

Term Information

Effective Term Spring 2025
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change prerequisites from PSYCH 2220 and PSYCH 2300 to PSYCH 1100, along with a corresponding change in course number.

What is the rationale for the proposed change(s)?

The goal of this course change is to broaden out the core course concepts (on organization, group processes, leadership, hierarchy, and more) to a wider audience, including substantially more non-psychology majors, and to provide younger psychology students more access to content that is particularly relevant to their own lives in school (with group projects and team collaboration), and relevant to their upcoming careers (e.g., in business organizations). We hope to provide this class as a core class for the new leadership major, providing psychological insights that will be particularly relevant for students pursuing topics in that area. The transition will involve moving focus away from students working on actively conducting any experimentation or reading advanced texts, into a heavier emphasis on accessible classic and contemporary research to better enable them to understand the structure and function of these organizations.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course will move from the Advanced Course category to the Elective category in our major.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3522
Previous Value 4522
Course Title Organizational Psychology
Transcript Abbreviation Org Psychology
Course Description Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: PSYCH 1100
Previous Value	Prereq: A grade of C- or above in 2220 and 2300.
Exclusions	Not open to students with credit for 4522
Previous Value	Not open to students with credit for 522.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2804
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will be able to explain theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.
Content Topic List	<ul style="list-style-type: none">• group processes• organizational science and history• optimal distinctiveness• facilitation, conformity, and compliance• hierarchy• promotion and demotion• branding and marketing• norms of social influence• motivation• human factors• business ethics• workplace stress• boundaries

COURSE CHANGE REQUEST
3522 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/23/2024

Previous Value

- *Organizational culture*
- *Values, attitudes, & satisfaction*
- *Social perception/attributions*
- *Motivation*
- *Improving performance*
- *Group dynamics*
- *Decision making*
- *Negotiation & conflict*
- *Leadership*

Sought Concurrence

No

Attachments

- PSYCH 4522_AU21_Polifroni.pdf: Current Syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psychology Major Learning Objectives-April 2024.docx: Updated Curriculum Map
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psych 3522 Syllabus-revised August 2024.pdf: Proposed syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psych 3522-proposer responses to panel feedback.docx: Feedback Response
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)

Comments

- Please see feedback email 05-28-2024 RLS *(by Steele, Rachel Lea on 05/28/2024 08:33 AM)*
- It is critical that this course not be changed until SP25 (as requested above). It is being taught by a different instructor as Psych 4522 in AU24. Since the location in the major will change with the course instruction change, it must remain Psych 4522 in AU24, even if approved earlier. Thanks. *(by Paulsen, Alisa Marie on 04/29/2024 01:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	04/29/2024 01:22 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	04/29/2024 01:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/02/2024 05:55 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/28/2024 08:33 AM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	08/22/2024 09:30 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	08/22/2024 09:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/23/2024 01:38 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/23/2024 01:38 PM	ASCCAO Approval

Psych 35225-Proposer responses to Panel feedback:

The Subcommittee unanimously approved the request with four contingencies, four recommendations, and one comment:

- 1. Contingency:** The Subcommittee appreciates the details provided for the students about the format and length of the exams (syllabus pg. 9), and they ask that the department provide similar information in the syllabus about the course's other assignments and assessments, including the podcast, journal, scientific study report, weekly questions, and class participation.
 - I have provided full, extensive summaries and examples of these assignments.
- 2. Contingency:** The Subcommittee asks that the department include in the course schedule (syllabus pg. 15) detailed information about the course's readings, since these will play a part in determining what has changed in the course as a result of it being moved from the 4000 level to the 3000 level.
 - I have provided course readings on the final page of the syllabus. There is one (1) full article (that we will go through together), and the rest are freely-available open-source online links to activities (Harvard, Banaji), TED talks from relevant professors, or non-scientific summary articles about concepts. I will include additional supplemental assignments on Carmen. These are meant to supplement the study-and-concept heavy lectures, by providing easy to read and consume additional resources.
- 3. Contingency:** The Subcommittee asks that the department amend the Religious Accommodations statement (syllabus, pg. 14) to include active links to the Office of Institutional Equity and the list of Religious Holidays, Holy Days and Observances, as this is required for the statement to be in compliance with the law. An easy-to-copy-paste version of the statement (with active links) is available on the [Arts and Sciences Curriculum and Assessment Services website](#).
 - I have revised this accordingly.
- 4. Contingency:** The Subcommittee requests that the department correct the heading for the Academic Misconduct Statement (syllabus pg. 12), removing the reference to "behavioral misconduct", as Student Conduct violations of a non-academic nature are handled by a different administrative office and not related to the Committee on Academic Misconduct.
 - I have removed the reference to behavioral misconduct.
- 5. Recommendation:** The Subcommittee recommends that the department reconsider the format of the syllabus. While they understand and appreciate the motivation to make it an interesting and engaging document for students to read, they note that it does not meet the university's accessibility standards. Microsoft Word's accessibility function reveals nearly 200 accessibility errors involving missing object descriptions, alignment issues, and

hard-to-read text contrasts that could make using the syllabus difficult for students with disabilities.

- Many of the design elements are intentional (e.g., the low-contrast font reference is just an "A,B,C" on the grading page that is meant to fade into the background and NOT be easily read [serving no pedagogical value] - this is not an error in the syllabus, but in the assessment program not being able to discern when this would be appropriately problematic). I have used similar designs in a number of prior classes, and have had great encouragement from students to continue.
6. *Recommendation:* The Subcommittee recommends that the department remove the reference to iPads (syllabus pg. 7), as students are no longer issued these devices.
 - This language has been adjusted.
 7. *Recommendation:* The Subcommittee suggests that the department amend the statement regarding the grading scale on pg. 9 of the syllabus, as OSU does not have a standard grading scale; instructors are welcome to use any scale that best fits the needs of their course.
 - I have adjusted the phrasing accordingly. This language was taken directly from the default grading scale in Carmen, which reads "OSU standard grading scale."
 8. *Recommendation:* The Subcommittee suggests that the department alter the listing of the grade components on pg. 8 of the syllabus to include a separate listing for all three exams, as the current notation of "3/90" could be confusing for students.
 - I have adjusted this accordingly.
 9. *Comment:* The Subcommittee respectfully observes that the image *Praying Hands (Study of the Hands of an Apostle)* by Albrecht Dürer, which is used on pg. 13 of the syllabus to accompany the Religious Accommodations Statement, has traditionally been viewed as a Christian image, and as such may not be the most ideal image to accompany a statement meant to foster religious inclusivity.
 - I have adjusted this accordingly.

THE DEPARTMENT OF PSYCHOLOGY

“every employee tends to rise
to his level of **INCOMPETENCE.**”
PETER & HULL, 1969



contents

PSYCH 3522 Organizational Psychology

BY STEVEN BENGAL

An exploration into contemporary research into *leadership* and *organization*; including social psychology, decision science, marketing, and beyond.

The science of *the structure and function of human groups*, including *hierarchies*, *leadership* and power, branding and *marketing*, business *ethics*, group *decision-making*, *human factors* and everything in between.

Reading and discourse on *psychological research* into:

group polarization, optimal distinctiveness, motivation, stress, promotion, entrepreneurship, eyeliner sales, choice paralysis, leadership in crisis, and more.

Each week will focus on a new topic explored in the field.

*If you want to build a ship,
don't drum up the men and women to gather wood,
divide the work, and give orders. Instead,
teach them to yearn for the vast and endless sea.*

anonymous proverb; Horbiak, 1995

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class introduction

“

When the tyrant has disposed of foreign enemies by conquest or treaty, and there is **nothing** more **to fear** from them, then he is **always stirring up some war or other**, in order that the people may **require** a leader.

PLATO, THE REPUBLIC, 375BCE



CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it *regularly* and *frequently*.

Electronic communications via CARMEN uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.



RECOMMENDED TEXT

DIRECT SOURCES. (FREE). ALL REQUIRED SOURCES WILL BE POSTED TO CARMEN.

ALL STUDENTS should be prepared to make use of original sources. *Article*, *video*, and *concept* discussion will frequently be involved in class sessions and for assignments.

You are responsible for completing the assigned materials **BEFORE YOU COME TO CLASS.**

the **instructor** steven bengal, ph.d.



CONTACT INFORMATION

OFFICE LZ 100H

EMAIL BENGAL.1@OSU.EDU

PHONE 614.292.8185

The best way to reach me is by EMAIL using your OSU account or CARMEN.

OFFICE HOURS

MWF 12:40 PM–1:30 PM

OR BY APPOINTMENT

Contact me for any and all *questions, comments, or concerns* through my EMAIL.

the **rules** of engagement



SPEAKING UP

You must be prepared to *speak*. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned materials and ask questions. Stage fright be damned, this course is **YOUR TIME TO SHINE!**



CONSIDER COLLEAGUES

Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Take an *active*, engaged role in your own learning.



PARTICIPATION

This course will use *Top Hat* for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **FIRST DAY OF CLASS** for us to discuss alternatives.

TOPHAT.OSU.EDU



BE AWARE

This course structure varies by lecture, by concept, by unexpected snow days (heat days?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its siren call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will be informed of these changes on CARMEN and/or in class.

communication

CARMEN

ANNOUNCEMENTS, MODULES AND ASSIGNMENTS

Important adjustments to the schedule, syllabus, or class will be made through CARMEN *Announcements*.

All class texts, readings, videos, lecture slides, and resources will be available through the *Modules* section.

Graded task details, rubrics, deadlines, and instructions will be in the *Assignments* section.

CHECK CARMEN
FREQUENTLY!

EMAIL HEADINGS

HELP ME HELP YOU

SUBJECT LINE <CLASS NO.>

Please begin all email communication with me with the class number in the subject line. For instance, If you are emailing me regarding questions you have about an Introduction to Social Psychology (PSY3325), lead the subject line of your email with 3325.

SEVERAL EXAMPLE SUBJECT LINES.

- 2462 question regarding the malevolence lecture
- 4525 hypothetically, if I needed a bunker immediately..
- 2220 just emailing you to tell you that I hate you, no need to respond!



the **course** requirements

1

ATTENDANCE

PLEASE DO

Attendance is *fundamental* to master the material, and a large part of this class is built on experiencing psychology activities and discussions. Lastly, there are points associated with showing up!

2

DESIGN

VIDEOS, LECTURES, AND ACTIVITIES

This course has a mixed format: concepts will be initially discussed or introduced in broad course lectures. During most lectures, we will have example *demonstrations* of research studies. You will also engage in a few group discussions in which you cooperatively examine your learning with peers. Each week, suggested READINGS or VIDEOS will be listed.

NO REQUIRED TEXT. All required sources will be supplied gratis on CARMEN.

3

GRADES

WATCH, DISCUSS, EXPERIENCE, DEMONSTRATE

This course has several projects, including *Let's Make a Podcast*, *Scientific Study Report*, and *the Journal* (see CARMEN for specific details and instructions).

There will be THREE (3) multiple-choice exams consisting of 30-questions apiece. Please bring a device (laptop, tablet) to class in order to participate.

In addition, there are brief *weekly questions* meant to guide your thinking and provide you an outlet to consider the class content outside of the confines of the class.

Lastly, there are a number of points allocated for attending and participating in, the *in-class lectures*, *activities*, and *course feedback*. This will consist of completing in-class TOP HAT assignments.

LATE WORK has a 1 WEEK grace period. *This does not apply to exams, extra credit, or in-class activities.*

grading structure

BONUS POINTS

LITERALLY READ THE SYLLABUS

You will receive **1 POINT** of extra credit for *reading* the syllabus. This point will be automatically applied at the end of the semester. If you ask if the class has extra credit, or if your grade is rounded, or to adjust your grade at the end of the semester because you worked really hard and are only 0.1 points away from the next grade, you will demonstrate that you have *not* read the syllabus and will lose this 1 point!

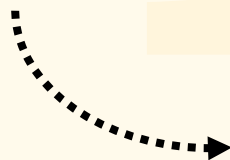
LATE WORK

All assignment, except exams and in-person activities, follow the same policies for LATE WORK. An assignment have a 1 WEEK grace period. This means that an assignment may be turned in within **1 WEEK** of the original due date and receive NO penalty. Submission windows will close after this a 1 WEEK grace period (not past the final day of class). Assignment instructions, deadlines, and rubrics should be available from the beginning of the semester, or well in advance of deadlines. Assignment deadlines will show up on CARMEN as a reminder throughout the semester.

*For in-class participation or extra credit: **NO CREDIT** will be earned for any such work that is turned in late.*

This 1 WEEK grace period satisfies the requirements for SLDS accommodations, so there is no requirement to contact me about their use.

all assignment points may
be visible on **CARMEN**



GRADED ITEMS

Grades will not be rounded.

COMPONENT VALUES	
syllabus survey	3 PTS
let's make a podcast	10 PTS
scientific study report	10 PTS
the journals retrospective (fin)	2 PTS
the journals	10 PTS
weekly questions	15 PTS
class participation	15 PTS
exam 1	30 PTS
exam 2	30 PTS
exam 3	30 PTS
TOTAL	155 PTS

behold: the new exams.

EDUCATION REVOLUTION

There will be *no large-scale paper exam and scantron administration*: save your no. 2 pencils and use them elsewhere.

Instead, there will be synchronous, in-person *digital exams* available through the *quiz section* of CARMEN.

- USUAL PLACE, USUAL TIME. you will come to class like any other class session, and bring an electronic device (e.g., tablet, laptop).
- IN-CLASS you will be provided with an *access code* to open and take the exam through CARMEN.
- UNLIKE *homework assignments*, these exams will have **(1) A LIMITED TIME TO COMPLETE**, and **(2) CANNOT BE RE-OPENED**.

Before opening an exam, make sure you have sufficient time to complete it, and that your internet is in *good working order*.

FURTHER DETAILS.

TIMING AND QUESTIONS. traditionally, these exams will consist of around THIRTY (30) multiple-choice questions. You will have FIFTY (50) minutes to complete each exam. The exact timing and covered areas will be visible to you before opening.

DESPERATE TIMES. I have administered electronic examinations in multiple separate courses to great success, with well over 99% of students having no issues taking the CARMEN exams.

Typical 1-week assignment extensions do not apply to exam dates.

SLDS/ESUE. we cannot provide additional time for in-class exams in the usual classroom or makeups (if permitted), so alternative testing centers (ESUE/SLDS) will be used to provide such accommodations.

SLDS students should schedule all exams at the beginning of the semester, months in advance, to ensure they have a timeslot available.

THE POINT BETTER STATISTICS, FASTER FEEDBACK, EASIER ADMINISTRATION

The goal of the digital exams is to allow students to provide more immediate feedback about progress, have fewer issues collecting responses, and to collect better data about the quality of questions and student's mastery growth over time.

CarmenCanvas
Ohio State's learning management system

a **note** on **exams** and **assignments**

A

ASSIGNMENTS

BRINGING CLASS CONTENT HOME

I expect the assignments in this class to focus more on *divergent thinking* regarding the scientific concepts covered. Generally, there will still be a heavy emphasis on *application* of content, but now more student-directed (e.g., going out and finding examples of real-world examples that demonstrate the class content).

Over the next several pages I will show example assignment content.

weekly questions

the journal

scientific study report

let's make a podcast



the weekly questions

BUILDING A STUDY GUIDE

A new crop of questions will be available for you to review *every week* of the class. The content of these questions will match the lecture-content we cover.

As we work through a *lecture* or *module*, a variety of questions designed to have you *review* or *expand beyond* the given research will be present. As these are directly related to a particular week, the questions may not be answerable ahead of time – this is ok! You are not expected to understand how the questions all connect to the content, until you *experience* the content!

VALUE

As an educational tool, this process should help you *review course content*, provide *exam* preparation, and further *understanding*.

STUDIES

Many weekly questions will highlight either psychological *theories* or *studies* relevant to **ORGANIZATIONAL PSYCHOLOGY**.

Because the weekly questions are regarding the specific class lecture content, any study citations in this section will be referring to that work *that we discuss in the class itself*. They will not require the supplemental readings to complete.

the weekly questions

your goal is to create a complete study guide, over time, by answering guided questions. Particularly, these questions relate to the course lecture materials and additionally will address some of the supplemental readings and videos. Each week, a new, brief set of questions will be provided. By the last week before an exam, you will be able to review your responses and have a structure by which to approach preparing for the testing of the material.

course objectives. (1) recognize, recall, and apply scientific material relevant to the topics of consideration, (2) identify areas of current misunderstanding or confusion, and (3) explore scientific content in a low-stakes environment.

STEP ONE. review the lecture materials. you will be faced with open-ended questions, most of which can be answered directly from content we covered in class.

STEP TWO. complete throughout the week. these questions are meant to be completed throughout the week, not in a clump at the end: space them out, take your time.

STEP THREE. for your own review. these questions will be graded on completion, not for accuracy. This is a self-directed assignment designed to keep you thinking about course content, guide studying, allow for reflection, and motivate good time habits.

SOME SAMPLE QUESTIONS GROUP PSYCHOLOGY CHAPTER

We discussed a series of tests by Zajonc involving social pressure on cockroaches. What was a “difficult” task for the roaches? An “easy” task? Relate the findings of how spectator roaches impacted their performance, and provide a real-world (human) consequence.

Define *groupthink*. Differentiate this concept from *group polarization*.

One of the suggestions to minimize *groupthink* involves the liberal application of “devil’s advocates” in an organization. Explain the role of these naysayers, and the barriers of this work.

Not all groups equally satisfy human motives – some are more stable, and some less stable. Identify the two (2) central human motives to group belonging, as well as the appropriate group size which will be satisfy both motives.

Group formation involves a series of “-ings,”: norming, storming, etc. Provide examples from previous group work at a workplace or class setting that fit into this formation process. Be prepared to share with your peers.

the journal assignment

BROADER EXPANSION, CONSIDERATION, AND VALUE

While the weekly questions are about *reviewing* specific course content, the journal assignments are more about *applying* course content back to your own lives. This section is focused on developing *takeaways*, wrestling with *ideas*, and focusing on *creative solutions* to personal and societal problems caused by stereotypes, prejudice, and discrimination surrounding **ORGANIZATIONAL SCIENCE.**

VALUE

As an educational tool, this process should help you *apply and expand on course content*, and particularly *personally invest* in the science.

IN-CLASS INTERACTIONS

Journal assignments will be discussed in a *full class discussion* at the end of the semester (when all have been completed), in *small group discussions* (throughout the semester), and on a *volunteer basis* more frequently.

the journal

INSTRUCTOR'S NOTE. I first began using journal assignments in *The Psychology of Creativity*. These are low-stakes, consistent assignments that involve students going beyond the in-class content to seek out external content that can be related back to the class. This work is a modified version of journaling that has been published for use in university education for the field of psychology by Snyder (2013) and Grohman (2018).

The journal assignments are a learning tool designed to help you to think about course material in a concrete way, and to apply this material to your own work by showing you practical everyday examples of course concepts “in action.” Primarily, the journal will facilitate your practice of course objectives, including synthesis, critical analysis, and application. In addition to allowing you to take an active role in your learning, the journal will also provide you with a record of your learning and your growth over time.

course objectives. (1) consider course material (readings and lecture content), (2) provide you with a record of what you did for the course and what you learned, (3) provide a record of your growth over time, and (4) allow you to take an active role in your learning.

general instructions. many of the journal entries will require you to both (1) write, and (2) draw or provide some visual elements. As such, on a computer you may use a NOTES (mac), ONENOTE (PC), or any other software with feature to draw and write on the same page. **You are encouraged to handwrite any written responses, but make sure it is legible.** However, make sure that when you submit your journal page, you convert it into a PDF.



the journal samples

SAMPLE JOURNAL ENTRY PERSONALITY IN THE WORKPLACE

Identity is malleable defined: we consider ourselves in relation to others, to our past selves, and through our feelings, expectations, and wishes. *In addition, we will move beyond a focus merely on the self, to consider how PEOPLE MAKE GROUPS, and GROUPS MAKE PEOPLE.*

1. WHY do people even take personality tests? For that matter: why do people ask others about their clothing options (“does this look like my style?”) or preferences (“do you think I would like this?”). *Consider yourself and others.*
2. There are a multitude of personality quizzes available online. What are some of the strangest, most memorable, or WORST tests you have seen? Explain! Use at least some content from research methods. *Move beyond the class, to think about what purpose these tests can serve.*
3. Getting through the thicket of junk. Try a mini (30-item) version of the BIG5 personality test (BFI-2): <https://projects.fivethirtyeight.com/personality-quiz/> Review your results. Do they seem accurate? Are you surprised? *Engage with real psychology research, which directly relates to work on stereotyping and prejudice.*

4. IN CLASS DISCUSSION.

- a. Share your results in small groups of three (3) students. What were the central differences between group members? Points of connection?
- b. Move beyond the individual. Self-concepts have been argued to be developed not in an isolated capacity, but in *contrast to other peoples*. That is: if I am not a *you*, there must be a *me* (remember the rouge test!). Describe when you think group homogeneity HELPS and when it may HURT group functioning.

the projects: scientific report let's make a podcast

PUSH AND PULL; TAKING OWNERSHIP OF EDUCATION

These projects will allow you to explore new and novel research in the field of **ORGANIZATIONAL PSYCHOLOGY**. We cover a tremendous array of curated psychological research directly relevant to these topics, and now it is your turn to find novel *science* to bring into the fold. These projects will involve you gaining a *new understanding* by locating *personally interesting* research on **I/O SCIENCE** within the psychology literature. You will following a guided exploration of this *new* work, and then relate it back to the *covered classroom content*.

VALUE

As an educational tool, this process should help you *locate new research*, and *personally invest* in the science, *share your findings* with peers, and *connect it back to classic research* in research on **ORGANIZATIONAL PSYCHOLOGY**.

the scientific study report

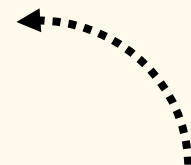
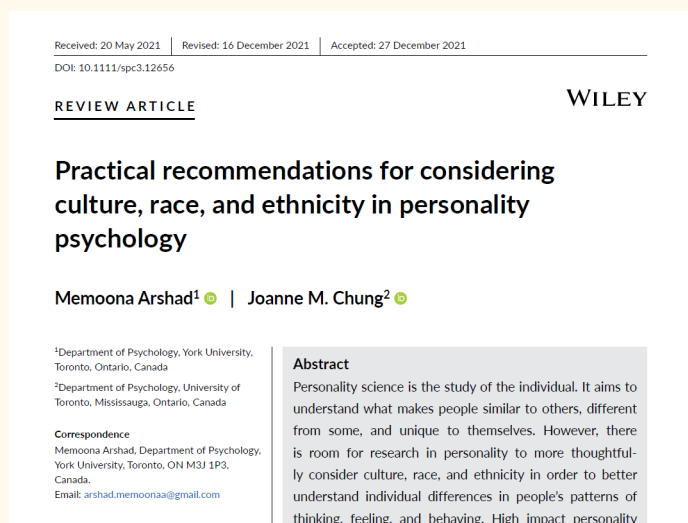
INSTRUCTOR'S NOTE. It is essential that students in science-based classes have experience finding, reading, and interpreting scientific work. I have modified a version of this assignment developed for upper-level classes in my *a Study of Sin: a primer on moral psychology* freshman seminar. As it has been tested and worked with previous freshman students, I am presenting a modified version, specific to the current class, below.

Your goal is to consider a direct scientific work in the field of organizational psychology, and the myriad of human features that make up personal and group identities. Grapple with a formal research paper into a domain of personal interest, and consider possible applications and implications for your own lives. In addition, we will be discussing this content in class. You will be asked about your work in class, and learn about others' work as well!

course objectives. (1) consider how scientific studies are conducted, written, and shared, (2) consider the importance of keywords and vocabulary, (3) explore applications of psychological science, and (4) demonstrate mastery of psychological research by highlighting applications and examples.

STEP ONE. Find an article of interest. Go to [JSTOR](#) (you may need to be logged in through the OSU library), [PLOS ONE](#), or [PSYCINFO](#), and search for any topic relevant to **ORGANIZATIONAL PSYCHOLOGY**, or related work (e.g., how these impact social structures, identity, and personality), in the *field of psychology* (note: select psychology under topics after choosing your keywords). **This paper must involve experimental or correlational work, and have both methods and results sections.** Go through some of the (thousands) of relevant articles, pick a few based on title or abstract, and flip through them.

Choose one article that you find **the most interesting**, and read it in its entirety.



EXAMPLE PAPER

the scientific study report, cont.

STEP TWO. read, comprehend, and describe. . you are going to be reading this work, taking some notes, and explaining your interpretation and perspective through later writing.

There are several key features you must include in your scientific report. **Make sure these are (1) all present in your report, and (2) highlighted and labeled as appropriate (e.g., label one section as "1").**

required elements:

1. include the abstract of the paper (copy-and-pasted).
2. your own **one-sentence summary** of the paper. *Imagine you are in an elevator, and someone asks you to describe what this paper was about before they reach their floor - what would you say?*
3. explain **why you selected this paper**. What are your interests? What particularly was engaging about this paper? What did you hope to learn?
4. explain **how this paper relates to the study of ORGANIZATIONAL PSYCHOLOGY**. Specifically, outline how this moves **beyond** the content we have previously discussed.
5. What is the **most interesting thing you learned from this paper**: be specific!
6. relate the contents of this paper **BACK to at least two (2) concepts** we discussed in class surrounding a psychological approach to **ORGANIZATIONAL PSYCHOLOGY**. Clearly *identify* the concepts and *discuss* how they are relevant to this study.
7. Relate this unique study to **own life**: how can you *personally* use the *results* of this paper?
8. Relate this unique study to **others' lives**: how could you use this paper to better understand *individual* differences or *cultural* differences. How can this research be broadly used to address some (any) **real-world problem**.
9. Present a sample suggestion for how a work manager could use the results of this study to promote a better functioning work-group.

STEP THREE. submit your assignment. Upload your responses to step 2 (including full PDF copies of your chosen article and your written responses to the other prompts) to this assignment tab.

let's make a podcast

your goal is to consider sharing scientific work with a nonscientific audience. Particularly, with a focus on engagement, excitement, and generating interest. However, it is vitally important to not present misinformation. This work should have the result of educating a general public. In addition, we are exploring a new medium: audio. We have previously had you write at length about a scientific article, then convert work into a visual field. Now, we are having you explore how to communicate in both a verbal fashion, as well as to a broader base.

course objectives. (1) consider how scientific studies are conducted, written, and shared, (2) consider the importance of keywords and vocabulary, (3) explore applications of psychological science, and (4) demonstrate mastery of psychological research by highlighting applications and examples.

STEP ONE. experience a podcast. in particular, we are interested in podcasts that explore particular fields or areas of research, and try to communicate them to a broader audience. Some examples of relatively popular podcasts that fit this genre are below:

- planet money
- Freakonomics
- 99% invisible
- hidden brain

STEP TWO. write up a script. you are going to be recording an 8-10 minute podcast session. You may have to experiment back-and-forth, but typically podcasts consist of around 100-150 words per minute. It is easier to read from a script to ensure you have all the relevant details you are interested in adding (and do not leave anything out) than creating a presentation out of whole cloth.

We have several key features you must include in your podcast. **Make sure these are (1) all present in your script, and (2) highlighted and labeled as appropriate (e.g., label one section as "definition 1").**

required elements:

- it must begin with humor, a hook, or some other statement(s) to generate interest.
- **introduce and define** at least two (2) concepts we discussed in class in the field.
- provide **a real-world example** of how these concepts relate to a listener's life/applications.
- locate a **unique study** on your own, introduce the article topic and authors, and describe the main results.
- relate this unique study to the **listener's life/consider applications** of the study.
- construct, recount, or relate a story about how or why psychology (broadly) may be used to solve some (any) **real-world problem**.

let's make a podcast, cont.



How to Write a Podcast Script

STEP THREE. record the thing. you are going to be recording an **8-10 minute podcast session**. Your recording should largely match the script you provided, and will be uploaded as an audio file (e.g., .mp3) or as a link to a posted/accessible resource (e.g., youtube). Consider elements of adding music, removing unnecessary pauses, trimming excess length at the end, and audio mixing to make it **(1) easy to listen to and (2) engaging**. *We recommend that you download audacity. as an easy-to-use, lightweight, and free program to perform audio editing.*

STEP FOUR. submit your assignment. upload your responses to steps 2 - 3, (including full PDF copies of your chosen article, your audio record (or link), and your written responses to the other prompts) to this assignment tab.

required technology



CARMEN SUBMISSIONS

You are responsible for all assignments and files submitted to CARMEN, to be (1) the appropriate document, (2) of your own independent work, and (3) not corrupted, faulty, or otherwise unable to be reviewed. **DOWNLOAD AND CHECK YOUR SUBMISSIONS BEFORE THE DEADLINE.** No grace period or later review will be provided for erroneous (the wrong document), unopenable, or missing submissions. For file types, .HEIC (MAC) image files will **NOT BE ACCEPTED.**

REQUIRED TECHNOLOGY SPECIFICATIONS

to access CARMEN, in-class exams, or top hats, you will likely need at least some of the following technology:

COMPUTER LAPTOP OR TABLET WITH WIFI-CAPABLE INTERNET CONNECTION

OTHER A MOBILE DEVICE (SMARTPHONE OR TABLET) TO USE FOR BUCKEYPASS AUTHENTICATION

see CARMEN for more details.

psychology major goals

KNOWLEDGE BASE IN PSYCHOLOGY

- Describe key concepts, principles, & overarching themes in psychology
- Describe applications of psychology

SCIENTIFIC INQUIRY & CRITICAL THINKING

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative & integrative thinking & problem solving
- Incorporate sociocultural factors in scientific inquiry

ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

- Apply ethical standards to evaluate psychological science & practice
- Build & enhance personal relationships
- Adopt values that build community at local, national, & global levels

COMMUNICATION

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

PROFESSIONAL DEVELOPMENT

- Apply psychological content & skills to career goals
- Exhibit self-efficacy & self-regulation
- Refine project-management skills
- Enhance teamwork capacity

1

2

3

4

5

DEPARTMENT OF PSYCHOLOGY ELECTIVE COURSE

The goal of courses in this category is to foster an understanding of the development and experience of human organizations, on both an individual and collective level.

PSY3522 ORGANIZATIONAL PSYCHOLOGY **FULFILLS** AN ELECTIVE COURSE CREDIT IN THE DEPARTMENT OF PSYCHOLOGY.

additional resources, pt. 1



What is expected **student conduct**?
What about **other resources**?
Who do I talk to about **disability services**?



ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (FACULTY RULE 3335-5-487). For additional information, see the Code of Student Conduct at [HTTP://STUDENTLIFE.OSU.EDU/CSC](http://studentlife.osu.edu/csc).



DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations.

YOU CAN CONNECT WITH THEM AT SLDS@OSU.EDU; 614-292-3307; or SLDS.OSU.EDU.

additional resources, pt. 2



Are there any other **student resources**?
What about **mental health** and **stress**?



DENNIS LEARNING CENTER

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments during which students can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website to learn more, at [HTTPS://DENNISLEARNINGCENTER.OSU.EDU](https://dennislearningcenter.osu.edu).



MENTAL HEALTH AND STRESS

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [CCS.OSU.EDU](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

religious accommodations

GENERAL INFORMATION

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

ALTERNATIVE ACCOMMODATIONS

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

NOTICE

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and THE STUDENT HAS NOTIFIED THEIR INSTRUCTOR, IN WRITING DURING THE FIRST 14 DAYS AFTER THE COURSE BEGINS, OF THE DATE OF EACH ABSENCE. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

ADDITIONAL QUESTIONS

IF STUDENTS HAVE QUESTIONS OR DISPUTES RELATED TO ACADEMIC ACCOMMODATIONS, THEY SHOULD CONTACT THEIR COURSE INSTRUCTOR, AND THEN THEIR DEPARTMENT OR COLLEGE OFFICE. FOR QUESTIONS OR TO REPORT DISCRIMINATION OR HARASSMENT BASED ON RELIGION, INDIVIDUALS SHOULD CONTACT THE [OFFICE OF INSTITUTIONAL EQUITY](#). (POLICY: [RELIGIOUS HOLIDAYS, HOLY DAYS AND OBSERVANCES](#))

the **structure** of **organizational psychology**

WEEK	DAY	DATE	TOPIC	NOTES
01	M	1/8	introduction to organizational psychology	
	W	1/10	group processes	
	F	1/12	organizational science and history	
02	M	1/15	Martin Luther King Jr. Day – no classes	
	W	1/17	optimal distinctiveness	syllabus survey
	F	1/19	facilitation, conformity, and compliance	
03	M	1/22	when a group becomes a group	
	W	1/24	an exploration of hierarchy	
	F	1/26	promotion and demotion	
04	M	1/29	can we do better?	
	W	1/31	who leads , who follows	
	F	2/2	what's a narcissist to do?	
05	M	2/5	the worse things are, the better you look	let's make a podcast
	W	2/7	exam review	participation: course feedback
	F	2/9	exam 1	
06	M	2/12	course feedback discussion	
	W	2/14	branding and marketing	
	F	2/16	why Coca-Cola spends money on advertising	
07	M	2/19	how to organize a grocery store	
	W	2/21	norms of social influence	
	F	2/23	motivation building better workers	
08	M	2/26	carrot or stick	
	W	2/28	"for the love of the game"	
	F	3/1	is starvation coercive?	
09	M	3/4	human factors building better things	
	W	3/6	Norman doors	
	F	3/8	Norman... offices?	scientific study report
10	M	3/11	Spring Break – no classes	
	W	3/13		
	F	3/15		
11	M	3/18	scientific study report discussion	
	W	3/20	exam review	
	F	3/22	exam 2	
12	M	3/25	business ethics listening to the devil	
	W	3/27	everyone needs an advocate	
	F	3/29	no one is the villain of their own story	
13	M	4/1	workplace stress	
	W	4/3	a tale of bears and bosses	
	F	4/5	fight, flight, or fatality	
14	M	4/8	is starvation still coercive?	
	W	4/10	boundaries and beyond	
	F	4/12	your work becomes you	
15	M	4/15	"we're all a family here!"	
	W	4/17	the journal retrospective	the journal, fin
	F	4/19	exam review	
16	M	4/22	exam 3	

schedule is tentative and subject to change.

the structure of organizational psychology

WEEK	DAY	DATE	TOPIC	READINGS
01	M	1/8	introduction to organizational psychology	<i>industrial-organizational psychology (verywellmind)</i>
	W	1/10	group processes	<i>defining organizational behavior (Oxford)</i>
	F	1/12	organizational science and history	<i>Zajonc, Heingartner, & Herman, 1969</i>
02	M	1/15	Martin Luther King Jr. Day – no classes	
	W	1/17	optimal distinctiveness	
	F	1/19	facilitation, conformity, and compliance	<i>working groups: performance and decision-making (opentextbc)</i>
03	M	1/22	when a group becomes a group	
	W	1/24	an exploration of hierarchy	<i>Chang, 2019. social hierarchy (magazine)</i>
	F	1/26	promotion and demotion	
04	M	1/29	can we do better?	<i>rethinking hierarchy (Sloan)</i>
	W	1/31	who leads , who follows	<i>top-down v. bottom-up management (TUW)</i>
	F	2/2	what's a narcissist to do?	
05	M	2/5	the worse things are, the better you look	<i>social dominance theory (summary)</i>
	W	2/7	exam review	
	F	2/9	exam 1	
06	M	2/12	course feedback discussion	
	W	2/14	branding and marketing	<i>LAT (Banaji, Harvard)</i>
	F	2/16	why Coca-Cola spends money on advertising	<i>the availability bias (Banaji, Harvard)</i>
07	M	2/19	how to organize a grocery store	
	W	2/21	norms of social influence	<i>more isn't always better (HBR)</i>
	F	2/23	motivation building better workers	<i>the psychology of your future self (Gilbert, TED)</i>
08	M	2/26	carrot or stick	
	W	2/28	"for the love of the game"	
	F	3/1	is starvation coercive?	
09	M	3/4	human factors building better things	<i>Thaler, 2018. from nuts to nudges (TED)</i>
	W	3/6	Norman doors	<i>It's not you. Bad doors are everywhere (Vox)</i>
	F	3/8	Norman... offices?	
10	M	3/11	Spring Break – no classes	
	W	3/13		
	F	3/15		
11	M	3/18	scientific study report discussion	
	W	3/20	exam review	
	F	3/22	exam 2	
12	M	3/25	business ethics listening to the devil	<i>the power grab (Ohio racketeering, NPR)</i>
	W	3/27	everyone needs an advocate	
	F	3/29	no one is the villain of their own story	
13	M	4/1	workplace stress	<i>make stress work for you (Banaji, Harvard)</i>
	W	4/3	a tale of bears and bosses	
	F	4/5	fight, flight, or fatality	<i>epigenetic stress (Garrie, 2016; the conversation)</i>
14	M	4/8	is starvation still coercive?	
	W	4/10	boundaries and beyond	
	F	4/12	your work becomes you	
15	M	4/15	"we're all a family here!"	
	W	4/17	the journal retrospective	
	F	4/19	exam review	
16	M	4/22	exam 3	

schedule is tentative and subject to change.

Organizational Psychology

PSYCHOLOGY 4522

Autumn 2021 – Online – Class #: 22667

COURSE OVERVIEW:

Instructor: Mark Polifroni Ph.D.

Email address: polifroni.1@osu.edu

Phone number: 614-325-0187

Office hours via Zoom: Wednesday 10:30am to 11:30am, Thursday 1:30pm to 2:30pm, Friday 10am to 11am

Course Assistant: TBD

Zoom Session: Wednesday at 1-2pm. Attendance is optional and the session will be recorded and made available in the Zoom Module on Carmen. This is our live time together to work through any questions you have about the course and our assignments.

Official Course Description (OSU Course Bulletin):

Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.

Further Description:

Hopefully, we will all leave this course with a greater understanding of our own behavior in organizations as well as the behavior of others in organizations. Additionally, we should leave this class with a better understanding of the tools/techniques used to assess organizational behavior and the research that supports the creation and use of those tools.

In keeping with the “organizational” theme, we will have a team projects; the use of teams is becoming increasingly common within organizations. Your team will also serve as an object of analysis in and of itself.

The course content will be primarily drawn from the Walton book and the Organizational Psychology text. Additional sources of content will include the instructor’s experiences in organizations, applicable social psychological theory, demonstrations, and video clips.

You are the customers of this course; you have paid for it. It is my goal to deliver a high quality product that satisfies my customers' needs. If at anytime you feel that you are not getting what you paid for, please let me know.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Explore and advise on organizational culture including values, mission, and suggest modification strategy for cultural improvement.
2. Use problem solving tools efficiently and effectively including flow charts, pareto analysis, and needs assessment.
3. Participate in teams while using teams as an object of analysis to compare theory and practice to team work.
4. Engage teammates to practice team and communication skills.
5. Compare and analyze leadership techniques.
6. Identify cross-cultural weaknesses and strengths and explore methods to improve cross-cultural skill
7. Present information in a clear and concise manner with forethought that allows answering audience objections proactively.
8. Develop survey instruments to assess employee satisfaction
9. Produce training video to make employees aware of common attributional errors.
10. Design effective methods for assessing team performance on team projects.

Expected learning outcomes

- Promote Critical Thinking : HW1, HW5, HW9, HW11, HW15, HW17
- To Enhance Writing and Communication Skills: HW1, HW4, HW8, HW13, HW16
- Foster Real World Application: HW2, HW3, HW5, HW6, HW7, HW9, HW10, HW12, HW13, HW14, HW16
- Increase Use of Scientific Knowledge and Understanding Differences: HW9, HW10, HW11, HW12, HW13, HW14, HW16

Textbooks

Required Text:

Walton, M. (1986). The Deming Management Method. Putnam.

Recommended Text:

Kreitner, R. & Kinicki, A. (2010). *Organizational Behavior* (9th ed.). New York: McGraw Hill. Please note, I think the 8th edition would work as well!

Our Schedule:

Video Lectures will be available in the Module section at least a week before needed for assignments. They will likely be on Youtube with links in Carmen.

Week	Module	Lecture #	Lecture Title	Assignment	
1	1	1	Developing People Centered Organizations		
		1.1	Vision, Mission and Goals	HW1	Values & Finding a mission statement what you like what you would add
				HW2	Team Values - Brainstorming and Pareto Analysis
2		11	Teams	HW3	How will you track who does what?
3		10	Group Dynamics	HW4	Who are you and what do you do?
		12	Individual and group decision making	HW5	How do you intend to maximize team pros and minimize cons
4	2	Dem1	The Deming System of Profound Knowledge		
		Dem2	Deming's 14 Points	HW6	Story of success, story of failure
		HTrinity	The Holy Trinity		
5		Tools	The Tools	HW7	Flow charting
6		16	Leadership	HW8	Qualities of a leader
7		3	Organizational Culture	HW9	Steps for improving a culture
8		9	Feedback and Rewards	HW10	design a reward system
9	3	2	Managing Diversity	HW11	Identify and Combat a Barrier
		4	Managing Across Cultures	HW12	identifying cultural challenges Pick one and self work
10		7	Social Perception and Attributions	HW13	develop a video to teach perceptual errors
11		8	Motivation through needs, design and intrinsic rewards.	HW14	developing a reward system
12	4	5	Self concept, Personality and Emotion	HW15	self and emotion as they relate to the work place
13		6	Values, attitudes, abilities, and satisfactor	HW16	crafting a survey
14		15	Influence, empowerment, and politics	HW17	Overcoming barriers to delegation

Our Assignments:

All but three of our assignments will be team assignments. Most team assignments will have multiple components and i will expect that each component will be clearly identified to a specific team member. My goal is to see that everyone carries their weight by minimizing the potential for 'free riding'. My summer Social Psychology students made several suggestions for team assignments for this course (as an assignment on social loafing), i am incorporating many of those ideas. Assignments are due Fridays by 11:59pm. This should be ample time to complete them; due dates are about a week and half after corresponding lectures. Please note that most of these are new, untried assignments. If we run into deadline difficulties, please let me know.

Assignment #	Assignment Name	110		
		Points		Due Date
HW1	Values & Finding a mission statement what you like what you would add	10	grp	4-Sep
HW2	Team Values - Brainstorming and Pareto Analysis	5	grp	4-Sep
HW3	How will you track who does what?	5	grp	11-Sep
HW4	Who are you and what do you do?	5	ind	18-Sep
HW5	How do you intend to maximize team pros and minimize cons	5	grp	18-Sep
HW6	Story of success, story of failure	5	grp	25-Sep
HW7	Flow charting	10	grp	2-Oct
HW8	Qualities of a leader	5	grp	9-Oct
HW9	Steps for improving a culture	5	grp	16-Oct
HW10	design a reward system	8	grp	23-Oct
HW11	Identify and Combat a Barrier	5	grp	30-Oct
HW12	identifying cultural challenges Pick one and self work	6	ind	30-Oct
HW13	develop a video to teach perceptual errors	10	grp	6-Nov
HW14	developing a reward system	6	grp	13-Nov

HW15	self and emotion as they relate to the work place	5	ind	20-Nov
HW16	crafting a survey	10	grp	27-Nov
HW17	overcoming barriers to delegation	5	grp	4-Dec

Quiz Schedule:

Quizzes will be mostly, if not all, 20 questions, multiple choice. I do reserve the right to toss in an essay question if it seems doable time-wise. Quizzes will be open note/open book and will be offered from 9am Sunday to Midnight Monday on the indicated dates. There will be a two-hour time limit which conforms to double normal 'class time'.

Quiz #	Lectures Covered	Date
1	1, 1.1, 11, 10, 12	Sept 13
2	Dem1, Dem2, 16, 3, 9	Oct 18
3	2, 4, 7, 8	Nov 8
4	5, 6, 15	Dec 3

Course Points

Total Points		190
Quizzes (4)	20 each	80
Assignments		110
Group	94	
Individual	16	

Academic integrity and collaboration:

All work is expected to be original and the collaboration of the team. Each part of the assignment will be identified to the individual(s) responsible. Many assignments will be processed through "Turn It In". Plagiarism will likely be detected and dealt with in a manner consistent with University policy (see below).

Please note: This will be my fifth year sitting on the Committee On Academic Misconduct. I take this very seriously and have gained a great deal of exposure to academic misconduct in all its forms and techniques.

Late assignments

- Late submissions may incur a 10% late fee.
- Please refer to Carmen for due dates.

Grading scale

Please do not rely on Carmen's grade calculation. I don't. It is buggy. I download points from Carmen into Excel at the end of the semester and calculate course grades in Excel. Then I manually enter your course grades into the registrar's website. It may be a tad laborious, but it is more accurate.

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days (M-F)**.

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.

- There are many opportunities for synchronous and asynchronous interaction with instructional staff, (Dr. Mark and CA) and fellow Teammates.
- All synchronous sessions will be held within the original time/day pattern of this course – Tuesday 1pm.
- All synchronous work can be made up in an asynchronous fashion, if you are unable to attend
- The Expanded Schedule describes all synchronous and asynchronous work

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- There are 2 due dates each week
- Monday at 11:59pm for Quizzes and Assignments Saturday at 11:59pm
- Activities and assignments will be available at least two weeks before due dates
- Friday-Monday: watch video lectures and read designated chapter in book
- Wednesday: Attend Weekly Zoom session at 1pm. Optionally, review asynchronous recording of Zoom session.
- All Week: Meet with team members virtually to work on assignments.
- Wednesday – Friday: Attend office hours as desired
- Monday: Take Quiz for designated module.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**
You are expected to log in to the course in Carmen multiple times each week. If you have

a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**

All live, scheduled events for the course, including my office hours, are optional. There are many opportunities for synchronous and asynchronous interaction with Dr. Mark. and our course assistant, if any.

- **Participating in team discussions: 3-5 TIMES PER WEEK**

Almost all assignments for this course are team level assignments to facilitate learning team process.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument

being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>

- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Cravens-Brown

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. Cravens-Brown.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Psychology Major Learning Objectives

Program Objectives

Knowledge Base in Psychology

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

Scientific Inquiry & Critical Thinking

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

Communication

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

Professional Development

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

Learning Goal Levels

- F – Foundational
- A- Advanced

I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F						F	

3550 Psychology of Childhood	D	F	F	F	F	F						F	F						
3551 Psychology of Adolescence	D	F		F	F	F		F						F					F
D. Social Psychology																			
2367.01 Social Psychology	S	F	F,A	F,A	F	F,A	F,A	F		F		F	F,A	F	F	F	F,A	F	F
3325 Intro to Social Psychology	S	F	F,A	F,A	F	F,A	F	F		F		F				F			
3375 Stereotyping and Prejudice	S	F	F	F,A	F	F	F	F	F	F	F	F,A			F	F,A			

III. Advanced Requirements																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
Sequenced Advanced Courses																				
4305 Intro to Psychopharmacology	BN	A	A	A	A	A	A	A	A											
4475 The Self	S	A	A	A	A		A		A		A	A			A	A				A
4501 Advanced Behavioral Neuroscience	BN	A	A	A	A	A	A	A												
4510 Cognitive Psychology Laboratory	CO	A	A	A	A	A	A	A		A			A	A	F	F				
4518 Attitudes	S	F,A	F,A	F	F,A	F,A	F	F	F		F	F				F	F	F		
4520 Social Psychology Laboratory	S	A		F,A	F,A	F,A	A	F,A	F,A	F,A		A	A	A		F,A	F,A	A	A	A
4532 Clinical Psychology Science	CL	A	A	A	A		A	A		F,A						A				A
4540 Counseling Psychology	CL	F,A	F,A	F	F	F	F		F	F	F,A	F			F	F				
4630 Attitudes and Persuasion	S	F,A	F,A	F,A	F,A	F	F	F,A	F			F	F,A		F	F	F	F		
4644 Hormones and Behavior	BN	A	A	A	A	A	A	A												
5189 Cognitive Aging	CL	A	A	A	A	A	A			A				F	F,A	F	A	F	F	
5250 Mood Disorders	CL	A	A	A	A	F	A	A	F					F	F					

5270 Personality Disorders	CL	A	A	A	A	A				F			A	F		F				
5600 Psychobio. of Learning and Memory	BN	A	A	A	A	A			A	A	A									
5602 Behavioral Genetics	BN	A	A	A	A	F	F	A	A											
5604 Sex differences in the brain and behavior	BN	A	A		A	A	A	A		F	F	A	F	F		F	F	A		
5606 High Level Vision	CO	A	A	F	A	F	A	A					A	A	F					
5614 Cognitive Neuroscience	CO	A	F	F	A	A	F	A	F	F			F	A	A			A	A	
5622 Development of Brain and Behavior	BN	A	A	A	A	A	A	A	A					A	A					
5681 Development and Psychopathology	CL	A		A	A			F												
5684 Psychology of Delinquency	D	A	A	A	A	A	A	F	A	A	F	A	A	F	A	A	A	F	F	A
Advanced Courses																				
4309 Human Motor Control	CO	A	A	A	A	A	F	F					F			F				
4485 Psychology and the Law		F,A	F,A	F,A	F,A	F	F	F	F	F	F	F,A	F,A			F,A				
5505 History of Psychology		A							A					A	F	A			F	A
4508(H) Judgment and Decision-Making	Q	F	F	A	F		F	F	F											
4511 Psychological Testing		F	F	F	A	F		A		F			F	F		F				
4515 Psychology of Emotion	S	A,F	A,F	A,F	A,F	A,F		A,F	A,F	F	F					F			F	
4521 Personnel Psychology		F,A		F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F	F,A
4531 Health Psychology	CL	A	A	A	A	F	F			A	F		F		F	F	F	F	F	A
4531-S Health Psychology	CL	A	A	A	A	A	F			A	A	F	F		A	A	A	A	A	F
4543 Psychology of Gender	CL	A	F	A	A	A	F	F	A		A	F	F	F	A	F	A	F	F	F
4545 Cross-Cultural Psychology	CL	F,A	F,A	A	A	F	F	F	F	F	F,A	F,A	F	F	F	F			F	

4552 Psychology of Adult Years	D	F		F	F	F													
4554 Language Development	D		A		A	A	A	F					A	A					
4555 Adolescent Sexuality	D	F		F	F	F		F					F	F					F
4571 Psychology of Dev. Disabilities	I	F		F	F	F, A							F, A						F
5601 Comparative Psychology		A	A		A	A													
5608 Introduction to Mathematical Models	Q	F			A			A											F
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F			A		A	A			
5613H Biological Psychiatry	BN	A	A	A	A	A	A												
5615 Psychology of Language	CO				F	F	F	F	F	F			F						
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F						F	A	F	F			
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F			A
5800 Family Psychology	D		A	A	A	A	A		A		A	A	A	A	A	A			
5832 Lifespan Sociomoral Development	D	A	F		F	A							A						
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A					A	A				

IV. A

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
2500 Applied Psychology		F	F		F			F		F	F		F							
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3522 Organizational Psychology		A,F	A,F	A,F	F	F	A,F	F	F	F,A			F	F	F	F,A	F	F		F
3624 Primate Cognition		F	F		F	F				F										
3900 Practical Guide to Ruling the World		A	A	A	A	A	A	F	A	F	F	A			F	F				
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F, A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				

5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A						
5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F												
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F						
Experiential Elective Courses																					
3191 Internship in Psychology		F		F		F						A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A															
3193.02 Individual Studies: Teaching		A	F, A	F, A	F, A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A	
4998 Undergraduate Research		A			F, A	A	F, A	F, A		F, A					A						
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A	
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A	
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A		