



Syllabus for PSYC 474-D01
Organizational Psychology
Psychology Department
Spring 2026
1/12/2026-3/6/2026

ABOUT THE INSTRUCTOR

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Office Hours: By appointment
Virtual Office Location: [Teams](#)

ABOUT THE COURSE

Course Description

This course will provide an introduction to Organizational Psychology as a scientific discipline that studies human behavior in the workplace. This course will provide a scientist-practitioner view of the discipline. Through the lectures, class activities, and discussions students will learn theories on human behavior at work and how they relate to diversity, work teams, culture and more in organizations.

Prerequisite Knowledge and Credit Hours

Undergraduate level PSYC 111 Minimum Grade of D

Course Goals and Objectives

When you have completed this course, you should be able to:

1. Explain the relevance of organizational behavior (OB) to organizational success.
2. Describe the key elements of OB, including motivation, communication, leadership, and team dynamics.
3. Describe the research methods used to collect data in organizational behavior.
4. Develop actionable insights based on research to improve organizational practices.
5. Apply organizational psychology theories to explain workplace behaviors.
6. Evaluate the practical implications of these theories in real organizational settings.
7. Identify situational factors that shape employee attitudes and behaviors and overall organizational effectiveness.
8. Use organizational psychology tools to assess various aspects of the work environment.
9. Improve organizational practices, from recruitment to leadership development, using these tools.
10. Describe evidence-based strategies that foster positive organizational outcomes.

11. Use credible, peer-reviewed sources to substantiate your views and support your decision-making processes, demonstrating academic rigor and a sound understanding of the literature.
12. Demonstrate professionalism by consistently following guidelines, participating meaningfully in class, respecting others' viewpoints, and holding yourself accountable for your academic performance and conduct.
13. Submit well-organized, thoughtful assignments that showcase your ability to critically engage with the material and present ideas in a clear, original manner, while properly citing sources.

Course Textbook

The course textbook is posted on Blackboard through RedShelf:

- Robbins, S. P., & Judge, T. P. (2022). *Organizational behavior* (19th ed.). Upper Saddle River, NJ: Pearson Publishing.

COURSE REQUIREMENTS

Enrollment in this course means you agree to follow all policies outlined in the remaining pages.

Participation

Participation includes completing required course activities (quizzes, lecture notes, and self-reflections) and communicating professionally. Success in this course depends on timely communication, meeting deadlines, and active participation. Because this is a compressed winter-term online course, instructional days include weekdays and weekends. While no assignments are due on university holidays, deadlines may fall before or after holidays, and students are expected to plan accordingly.

Blackboard

Announcements, grades, and all course materials are posted on Blackboard, and all assignments must be submitted through Blackboard. Lecture videos are accessed within Blackboard, and quizzes will not become available until the lecture videos for that module are marked as "Reviewed." E-mailed assignments, shared links, or alternative submission methods will not be accepted. For best results, use Firefox or Chrome on a desktop or laptop when accessing Blackboard at <https://bb.siue.edu>. Avoid using the Blackboard app, Safari, or mobile devices, as they may cause display or submission issues. If Blackboard will not load or allow submission, first switch browsers and then try a different device. If the issue persists, contact ITS immediately and CC the instructor. If ITS confirms a Blackboard outage, the entire class will receive an extension equal to the length of the outage.

Online Class Behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.

- **Communicate** effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology Requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#). Students in this course need access to:

- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts,
- Microsoft Office 365 (Word and PowerPoint),
- Teams video conferencing, and
- Respondus Lockdown Browser.

Students in this course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Follow APA style guidelines (see the “Learn About APA Style” section of the “About This Course” page on Blackboard),
- Attach files to emails or course areas, and
- Navigate websites and course materials.

Additional guidance for taking online courses can be found [here](#).

LEARNING ASSESSMENTS

Assignments – This course uses a series of applied learning assignments in place of weekly discussion posts. These assignments are designed to reinforce key organizational psychology concepts through focused, applied, and structured activities rather than extended online discussions. Across the term, students will complete five short, applied assignments, each aligned with specific course objectives and sequenced to match the progression of course content. These assignments emphasize conceptual understanding, application to real organizational contexts, and the ability to identify what is most important about a topic.

Assignments may include brief introductory activities, single-slide concept summaries, real-world examples of organizational behavior concepts, visual concept explanations (e.g., infographics), and guided reflections. Each assignment has clearly defined submission requirements and a limited scope to ensure expectations are transparent and grading is efficient and consistent. These activities are intended to:

- Promote early conceptual grounding
- Encourage application of theory to workplace and organizational contexts
- Reduce redundancy and busy work commonly associated with discussion boards
- Support meaningful engagement with course material in a manageable format

Unless otherwise stated, applied learning assignments are graded on accuracy, relevance, and completion of required elements, with greater emphasis placed on understanding and application of concepts than on visual design or writing style.

All assignments are due by 11:59 PM CST on the assigned due date. Late submissions incur a 25% deduction per day. Sharing, posting, or reproducing quiz questions or content in any form is considered academic misconduct.

Online Quizzes – After completing the assigned readings and lecture videos, you will complete each graded quiz using Respondus LockDown Browser and Monitor. Quizzes are designed to assess your understanding of course material. This course includes 8 quizzes, each consisting of 30 multiple-choice and/or true/false questions. All quizzes must be completed online through Blackboard; no in-person or alternative formats are offered. Each quiz has a 60-minute time limit and must be completed in one sitting. All questions appear at once, and you may review and change your answers before submitting. If the timer expires, your current responses will be submitted automatically. If you remain idle for an extended period, the quiz may automatically close and cannot be reopened. Do not multitask during quizzes.

These quizzes require the Respondus LockDown Browser and Monitor. You must install the LockDown Browser prior to attempting any quiz. Installation instructions are available at: <https://kb.siu.edu/page.php?id=62231>. During quizzes, you must work independently. Notes, textbooks, phones, secondary devices, and any other external materials are not permitted. Respondus Monitor will record your testing session as part of the proctoring process. Any evidence of outside assistance, unauthorized materials, or other academic dishonesty will result in a score of zero and may be reported as academic misconduct.

All quizzes are due by 11:59 PM CST on the assigned due date. Late submissions incur a 25% deduction per day. Sharing, posting, or reproducing quiz questions or content in any form is considered academic misconduct.

COURSE AND UNIVERSITY POLICIES

Regular and Substantive Interaction

Regular and Substantive Interaction (RSI) – RSI is required by the U.S. Department of Education for online courses and supports learning in all formats. SIUE faculty meet RSI expectations by creating frequent, timely opportunities to engage with students. Because RSI can take many forms, it may look different in each class. To learn more, use the Online Tips links for Faculty and Students in Blackboard or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Course Modality

The Department of Psychology requires faculty to teach courses in the modality for which they were designed. This means online courses must be taught online, and faculty cannot change the modality for individual students. By staying enrolled in this online course, you acknowledge that the content is designed for online delivery and that you will complete the course as outlined in the syllabus. In-person options are not available for this section. If you prefer an in-person format, you should disenroll from this online section and register for a section designated for in-person learning.

Missed/Late Assignments Policy

Late work loses 25% of the total points for each day it is late. No submissions will be accepted after the course ends. An assignment is considered late if it is submitted even one second past the deadline. For example, if it is due at 11:59 PM, submitting it at 11:59:01 PM is late. Blackboard timestamps determine submission times. Emergencies, including technology problems or illness, do not exempt students from this policy. To avoid issues, plan ahead and submit all written assignments and the project well before the due date. Do not wait until the last minute.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

If you need to miss many classes because of illness, personal issues, or other reasons and cannot meet assignment deadlines, it is strongly recommended that you withdraw from this course. You can enroll again in a future semester when you are able to fully participate. By remaining in the course, you acknowledge that the late work policy and all related policies will apply in every situation. For course withdrawal deadlines and the Department of Psychology policy on incomplete grades and withdrawal, please see the appropriate section in the syllabus.

Intermittent/Extended Absences Accommodation Policy

You do not need to complete an Access Extended or Intermittent Absence Form for this course. This section of the syllabus serves as the agreement for students who receive this accommodation. If Access requires the submission of a form, the policy in the syllabus will override anything written on that form. An intermittent or extended absences accommodation recognizes that students may have consecutive or recurring absences as documented by Access. This accommodation does not automatically grant deadline extensions. Because this is a compressed winter course, extensions may be limited. Any approved adjustments must be discussed in advance when possible. The instructor may decline requests for extensions. The instructor may also require additional documentation, such as hospital admission paperwork, if more than one quiz is missed during the semester. Students who expect to miss many days or

assignments are encouraged to delay enrollment until a semester when they can fully participate. Students who receive this accommodation and miss class are responsible for following all steps in the Missed and Late Assignments Policy.

Testing Accommodations/Extended Time Policy

Some students may be approved for extended testing time by Access. Once the instructor receives the request, they will add the extension to all quizzes/tests.

Grading

Your final letter grade will be determined by your performance on the following assignments:

| Learning Assignments | Course Outcomes | Points | % of Final Grade |
|-------------------------------------|-----------------|------------|------------------|
| 1. Assignments (5 @ 15 points each) | 1-13 | 75 | 38.5 |
| 2. Quizzes (8 @ 15 points each) | 1-10 | 120 | 61.5 |
| TOTAL POINTS | | 195 | 100 |

Grading Scale

Final letter grades are based on the total points earned as shown in the following grading table:

| Grade | % | Points | Description |
|-------|----------|-------------|--------------|
| A | = 90—100 | 175.5—175.0 | Excellent |
| B | = 80—89 | 156.0—175.4 | Good |
| C | = 70—79 | 136.5—155.9 | Satisfactory |
| D | = 60—69 | 117.0—136.4 | Poor |
| F | = 0—59 | 0—116.9 | Failure |

Grading Rubric[s]

Grading rubrics can be found on Blackboard.

Feedback and Grading

Assignments are graded in the order they are submitted in Blackboard. Most grades will be posted within one week of the due date. You can view your grades by clicking the My Grades link on the left menu of the Blackboard course. If an assignment includes a rubric, click your score to see the instructor’s written feedback, suggestions for improvement, and the rubric scores.

You must discuss any grading discrepancies through Teams within one week of the grade being posted. Begin by emailing the instructor with the date and time you would like to meet during

regular business hours and explain why you believe your work should be regraded. If your request is approved, the instructor will regrade the assignment. A regrade does not guarantee any change in points.

Other grading policies are as follows:

- Occasionally, the instructor may offer extra credit opportunities to the whole class. Please do not ask for individualized extra credit.
- Please do not request rounding or curving.
- Please do not resubmit an assignment after it has been graded; the instructor will grade one submission per student per assignment.

Academic Integrity/Plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with university policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

The use of artificial intelligence (AI) tools and applications (such as ChatGPT) to generate content for course assignments and assessments is prohibited and violates SIUE's academic policy. Any such use will be considered academic misconduct in this course. Plagiarism and AI detection software may be used to analyze submitted work. Suspected academic misconduct will be handled according to SIUE and Department of Psychology policies.

Students are not permitted to submit work previously produced for other courses, whether it is from the same course in a different semester or a different course entirely. Submitting work from previous courses will be treated as academic misconduct.

Recordings of Class Content

Video, photographic, and audio recordings of class sessions are prohibited. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student who has missed class due to illness or quarantine. As such, students are reminded that recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Email Etiquette

Before emailing the instructor, check the syllabus and then Blackboard for answers to your questions. When emailing the instructor, please include the following information in complete, coherent sentences:

- Your first and last name,
- Your course name and section number, which can be found at the top of this syllabus, and

- Your specific question, which cannot be answered by the syllabus, Blackboard, or course materials.

Diversity and Inclusion

SIUE is always committed to respecting everyone's dignity. To learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies and Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

ADDITIONAL SUPPORT

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with

the instructor at the beginning of the course.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and the instructor supports a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer.
- Do not use a mobile device, such as a phone or tablet.
- Read the instructions and directions carefully.

- Be prepared to complete the assessment in the allotted time.

PSYCHOLOGY DEPARTMENT POLICIES

Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Psychology Department's Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/policies/table-of-contents/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Psychology Department's Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors; and
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students based on age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

COURSE SCHEDULE

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

| Week | Topic | Tasks for the Week ^a |
|------|---|--|
| 1 | Overview of Organizational Behavior; Diversity in the Workplace | <ul style="list-style-type: none"> • Review “About This Course” page (Sunday) • Read Chapters 1 and 2 • Review Lectures 1 and 2 • Submit Assignment 1 (Sunday) • Submit Quiz 1 (Sunday) |
| 2 | Job Attitudes and Emotions | <ul style="list-style-type: none"> • Read Chapters 3 and 4 • Review Lectures 3 and 4 • Submit Quiz 2 (Sunday) |
| 3 | Personality and Values; Decision Making in Organizations | <ul style="list-style-type: none"> • Read Chapters 5 and 6 • Review Lectures 5 and 6 • Submit Assignment 2 (Sunday) • Submit Quiz 3 (Sunday) |
| 4 | Motivation Parts 1 and 2; Organizational Change | <ul style="list-style-type: none"> • Read Chapters 7, 8, and 16 (2nd half) • Review Lectures 7, 8, and 9 • Submit Quiz 4 (Sunday) |
| 5 | Group and Team Dynamics | <ul style="list-style-type: none"> • Read Chapters 9 and 10 • Review Lectures 10 and 11 • Submit Assignment 3 (Sunday) • Submit Quiz 5 (Sunday) |
| 6 | Communication and Leadership | <ul style="list-style-type: none"> • Read Chapters 11 and 12 • Review Lectures 12 and 13 • Submit Quiz 6 (Sunday) |
| 7 | Power and Influence; Conflict in Organizations | <ul style="list-style-type: none"> • Read Chapters 13 and 14 • Review Lectures 14 and 15 • Submit Assignment 4 (Sunday) • Submit Quiz 7 (Sunday) |
| 8 | Organizational Structure and Culture | <ul style="list-style-type: none"> • Read Chapters 15 and 16 (1st half) • Review Lectures 16 and 17 • Submit Assignment 5 (Friday^b) • Submit Quiz 8 (Friday^b) |

^a Times associated with due dates are in Central Standard Time.

^b Under no circumstances will late assignments be accepted after the course ends.