance.