

SYLLABUS

Psychology 639

SURVEY OF ORGANIZATIONAL PSYCHOLOGY

Spring 2008

Instructor: Reeshad S. Dalal, Ph.D.

Email: rdalal@gmu.edu

Office: David King 3077

Office Hours: By appointment

Class Day, Time, and Location: Tuesday, 4:30 PM – 7:10 PM, Robinson B 218

COURSE OVERVIEW:

This is a graduate-level survey of research in organizational psychology. One of the major, and most obvious, objectives of this course is to introduce students to the primary areas of research in the field. The focus is firmly on basic scientific research, and an attempt has been made to include some very highly cited papers as well as some papers that are models of good research method or interdisciplinary breadth. However, an attempt is also made to discuss how this research might inform practice in organizations—thereby furthering the nascent “evidence-based management” movement. Yet another objective is to keep the amount of reading in any given week to a manageable length. The hope is that this will encourage students to actually complete all the assigned reading. Finally, a more insidious objective is to convince students that organizational psychology and decision-making are inextricably intertwined, and that the study of the former is, in many ways, the study of the latter applied to organizations.

ATTENDANCE

Attendance is expected, barring exceptional events, and constitutes a part of the participation grade. Internship-related activities will generally not be considered sufficient grounds for absence.

COURSE READINGS:

In the first part of this course, we will be reading the articles listed below. Readings marked with an asterisk (“*”) are optional, albeit warmly recommended for personal development.

Every student is expected to contribute to the class discussion. Students who do not voluntarily contribute will be “encouraged” to contribute. In other words, if necessary, I will deliberately put you on the spot. It is important for every student to read all the assigned articles and to contribute to the class discussion because the quality of this course will be heavily influenced by the quality of the discussion ($p < 0.01$).

The article list follows:

Note: “” indicates a reading that is not required, but that is warmly recommended for personal development.*

January 22

FIRST CLASS MEETING

No readings.

January 29

INTRODUCTION

Hulin, C. L. (2002). Lessons from industrial and organizational psychology. In J. M. Brett & F. Drasgow (Eds.), *The psychology of work: Theoretically based empirical research* (pp. 3-22). Mahwah, NJ: Lawrence Erlbaum Associates.

Pfeffer, J. (1993). Barriers to the advance of organization science: Paradigm development as a dependent variable. *Academy of Management Review*, 18, 599-620.

Pfeffer, J., & Sutton, R. I. (2006). Demanding proof. *Industrial Engineer*, 38(6), 43-47.

*Hatrup, K., & Jackson, S. E. (1996). Learning about individual differences by taking situations seriously. In K. R. Murphy (Ed.), *Individual differences and behavior in organizations* (pp. 507-547). San Francisco: Jossey-Bass.

*Hulin, C. L. (2001). Applied psychology and science: Differences between research and practice. *Applied Psychology: An International Review*, 225-234.

- *Pfeffer, J. (1998). Understanding organizations: Concepts and controversies. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology* (4th ed., Vol. II, pp. 733-777). Boston, MA: McGraw-Hill.

February 5

MOTIVATION - I (GOAL-SETTING AND RELATED APPROACHES)

- Bandura, A. (2007). Social cognitive theory. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 729-733). Thousand Oaks, CA: Sage.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, *41*, 1040-1048.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*, 705-717.
- Vancouver, J. B. (2007). Control theory. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 107-110). Thousand Oaks, CA: Sage.
- Werther, W. B. (1992). Workshops aid in goal setting. In R. R. Sims, D. D. White, & D. A. Bednar (Eds.), *Readings in organizational behavior* (pp. 95-100). Boston, MA: Allyn and Bacon.
- *Mitchell, T. R., & Daniels, D. (2003). Motivation. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 225-254). Hoboken, NJ: John Wiley & Sons.

February 12

MOTIVATION - II (OTHER APPROACHES)

- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millenium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, *86*, 425-445.
- Greenberg, J. (2007). Equity theory. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 212-215). Thousand Oaks, CA: Sage.

Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1986). Fairness and the assumptions of economics. *Journal of Business*, *59*, 8285-8300.

Pinder, C. C. (2007). Expectancy theory of work motivation. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 235-238). Thousand Oaks, CA: Sage.

Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management*, *43*, 381-394.

*Camerer, C. F., & Hogarth, R. M. (1999). The effects of financial incentives in experiments: A review and capital-labor-production framework. *Journal of Risk and Uncertainty*, *19*, 7-42.

*Cascio, W. F. & Wynn, P. (2004). Managing a downsizing process. *Human Resource Management*, *43*, 425-436.

*Jenkins, G. D., Mitra, A., Gupta, N., & Shaw, J. D. (1998). Are financial incentives related to performance? A meta-analytic review of empirical research. *Journal of Applied Psychology*, *83*, 777-787.

*Shaw, J. C., Wild, E., & Colquitt, J. A. (2003). To justify or excuse? A meta-analytic review of the effects of explanations. *Journal of Applied Psychology*, *88*, 444-458.

February 19

JOB ATTITUDES – I (JOB EVALUATIONS AND AFFECT)

Allen, N. J. (2007). Organizational commitment. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 548-551). Thousand Oaks, CA: Sage.

Eisenberger, R., Huntington, R., Hutchison, R., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, *71*, 500-507.

Hulin, C. L. & Judge, T. A. (2003). Job attitudes. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 255-276). Hoboken, NJ: John Wiley & Sons.

- Redmond, B. F. (2007). Affective events theory. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 10-12). Thousand Oaks, CA: Sage.
- Saari, L. M. & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management, 43*, 395-407.
- *Ajzen, I. (2002). Attitudes. In R. Fernandez Ballesteros (Ed.), *Encyclopedia of Psychological Assessment* (Vol. 1, pp. 110-115). London, UK: Sage Publications.
- *Smith, F. J. (2003). Influence of surveys in initiating top management action. In *Organizational surveys: The diagnosis and betterment of organizations through their members* (pp. 152-160). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- *Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior, 19*, 1-74.

February 26

JOB ATTITUDES – II (OUTCOMES)

- Hom, P. (2002). The legacy of Charles Hulin's work on turnover thinking and research. In J. M. Brett & F. Drasgow (Eds.), *The psychology of work: Theoretically based empirical research* (pp. 169-187). Mahwah, NJ: Lawrence Erlbaum Associates.
- Johns, G. (2001). The psychology of lateness, absenteeism, and turnover. In N. Anderson, D. S. Ones, H. P. Sinangil, & C. Viswesvaran (Eds.), *Handbook of Industrial, Work and Organizational Psychology* (Vol. 2, pp. 232-252). London, U.K.: Sage Publications.
- Judge, T. A., Thoresen, C. J., Bono, J. E., Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*, 376-407.
- *Sablinski, C. J., Lee, T. W., Mitchell, T. R., Burton, J. P., & Holtom, B. C. (2002). Turnover: An integration of Lee and Mitchell's unfolding model and job embeddedness construct with Hulin's withdrawal construct. In J. M. Brett & F. Drasgow (Eds.), *The psychology of work: Theoretically based empirical research* (pp. 189-204). Mahwah, NJ: Lawrence Erlbaum Associates.

March 4

STRESS, HARASSMENT/DISCRIMINATION, AND DIVERSITY

Fitzgerald, L. F. (2000). Sexual harassment. In A. E. Kazdin (Ed). *Encyclopedia of psychology* (Vol. 7, pp. 251-254). Washington, DC, USA: American Psychological Association.

Jayne, M. E. A. & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management, 43*, 409-424.

Sonnentag, S. & Frese, M. (2003). Stress in organizations. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 453-491). Hoboken, NJ: John Wiley & Sons.

*Fuller, J. A., Stanton, J. M., Fisher, G. G., Spitzmüller, C., Russell, S. S., & Smith, P. C. (2003). A lengthy look at the daily grind: Time series analysis of events, mood, stress, and satisfaction. *Journal of Applied Psychology, 88*, 1019-1033.

*Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Devine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management, 42*, 3-21.

*Lapierre, L. M., Spector, P. E., & Leck, J. D. (2005). Sexual versus nonsexual workplace aggression and victims' overall job satisfaction: A meta-analysis. *Journal of Occupational Health Psychology, 10*, 155-169.

March 11

SPRING BREAK

No readings.

March 18

**ORGANIZATIONAL CLIMATE, ORGANIZATIONAL CULTURE,
AND NATIONAL/SOCIETAL CULTURE**

Chan, D. (1998). Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of Applied Psychology, 83*, 234-246.

- Dickson, M. & Mitchelson, J. K. (2007a). Organizational climate. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 545-548). Thousand Oaks, CA: Sage.
- Dickson, M. & Mitchelson, J. K. (2007b). Organizational culture. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 558-562). Thousand Oaks, CA: Sage.
- Gelfand, M., Leslie, L., & Shteynberg, G. (2007). Cross-cultural research methods and theory. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 136-143). Thousand Oaks, CA: Sage.
- Norenzayan, A., & Nisbett, R. E. (2000). Culture and causal cognition. *Current Directions in Psychological Science*, 9, 132-135.
- Zohar, D. (1980). Safety climate in industrial organizations: Theoretical and applied implications. *Journal of Applied Psychology*, 65, 96-102.
- *Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An "experimental ethnography." *Journal of Personality and Social Psychology*, 70, 945-960.
- *Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). Organizational culture and climate. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 565-594). Hoboken, NJ: John Wiley & Sons.

March 25

LEADERSHIP

- Fleenor, J. W. (2007). Trait approach to leadership. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 830-832). Thousand Oaks, CA: Sage.
- Hogan, R., Curphy, G. J., Hogan, J. (1994). What we know about leadership: Effectiveness and personality. *American Psychologist*, 49, 493-504.
- Judge, T. A., Piccolo, R. F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of Applied Psychology*, 89, 36-51.
- Scandura, T. A. & Graen, G. B. (1984). Moderating effects of initial leader-member exchange status on the effects of a leadership intervention. *Journal of Applied Psychology*, 69, 428-436.

Sosik, J. J. (2007). Transformational and transactional leadership. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 834-837). Thousand Oaks, CA: Sage.

Vroom, V. H. (2000). Leadership and the decision-making process. *Organizational Dynamics*, 28, 82-94.

*Den Hartog, D. N. & Koopman, P. L. (2001). Leadership in organizations. In N. Anderson, D. S. Ones, H. P. Sinangil, & C. Viswesvaran (Eds.), *Handbook of Industrial, Work and Organizational Psychology* (Vol. 2, pp. 166-187). London, U.K.: Sage Publications.

*Eagley, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). Gender and the evaluation of leaders: A meta-analysis. *Psychological Bulletin*, 111, 3-22.

April 1

WORK GROUPS/TEAMS

Bell, S. T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology*, 92, 595-615.

Cannon-Bowers, J. A. & Salas, E. (2001). Reflections on shared cognition. *Journal of Organizational Behavior*, 22, 195-202.

Hollenbeck, J. R., DeRue, D. S., & Guzzo, R. (2004). Bridging the gap between I/O research and HR practice: Improving team composition, team training, and team task design. *Human Resource Management*, 43, 353-366.

Schwall, A. & Mohammed, S. (2007). Group decision-making quality and performance. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 286-289). Thousand Oaks, CA: Sage.

Thompson, L. F. (2007). Group decision-making techniques. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 289-292). Thousand Oaks, CA: Sage.

*Cannon-Bowers, J. A. & Salas, E. (1998). Team performance and training in complex environments: Recent findings from applied research. *Current Directions in Psychological Science*, 7, 83-87.

*Hinsz, V. B., Tindale, R. S., & Vollrath, D. A. (1997). The emerging conceptualization of groups as information processes. *Psychological Bulletin*,

121, 43-64.

- *Kerr, N. L., & Tindale, R. S. (2004). Group performance and decision making. *Annual Review of Psychology*, 55, 623-655.
- *Kozlowski, S. W. J., & Bell, B. S. (2003). Work groups and teams in organizations. In I. B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 333-376). Hoboken, NJ: John Wiley & Sons.
- *McGrath, J. E. (1984). A typology of tasks. In *Groups: Interaction and performance* (pp. 51-66). Englewood Cliffs, NJ: Prentice-Hall.
- *Stasser, G. (1999). A primer of social decision scheme theory: Models of group influence, competitive model-testing, and prospective modeling. *Organizational Behavior and Human Decision Processes*, 80, 3-20.

April 8

DECISION-MAKING AND NEGOTIATION/CONFLICT

- Bonaccio, S. (2007). Judgment and decision-making process: Advice giving and taking. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 1, pp. 427-429). Thousand Oaks, CA: Sage.
- Brodt, S. E. (2007). Negotiation, mediation, and arbitration. In S. G. Rogelberg (Ed.), *Encyclopedia of industrial/organizational psychology* (Vol. 2, pp. 511-514). Thousand Oaks, CA: Sage.
- De Dreu, C. K. W. & Weingart, L. R. (2003). Task versus relationship conflict, team performance and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88, 741-749.
- Wickens, C. D., Lee, J., & Liu, Y. (2004). Decision making. In *An Introduction to Human Factors Engineering* (2nd ed.; pp. 156-183). Upper Saddle River, NJ: Pearson Prentice Hall.
- Yaniv, I. (2004). The benefit of additional opinions. *Current Directions in Psychological Science*, 13, 75-78.
- *Hastie, R. & Dawes, R. M. (2001). *Rational choice in an uncertain world: The psychology of judgment and decision-making*. Thousand Oaks, CA: Sage. [Read Chapters 2 and 3: p. 25-72.]
- *Stuhlmacher, A. F., & Walters, A. E. (1999). Gender differences in negotiation outcome: A meta-analysis. *Personnel Psychology*, 52, 653-677.

April 15

EMPIRICAL EXEMPLARS – I

NOTE: Two-page outlines due today.

- Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. J. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, 50, 992-1003.
- Glomb, T. M. & Tews, M. J. (2004). Emotional labor: A conceptualization and scale development. *Journal of Vocational Behavior*, 64, 1-23.
- Smith, F. J. (1977). Work attitudes as predictors of attendance on a specific day. *Journal of Applied Psychology*, 62, 16-19.
- Ziegert, J. C. & Hanges, P. J. (2005). Employment discrimination: The role of implicit attitudes, motivation, and a climate for racial bias. *Journal of Applied Psychology*, 90, 553-562.
- *Arvey, R. D, Bouchard, T. J., Segal, N. L., & Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied Psychology*, 74, 187-192.
- *Elliot, A. J. & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218-232.
- *Latham, G. P., Erez, M., & Locke, E. A. (1988). Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez-Latham dispute regarding participation in goal setting. *Journal of Applied Psychology*, 73, 753-772.
- *Ryan, A. M., Schmit, M. J., & Johnson, R. (1996). Attitudes and effectiveness: Examining relations at an organizational level. *Personnel Psychology*, 49, 853-882.

April 22

EMPIRICAL EXEMPLARS – II

- Arnold, J. A., & O'Connor, K. M. (1999). Ombudspersons or peers? The effect of third-party expertise and recommendations on negotiation. *Journal of Applied Psychology*, 84, 776-785.

- Bono, J. E., & Anderson, M. H. (2005). The advice and influence networks of transformational leaders. *Journal of Applied Psychology, 90*, 1306-1314.
- Schneider, B., Salvaggio, A. N., & Subirats, M. (2002). Climate strength: A new direction for climate research. *Journal of Applied Psychology, 87*, 220-229.
- Yaniv, I., & Schul, Y. (1997). Elimination and inclusion procedures in judgment. *Journal of Behavioral Decision Making, 10*, 211-220.
- *Hollenbeck, J. R., Ilgen, D. R., Segoe, D. J., Hedlund, J., Major, D. A., & Phillips, J. (1995). Multilevel theory of team decision making: Decision performance in teams incorporating distributed expertise. *Journal of Applied Psychology, 80*, 292-316.
- *Mathieu, J. E., Goodwin, G. F., Heffner, T. S., Salas, E., & Cannon-Bowers, J. A. (2000). The influence of shared mental models on team process and performance. *Journal of Applied Psychology, 85*, 273-283.
- *Schminke, M., Ambrose, M. L., & Cropanzano, R. S. (2000). The effect of organizational structure on perceptions of procedural fairness. *Journal of Applied Psychology, 85*, 294-304.

April 29

POSTER PRESENTATIONS

May 6

“READING DAY”

May 12

TERM PAPERS DUE (9 AM)

LEADING CLASS DISCUSSION

Students will form groups of 3 or 4 at the beginning of the semester. Each group will lead discussion twice during the semester. Members of the group that is leading discussion in a given week should meet prior to class in order to coordinate activities. Discussion leaders should plan for discussion to last approximately 2 hours per week. During that time, they should ensure that they solicit discussion from all the other groups.

The following discussion questions are neither necessary nor sufficient, but are provided as examples of questions that discussion leaders may choose to ask:

- Why do you think Reeshad chose this article?
- What are the strengths of this article?
- What are the weaknesses of this article?
- Was there anything in this article that you found surprising or particularly interesting?
- How does this article relate to other articles that we have read this week or in previous weeks?

APPLIED PROJECT

Scenario: The ACME Corporation, a Fairfax-based corporation with 350,000 employees, is considering downsizing 10,000 employees in order to boost profits. For the layoff process, the management at ACME is concerned about adopting “best practices” based on the research literature on organizational justice. ACME management has therefore hired your consulting firm, which specializes in “evidence-based practice,” to advise them regarding this process.

Your task: Recommend how the management at ACME should proceed. Provide at least 3 general recommendations, in an “if [situation], then [recommended action]” form. Recommendations should be based on papers required or recommended for this course (i.e., Cascio & Wynn, 2004; Colquitt et al., 2001; Greenberg, 2007; Kahneman et al., 1986; Shaw et al., 2003), *plus* two other papers obtained by you.

Guidelines: This is a *group* project. Therefore, you will be working in a group of 3-4 persons (if you like, you may think of your group as a “boutique” consulting firm). The paper should use double-spaced 12-point Times New Roman font, and should be 5-7 pages in length—*excluding* the title page, executive summary (maximum 0.5 page), references, and any tables or figures you may have. Papers should be formatted in American Psychological Association (APA) or Academy of Management (AOM) style. However, creative departures from APA/AOM style (e.g., the use of bullets), aimed at attracting and retaining the attention of putative organizational decision-makers, will be permitted.

RESEARCH PROPOSAL: POSTER PRESENTATION + TERM PAPER

This is a *group* project. Therefore, you will be working in a group of 3-4 persons. In practical terms, the end product will essentially be the “introduction” section of an empirical journal article. That is, you will first review the literature on a particular topic and then propose your own hypotheses. Each hypothesis should be preceded by a sound rationale.

This is a proposal for *basic* scientific research, and should focus on psychological constructs and their inter-relationships. A paper discussing an applied research problem (e.g., a consulting project) is inappropriate and will receive a failing grade.

The topic should be *specific*. For example, whereas “leadership” or even “leader-member exchange” is too broad, something like “ecological momentary assessment of the temporal development of leader-member exchange” would be more appropriate. You should propose *original* research: replications are not suitable here.

Papers should be formatted in American Psychological Association (APA) or Academy of Management (AOM) style. Another good resource, which I strongly encourage you to read before beginning your paper, is:

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger (Eds.), *The compleat academic: A career guide* (2nd ed., pp. 185-220). Washington, DC: American Psychological Association.

The paper should use double-spaced 12-point Times New Roman font, and should be 9-12 pages in length—*excluding* the title page, references, and any tables or figures you may have. You do not need an abstract, and you do not need a method, results, or discussion section. Note, however, that a good introduction section will foreshadow the method and results sections. Thus, although these sections will not be included in the paper, they do need to be given some thought.

The short length of the paper does *not* obviate the necessity of thoroughness or precision.

To facilitate viable research proposals, the submission of the paper will be preceded by the following steps:

- 1) A two-page bulleted outline
- 2) A poster presentation

Further details will be provided at a later date.

GRADING SCHEME

Leading Class Discussion	15%
Participating in Class (includes Attendance)	25%
Applied Project	15%
Poster Presentation	15%
Term Paper	30%

Note that this is not a “guaranteed A” course. Poor work will receive poor grades.

I reserve the right to make changes to the syllabus with reasonable advance notice. Changes may be announced in class or via email.