**PSYC 5324: APPLIED RESEARCH DESIGN IN ORGANIZATIONS**

Spring 2023

*\*Note. Hyperlinks highlighted in yellow are in the process of being updated. A new syllabus will be posted with correct hyperlinks soon.*

**Instructor Information**

**Instructor(s)**

Logan L. Watts, Ph.D.

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**Faculty Profile**

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**Office Hours**

Tuesdays from 2:00-3:00pm and by appointment

**Course Information**

**Section Information**

PSYC 5324-001, Applied Research Design in Organizations

**Time and Place of Class Meetings**

This is a face-to-face class that meets on Tuesdays from 11:00am-1:50pm in LS 424.

**Description of Course Content**

This graduate course covers research designs and methodologies commonly used in the field of industrial and organizational (I/O) psychology. Core topics include generating causal models, measurement, sampling, experimental methods, survey methods, observational and qualitative methods, research ethics, evaluating research, and designing evidence-based solutions to applied problems in organizations. Prerequisite: [PSYC 5405](https://catalog.uta.edu/search/?P=PSYC%205405).

**Student Learning Outcomes**

Graduate students who successfully complete this course will achieve at least 80% mastery at recalling and applying concepts and principles associated with 10 foundational competencies (see Table 1).

**Table 1. Ten Foundational Competencies**

| Competencies | Sub-components |
| --- | --- |
| 1. Generating models | Basic vs. applied research; forming problem statements, hypotheses, and research questions; inductive vs. deductive reasoning; empiricism; finding and evaluating literature sources; falsifiability; parsimony; causal thinking (including criteria for determining strength of causality); causal model construction and testing |
| 1. Measurement | Criterion selection, operationalization, and measurement; criterion relevance and contamination; single vs. multiple criteria; predictors vs. criteria; criterion dynamics; characteristics of good and acceptable criteria (relevance, reliability, validity, practicality); applying reliability and validity strategies; common types of rating scales; reliability in research vs. practice; objective vs. subjective measures |
| 1. Sampling | Power; Type I and II error; probability vs. non-probability strategies; laboratory vs. field; drawing inferences; generalizability; representativeness; response rates |
| 1. Experimental methods | Experimental and quasi-experimental design; manipulation; randomization; between vs. within designs; strengths and weaknesses with respect to internal and external validity; practical constraints |
| 1. Survey methods | Best practices in item selection; common survey software (e.g., Survey Monkey, Qualtrics); scale development techniques; response error; common method bias; independence of data points (Simpson’s paradox); control variables; cross-sectional vs. longitudinal designs; levels of analysis; strengths and weaknesses with respect to internal and external validity; practical constraints |
| 1. Observational and qualitative methods | Ethnographic methods; interviewing; focus groups; case studies; thematic analysis; content analysis; observer bias; reactivity; critical incident technique; grounded theory approach; triangulation; text mining and narrative linguistic processing; strengths and weaknesses with respect to internal and external validity; practical constraints |
| 1. Research ethics | Historic examples of research misconduct; human subject protections; privacy and confidentiality; data management; institutional review board (IRB); fabrication, falsification, and plagiarism (FFP); questionable research practices (QRPs); decision strategies |
| 1. Alternative and emerging methods | Work sample tests and simulations; implicit attitude tests; situational judgment tests; physiological, neurological, and biological measures; experience sampling methods; machine learning/AI; meta-analysis, systematic and narrative reviews, and white papers; social network analysis |
| 1. Evaluating research | Analyzing threats to validity; weighing strengths and weaknesses of methodological decisions; framing research-based conclusions in the context of study limitations |
| 1. Designing research | Developing and communicating research proposals; selecting appropriate sampling procedures and methods; considering practical constraints |

\**Note.* This course does not focus on building skills such as applying statistical techniques, interpreting data, reporting results, or technical writing. These topics will receive greater attention in your other courses.

**Required Textbooks and Other Course Materials**

* No textbook required.
* All required and recommended readings (e.g., journal articles) will be made available by the instructor in pdf format on [Canvas](https://uta.instructure.com) at no cost to students.
* Students: Additional materials for this course may range in cost depending on the project and or topic you choose to work on.

**Descriptions of Major Assignments and Examinations**

***In-Class Training Exercises***

You can earn up to 495 points (49.5% of course grade) through in-class training exercises. This makes in-class training exercises the most significant portion of your grade. Most classes will include a lecture and class discussion led by the instructor plus a training exercise. Examples of in-class training exercises include case studies, problem-solving activities, student presentations, and self-assessments. By showing up to class on time and participating in the lecture and training exercises, students will automatically earn 30 points per class.

Two of the in-class training exercises require advanced preparation by student groups: the hot topics presentation on alternative and emerging methods, and the research proposal presentation.

**Group** **hot topics presentation.** Once during the semester, groups of students will present via PowerPoint a review of the scientific literature on a “hot topic” related to an alternative or emerging research method. Topics will be assigned based on responses to a [preferences survey](https://baruch.az1.qualtrics.com/jfe/form/SV_0pJW6wDsHUEiyUd). In total, presentations should last no more than 10 minutes (max of 15 min total including student questions). The instructor will cut you off if you go over the allotted time. Presentations should clearly describe the topic and provide a summary of unique strengths and limitations (e.g., validity, feasibility, etc.) to help students understand when the research method might be useful in the context of organizational research and practice.

Example hot topics include: (1) Work sample tests; (2) implicit association tests; (3) situational judgment tests; (4) physiological, biological, or neurological measures; (5) experience sampling methods; (6) machine learning; (7) meta-analysis, and (8) social network analysis.

The hot topics presentation is worth 75 points (7.5% of your course grade). Points will be awarded by the Guide based on the quality of the content provided (e.g., accuracy, comprehensiveness, detailedness) and the extent to which the presenters engage the class (e.g., confidence, interactivity, creativity). See the Hot Topic Presentation Rubric on Canvas for more information.

**Group research proposal presentation.** Your group will select one scenario describing an organizational issue from a list of scenarios provided by the instructor (see “Proposal Instructions” on Canvas). Topics will be assigned based on responses to a [preferences survey](https://baruch.az1.qualtrics.com/jfe/form/SV_6uq1W6RtLBq6x0x). Your task is to design an original research study to address a hypothetical organizational problem and present your proposal to the class. The presentation is worth 125 points (12.5% of final course grade). You are not expected to collect or analyze any data. The proposal must include an introduction, literature review, hypotheses and/or research questions, and method. Presentations should last no more than 15 minutes and allow an additional 5 minutes for class discussion and peer evaluation (max of 20 minutes total). Groups that submit a 1-page outline of their research proposal to the instructor at least one week in advance of their presentation will receive developmental feedback plus an additional 25 points.

The instructor and the class will use a standardized rating form to evaluate each presentation (see “Proposal Evaluation Rubric” on Canvas). The final points earned by each student will be based on a formula that accounts for both the group’s performance and the student’s individual contributions to the group relative to other members within their group. Thus, social loafing behaviors will be penalized while conscientious behaviors will be rewarded. Here are the formulas that will be used to calculate points:

Group score (up to 125 points) = Instructor’s ratings (up to 100 points) + Average of class’s ratings \* .25 (up to 25 points)

Individual score (up to 125 points) = Group score \* Individual contribution ratio (0 to 1)

Individual contribution ratios will be calculated in the following way. At the end of the semester, group members will be asked to rate one another on a 5-point rating scale (see “Group Member Rating Scale” on Canvas). Group members will rate one another and themselves on the following dimensions: 1) contributing to the group’s work, 2) interacting with group members, 3) keeping the group on track, 4) expecting quality, and 5) having relevant knowledge, skills, and abilities. Each member’s average rating on these dimensions (i.e., how they were rated by their group) will be divided by the average rating given to all members in the group. The resulting ratio ranges from 0 to 1 and indicates how each individual member contributed to the group relative to the typical contribution level within the group. Here is an example showing how the full calculation process works for a hypothetical student (see Table 3).

**Table 3. Example student score calculation for research proposal presentation**

|  |  |
| --- | --- |
| Student name: | **John Snow** |
| Group name: | **True North Consulting** |
| Instructor’s rating: | **90** |
| Class’s average rating: | **88** |
| Group score: | 90 + 88\*.25 = **112** |
| Group members’ average rating of John: | **4.25** |
| Average rating for all members within group: | **4.5** |
| \*John’s individual contribution ratio: | 4.25 / 4.5 = **.944** |
| John’s score: | 112\*.944 = **105.73** |

\**Note*. The max individual contribution ratio is capped at 1.

**Evaluating peer research proposals:** Each research proposal presentation will be evaluated by all non-presenting students in the class immediately following the presentation using the proposal evaluation rating form (see “Proposal Evaluation Rubric” on Canvas). Submit evaluation forms [here](https://baruch.az1.qualtrics.com/jfe/form/SV_2oalnyAaXEjGgsJ). This allows students watching presentations to hone their skills in analyzing the strengths and weaknesses of research designs. Each student, or audience member, will turn in one evaluation report per group presentation that they observe as a completion grade. Turning in all possible study evaluation reports will earn a student 25 points (2.5% of final course grade). Students who are absent on group presentation days with a valid excuse are responsible for obtaining a copy of the presenting groups’ presentation materials and submitting their evaluation reports within one week following the presentation day to receive credit.

***Out-of-Class Training Exercises***

**Discussion igniters.** Most weeks you will be asked to read book chapters and/or articles to facilitate learning, reflection, and discussion on a particular topic prior to coming to class. There are 7 opportunities for you to earn 25 points for posting “discussion igniters” about these readings, but only 6 will count toward your final course grade (up to a total of 150 points because each student’s lowest score will be dropped prior to calculating their final course grade). Discussion igniters should be recorded using the discussion post tool on Canvas. To earn points, discussion igniters must be posted by midnight before the start of each class.

Posts should only be as long as necessary to provide adequate context info for other class members to get the point. Each discussion post should include three engaging questions designed to spark class discussion. Be sure to provide enough context to ensure the class can interpret the meaning of your question.

The questions that students generate will be used to spark face-to-face class discussion. As long as it’s clear to that students are making a sincere attempt to generate questions that are high-quality and engaging, they will earn the full points for each discussion igniter. Here are some questions to help spur your thinking about what content to include in discussion igniter posts:

1. What was interesting about the readings, and why? What did you learn?
2. Should students be skeptical about conclusions drawn by the readings? If so, why?
3. How do students’ professional or personal experiences relate to the content?
4. How do the ideas in these readings relate to other content presented in the course?
5. How might students apply what they learned to past, current, or future work?
6. What are the practical implications of the readings for managers in organizations?
7. What is a lingering research question that still needs to be answered?

**Threats to validity essay.** In this exercise, students will be asked to work alone and write a 500-word essay critiquing a study’s design with respect to relevant threats to validity (see Shadish, Cook, & Campbell, 2002 chapters 2 and 3 on Canvas). The essay can earn you up to 25 points (2.5% of final course grade). Students may receive different scenarios from one another. To do well on this essay, it is important for students to be able to identify the most critical threats to validity applying in the scenario and clearly explain why each threat applies. Simply listing a long list of threats without clearly explaining why each one is pertinent will not earn a high score. I need to know that you understand when and why particular threats apply to the validity of conclusions emerging from organizational research. You may not consult your peers or the Internet when working on this essay (but you may reference your materials from this class). Essays should be submitted on Canvas by the deadline.

**Human subject protection (HSP) training.** You will automatically receive 25 points (2.5% of final course grade) if you complete the HSP training module before the deadline. After that, no points can be earned. This is the training that all UTA students must complete before they can start data collection for their thesis/capstone or other research projects involving human subjects. Once the training is complete, save a pdf of the training certificate and submit on Canvas. I do not need to see your scores. Even if you have recently completed this training module during undergrad, you need to complete it again as a graduate student to receive credit.

UTA’s HSP training module can be accessed at: <https://resources.uta.edu/research/regulatory-services/human-subjects/hsp-training.php>.

***Tests and Quizzes***

You can earn up to a total of 280 points (28% of course grade) from tests and quizzes, depending on your performance. These include a pre-test, 8 quizzes, and a final exam. All tests and quizzes are timed and completed during class time.

**Pre-test.** The pre-test is a timed, low-stakes test to help you learn about your baseline strengths and weaknesses with respect to the first 8 foundational competencies (don't worry, your performance will have no influence on your course grade). You will receive full credit (40 points; 4% of course grade) for simply completing the pre-test, which will be completed during class time on the first day of class. The pre-test consists of 40 true-false questions and takes approximately 10 minutes to complete. Each correct response is worth 2 points, so 80 is a perfect score. No outside resources are allowed (e.g., notes, course materials, Internet, peers, etc.). You may repeat the pre-test as many times as you like for practice throughout the semester. If you miss the first class, you may still complete the pre-test for points on your own as long as you do so before the next class period starts.

**Quizzes.** Quizzes are timed, online assessments that occur at the end of some class periods. They each consist of 10 true-false questions. Once you begin, you’ll have 5 minutes to complete all 10 questions. These questions will cover content presented earlier in that class period and from the most recently assigned readings. You can earn up to 20 points in each quiz depending on your performance (i.e., 2 points per correct answer). No outside resources are allowed (e.g., notes, Internet, peers, etc.). If you miss class, you may still complete the quiz for points independently as long as you do so before the beginning of the following class. Paper versions of the quizzes will be provided in class for those who prefer it. There will be 8 quizzes throughout the semester. Your lowest quiz score will be dropped. Thus, you can earn up to a total of 140 points from quizzes (14% of course grade). You may repeat quizzes as often as you like for practice throughout the semester, but only your first response will be graded.

You can also earn back 1 point for each question missed in quizzes. This is done by submitting a one to two-sentence description that demonstrates your understanding of each question that was missed. This description can be submitted electronically on Canvas or by hand in class by annotating the paper quiz form. To earn back credit, descriptions must be submitted by the end of the following class period.

**Final exam.** The final exam is a timed test worth up to 100 points (10% of course grade) depending on your performance. This battle will be completed in class during the final exam period specified by the college. Just like the pre-test, the final exam consists of 40 true-false questions covering the 8 foundational research methods competencies. However, the final battle is unique in that 2 short essay questions based on hypothetical research scenarios are also included to assess the remaining two integrative competencies of evaluating and designing research. You get only one attempt, with a maximum possible score of 100. For true-false questions, each correct response will earn you 2 points. Responses to each of the two essay questions will be scored on a 0 to 10 scale by the instructor based on the degree to which the response demonstrates mastery of the competencies targeted. Blank essay responses will receive a score of zero. No outside help of any kind is allowed (e.g., notes, Internet, peers, etc.). The final exam will take approximately 1 hour to complete. For those who prefer it, a paper version of the final exam will be provided.

***Extra Credit***

There are three opportunities for you to earn extra credit, including the pre-course survey, participating in research studies, and participating in course evaluations. Each is worth up to 10 points, for a total of 30 points in extra credit possible. The [pre-course survey](https://baruch.az1.qualtrics.com/jfe/form/SV_9XMYt3bjSiMZbQF) takes about 10 minutes to complete and will help the instructor and your peers in the class get to know you better. You can earn up to 10 points by volunteering for 1 credit (about 1 hour) of research studies as a participant using the [psychology subject pool website](https://baruch.sona-systems.com/Default.aspx?ReturnUrl=%2f). Finally, you can complete course evaluations for 10 extra points during the final two weeks of the semester on the [UTA Smart Evals website](https://www.smartevals.com/login.aspx?s=baruch&r=true&hadStart=true&AspxAutoDetectCookieSupport=1). These course evals are anonymous, so I need you inform me when completed using this [confirmation link](https://baruch.az1.qualtrics.com/jfe/form/SV_1FCWkH6qlGEMvhX) so that I know to award you extra points.

**Technology Requirements**

* [Canvas](https://uta.instructure.com/)
* [Teams](https://oit.uta.edu/services/microsoft-teams/)

**Grading Information**

There are opportunities to earn up to a total of 1,030 points throughout the course. At the end of the course, your total points earned will be divided by 10 to calculate your final grade. Grades will not be curved.

A = 930 points or aboveC+ = 767 to 799 points

A- = 900 to 929 points C = 733 to 766 points

B+ = 867 to 899 points C- = 700 to 732 points

B = 833 to 866 points D = 600 to 699 points

B- = 800 to 832 points F = below 600 points

If you arecurious about how each training exercise fits with the student learning outcomes targeted by the course, review the competency map (see Table 3).

**Table 3. Competency Map**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | COMPETENCY TARGETED | | | | | | | | | | TOTAL  POINTS |
| POINT OPPORTUNITIES | GEN | MEA | SAM | EXP | SUR | OBS | ETH | ALT | EVA | DES |
| In-class Training (495 points possible) |  |  |  |  |  |  |  |  |  |  |  |
| 1. Model building + lecture | 30 |  |  |  |  |  |  |  |  |  | 30 |
| 2. Case study (Engagement survey) + lecture |  | 30 |  |  |  |  |  |  |  |  | 30 |
| 3. Case study (NY State) + lecture |  |  | 30 |  |  |  |  |  |  |  | 30 |
| 4. Case study (NetFilms) + lecture |  |  |  | 30 |  |  |  |  |  |  | 30 |
| 5. Survey item writing + lecture |  |  |  |  | 30 |  |  |  |  |  | 30 |
| 6. Case study (Blackfoot) + lecture |  |  |  |  |  | 30 |  |  |  |  | 30 |
| 7. Self-assessment + lecture |  |  |  |  |  |  | 30 |  |  |  | 30 |
| 8. \*"Hot Topics" group presentation |  |  |  |  |  |  |  | 75 |  |  | 75 |
| 9. Article critiques + lecture |  |  |  |  |  |  |  |  | 30 |  | 30 |
| 10. Mini research proposal design + lecture |  |  |  |  |  |  |  |  |  | 30 | 30 |
| 11. \*Group research proposal presentation | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 25 | 125 |
| 12. Evaluating peer research proposals |  |  |  |  |  |  |  |  | 25 |  | 25 |
| Out-of-class Training (225 points possible) |  |  |  |  |  |  |  |  |  |  |  |
| 1. Discussion igniters (lowest score dropped) | 25 | 25 | 25 | 25 | 25 | 25 | 25 |  |  |  | 150 |
| 2. CITI training |  |  |  |  |  |  | 25 |  |  |  | 25 |
| 3. Group research proposal outline |  |  |  |  |  |  |  |  |  | 25 | 25 |
| 4. \*Threats to validity essay |  |  |  |  |  |  |  |  | 25 |  | 25 |
| Tests and Quizzes (280 points possible) |  |  |  |  |  |  |  |  |  |  |  |
| 1. Pre-test | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |  |  | 40 |
| 2. \*Quizzes (lowest score dropped) | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |  |  | 140 |
| 3. \*Final exam | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| Extra Credit (30 points possible) |  |  |  |  |  |  |  |  |  |  |  |
| 1. Pre-course survey |  |  |  |  |  |  |  |  |  |  | 10 |
| 2. Course evaluation participation |  |  |  |  |  |  |  |  |  |  | 10 |
| 3. Research participation |  |  |  |  |  |  |  |  |  |  | 10 |
| TOTAL POSSIBLE POINTS | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1030 |

\*Indicates student performance is graded; GEN = generating models; MEA = measurement; SAM = sampling; EXP = experimental methods; SUR = survey methods; OBS = observational and qualitative methods; ETH = research ethics; ALT = alternative and emerging methods; EVA = evaluating research = DES = designing research.

**Other Course Policies**

**Late Assignments and Makeup Exams**

If you miss a class and have a valid excuse (per the instructor’s evaluation), you will have until the end of the following class period to make up missed opportunities for points. However, makeup opportunities for missing the final exam period and group presentations are only available under extreme circumstances. Contact the instructor as soon as possible with a valid excuse if you know you will miss a class or major assignment.

Late assignments without a valid excuse may be completed for up to half credit up to one week following the original due date. After that, any late work will result in 0 points. Unless otherwise stated, assignments should be submitted in Canvas, and assignment deadlines will be stated in the Canvas system. When submitting an assignment in Canvas, make sure that you receive a confirmation indicating your assignment was submitted successfully. If you experience technical difficulties with the Canvas system, email your assignment to the instructor as an attachment before the deadline to receive full credit. Technical difficulties are not a valid excuse for submitting an assignment late.

**Academic Misconduct**

All students are subject to the institution’s [academic integrity policies](https://resources.uta.edu/provost/course-related-info/institutional-policies.php). At the instructor’s discretion, students who are suspected of cheating or plagiarism may be reported to the Office of the Dean of Students and may receive a zero for the assignment and/or a failing grade for the course.

**Sharing Course Materials**

You are not allowed to post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials with anyone outside of this class (including other cohorts). This policy helps protect the integrity of the resources developed for this class and ensures an equal playing field for all students in future cohorts.

**Anonymous Suggestion Box**

Are youstruggling with certain concepts in the course? Are you having conflicts with someone in your group? Do you feel like you’ve been graded unfairly? Do you have ideas for alternative teaching methods or materials? You are always welcome to contact me directly about course-related issues, but if you prefer to remain anonymous, you can use the [anonymous suggestion box](https://anonymouscomment.questionpro.com/) to submit comments, questions, or suggestions to me at any point throughout the semester. I’ll do my best to address submissions quickly and effectively.

**Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend between 3 and 6 hours per week of their own time completing course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Course-Related Grievances**

The Department of Psychology is dedicated to resolving student issues in a fair and equitable manner, consistent with course policies, as well as the policies of the Department and the University. If students are experiencing an issue related to a grievance about this course, students must first attempt to resolve the issue with their instructor. If the issue cannot be resoved by discussing with the instructor, then please complete the [Department Grievance Form](https://www.uta.edu/academics/schools-colleges/science/departments/psychology/degree-programs/graduate/graduate-resources/student-grievance-form).

Students wishing to submit a grade appeal must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For university grading policies, see [Graduate Grading Policies](http://catalog.uta.edu/academicregulations/grades/#graduatetext). For student complaints, see [Student Complaints](http://www.uta.edu/deanofstudents/complaints/index.php).

**Course Schedule**

The instructor reserves the right to adjust the course schedule in any way that serves the educational needs of the students enrolled in this course. For important university administrative dates, see the website of the Office of [Records and Registration](http://wweb.uta.edu/aao/recordsandregistration/) and the [Academic Calendar](http://www.uta.edu/uta/acadcal.php).

| Date | Class Agenda | Tasks Due (by start of class unless otherwise stated) |
| --- | --- | --- |
| 1/17 | Week 1. Course overview   * Introductions (30 min) * Personal research examples (30 min) * Break (5 min) * Syllabus overview (60 min) * Pre-test (20 min) | * Complete the [pre-course survey](https://baruch.az1.qualtrics.com/jfe/form/SV_9XMYt3bjSiMZbQF) before midnight on Monday, January 23 to start your semester with 10 extra credit points. |
| 1/24 | Week 2. Generating models   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 1 (5 min) * In-class exercise: Model generation (60 min) | Required reading for discussion igniter #1:   * Pfeffer & Sutton (2006) – Argues for the importance of managers relying on evidence-based practices * Spector (2017) – Focuses on the value of inductive methods in I-O psych in an age where deductive approaches get the most attention   Recommended reading:   * Spector (2019) blog – [Bridging the academic-practice divide](http://paulspector.com/career-and-professional-issues/bridging-the-academic-practice-divide/) |
| 1/31 | Week 3. Measurement   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 2 (5 min) * In-class exercise: Engagement survey case (60 min) | * Required reading for discussion igniter #2: * Stone-Romero (2011; pages 37-48) – Presents summary of key measurement concepts * SIOP Validation Principles (2018; pages 9-24) – Summarizes best practice recommendations when validating tests and measures for use in employee selection   Recommended reading:   * Remaining pages in SIOP Validation Principles (2018) |
| 2/7 | Week 4. Sampling   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 3 (5 min) * In-class exercise: NY State case (60 min) | * Required reading for discussion igniter #3: * Anseel et al. (2010) – Analyzes the types of survey response rates that researchers can expect based on the methods they choose * Landers & Behrend (2015) – Argues for greater nuance in assessing the value of different convenience sampling strategies   Recommended reading:   * Magnani et al. (2005) – Reviews unique issues that can emerge when sampling hard-to-reach populations |
| 2/14 | Week 5. Experimental methods   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 4 (3 min) * In-class exercise: NetFilms case (60 min) | * Required reading for discussion igniter #4: * Stone-Romero (2011; pages 48-68) – Presents summary of experimental research strategies * Eden (2017) – Summarizes the use of field experiments in organizational research   Recommended reading:   * Grant & Wall (2009) – Neglected science and art of quasi-experimentation |
| 2/21 | Week 6. Survey methods   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 5 (5 min) * In-class exercise: Writing survey items (60 min) * Meet with groups about hot topics (20 min) | * Required reading for discussion igniter #5: * Schwarz (1999) – Common issues associated with the use of self-report survey measures and rating scales * Spector (2019) – Presents best practices for optimizing validity when using cross-sectional designs   Complete [hot topic preferences survey](https://baruch.az1.qualtrics.com/jfe/form/SV_0pJW6wDsHUEiyUd) by today |
| 2/28 | Week 7. Qualitative and observational methods   * Class discussion of readings (45 min) * Lecture (30 min) * Quiz 6 (5 min) * In-class training exercise: Blackfoot Farms Case (60 min) * Meet with groups about hot topics (20 min) | * Required reading for discussion igniter #6: * Lee et al. (2011) – Reviews qualitative research strategies commonly used in I-O psychology * Creswell & Miller (2000) – Summarizes the challenges and strategies used to produce valid inferences with qualitative research * Recommended reading: * Gephart (2013) – Reviews different philosophical approaches to qualitative research |
| 3/7 | Week 8. Alternative/emerging research methods   * Hot topic presentations (75 min) * Break (5 min) * Hot topic presentations (75 min) * Quiz 7 (5 min) | Submit hot topic presentation materials on Canvas.  Complete [research proposal preference survey](https://baruch.az1.qualtrics.com/jfe/form/SV_6uq1W6RtLBq6x0x) by today. |
| 3/14 | Week 9. NO CLASS (Spring break) | Believe it or not, the class is already halfway over! Please contact the instructor directly, or use the [anonymous suggestion box](https://baruch.az1.qualtrics.com/jfe/form/SV_9SppMtdsVa30KEt), to let him know how things are going. Are things clicking for you? Do certain concepts need more attention? How can the second half of the class be improved? |
| 3/21 | Week 10: Research ethics   * Class discussion of readings (45 min) * Lecture (30 min) * Break (5 min) * Quiz 8 (5 min) * In-class training exercise: CERT assessment tool and discussion (45 min) * Meet with groups about proposal (20 min) | * Required reading for discussion igniter #7: * De Vries et al. (2006) – Presents data bearing on scientists’ use of questionable research practices * Guzzo et al. (2015) – Discusses ethical issues involved in the use of “big data”   Complete HSP ethics training by midnight before class (see earlier instructions) |
| 3/28 | Week 11. Evaluating organizational research   * Lecture (30 min) * In-class training exercise: Critiquing articles by Becker et al. (2001) and Hudson & O’Regan (1994) (90 min w/ break) * Meet with groups about proposal (20 min) | Required reading (no discussion igniter):   * Shadish et al. (2002) – Chapter 2 covers threats to internal validity |
| 4/4 | Week 12. Designing organizational research   * Lecture (30 min) * In-class training exercise: Designing research for Brain Solutions, LLC and compare with Owen et al. (2010) (90 min w/ break) * Meet with groups about proposal (20 min) | Required reading (no discussion igniter):   * Shadish et al. (2002) – Chapter 3 covers threats to external validity   Email 1-page proposal outline to instructor by noon the day before class for 25 points and instructor feedback (1 per group) |
| 4/11 | Week 15. Research proposal presentations  First half of groups present and all students [evaluate](https://baruch.az1.qualtrics.com/jfe/form/SV_2oalnyAaXEjGgsJ) (150 min w/ break) | Submit final proposal slides on Canvas (1 per group).  Submit proposal evaluations during class. |
| 4/18 | Week 14. NO CLASS (SIOP) | Submit 1-page essay on threats to validity on Canvas. |
| 4/25 | Week 15. Research proposal presentations  Second half of groups present and all students [evaluate](https://baruch.az1.qualtrics.com/jfe/form/SV_2oalnyAaXEjGgsJ) (150 min w/ break) | Submit final proposal slides on Canvas (1 per group).  Submit proposal evaluations during class. |
| 5/2 | Week 16. NO CLASS (Study week) |  |
| 5/9 | Week 17. Final exam  Scheduled for 11am - 1:50pm (estimated time to complete = 60 min) |  |

**Institutional Information**

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

* Drop Policy
* Disability Accommodations
* Title IX Policy
* Academic Integrity
* Student Feedback Survey
* Final Exam Schedule

**Additional Information**

**Face Covering Policy**

The use of face coverings on campus is no longer mandatory. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department.

**Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

*Class attendance is mandatory, and I take attendance at the beginning of every class. Advanced notice is required when missing class whenever possible. If you miss a class, you will have until the end of the following class period to make up missed opportunities for points. However, makeup opportunities for missing the final exam period and group presentations are only available under extreme circumstances.*

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to verify Federal Student Aid recipients’ attendance in courses. UT Arlington instructors should be prepared to report the last date of attendance as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence of academic engagement such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance.

**Emergency Exit Procedures**

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which can be found on a map posted in the classroom. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](https://www.uta.edu/uta/emergency.php).

**The English Writing Center (411LIBR)**

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://library.uta.edu/hours) of operation.

**Librarian to Contact**

Each academic unit has access to [Librarians by Academic Subject](http://www.uta.edu/library/help/subject-librarians.php) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

**Emergency Phone Numbers**

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number 817-272-3381.

**Library Information**

**Research or General Library Help**

Ask for Help

* [Academic Plaza Consultation Services](https://library.uta.edu/academic-plaza)(library.uta.edu/academic-plaza)
* [Ask Us](http://ask.uta.edu/)([ask.uta.edu/](http://ask.uta.edu/))
* [Research Coaches](https://library.uta.edu/subject-librarians) (http://libguides.uta.edu/researchcoach)

Resources

* [Library Tutorials](https://library.uta.edu/how-to) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
* [Subject and Course Research Guides](https://libguides.uta.edu/) ([libguides.uta.edu](http://libguides.uta.edu/))
* [Librarians by Subject](https://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
* [A to Z List of Library Databases](https://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
* [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)(https://uta.summon.serialssolutions.com/#!/course\_reserves)
* [Study Room Reservations](https://openroom.uta.edu/)(openroom.uta.edu/)

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