

FALL 2025 SYLLABUS
PSY2012: GENERAL PSYCHOLOGY

General Information

Instructor: Ashish K. Sahoo

Instructor Email: ashishkumarsahoo@ufl.edu

Section Number: 15403

Class Meeting Time and Place: Monday, Wednesday and Friday – 3:00-3:50 PM at [PSY 0151](#)

Instructor Office Hours & Location: Monday – 12:30-2:30 PM at [PSY 098B](#)

Undergraduate TA: James Zhu

PSY2012 is part of the General Education State Core (S).

• **State Core Course Description** •

In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.

• **Prerequisites** •

There are no required prerequisites to take this course.

• **General Education Designation: Social and Behavioral Sciences (S)** •

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida.

These courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

All General Education area objectives can be found [here](#).

• **Course Textbook** •

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Author: Lilienfeld, Lynn, & Namy

Title: Psychology: From Inquiry to Understanding (5th edition)

ISBN: UF ALL ACCESS

****Please note that this course *will be participating in the UF All Access program*. Login at the following website and opt-in to gain access to your UF All Access course materials: <https://www.bsd.ufl.edu/AllAccess>.**

UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available 1 week prior to the start of the semester and will end 3 weeks after the first day of class.**

• **Materials Fee** •

N/A

Course Goals

• **Course Objectives** •

1. To teach you the science behind psychology and how it differs from the media's interpretation.
2. To provide you with an introduction to the different areas within the field of psychology.
3. To teach you the concepts in the field and how to apply them.

• **State Core Student Learning Outcomes** •

A student who successfully completes this course will be able to:

1. identify basic psychological theories, terms, and principles from historical and current perspectives.
2. recognize real-world applications of psychological theories, terms, and principles.
3. recognize basic strategies used in psychological research.
4. draw logical conclusions about behavior and mental processes based on empirical evidence.

• **General Education Student Learning Outcomes** •

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

• Subject Area Student Learning Outcomes •

1. Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.
2. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.
3. Communicate knowledge, thoughts and reasoning clearly and effectively.

Course Expectations

You are expected to attend class regularly and carry out the reading assignments listed in this syllabus. You are also expected to check your email regularly (at least once a day) and to visit E-learning on a regular basis. Students typically find that for each hour in class, at least two additional hours are required for preparation.

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

Formal attendance will not be taken in this course. However, there are a set number of points attached to activities that require your attendance in class. In order to earn credit for these activities, students must be physically present in class and the activities must be completed during our class period.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Students Requiring Accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees

and students must adhere to UF's sexual harassment policy which can be found here: <https://policy.ufl.edu/regulation/1-006/>. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/report/> or email inform@titleix.ufl.edu, or call 352-273-1094.

UF Policies on Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Graded Work

• **Unit Quizzes (32%)** •

There will be four in-class unit quizzes during the semester. Quizzes are designed to assess your understanding of course material to date and to prepare you for the larger midterm and last exams. Each quiz contains 30 multiple-choice applied questions; each question is worth 1 point. The lowest quiz grade will be dropped by the end of the semester; thus, only three quizzes will be included in your final grade. Quizzes are closed-book, closed-note.

• **Assembly Midterm (21%) and Last Exam (14%)** •

The midterm is an assembly exam scheduled for **8:20-9:30PM on Wednesday, October 8th**. The last exam will be taken in class on the last day of class. You will be given 70 minutes total for the midterm (60 items) and 50 minutes for the last exam (40 items). The midterm and last exams will cover the first and second half of the semester, respectively. Please note that this course does **NOT** have a final exam in the final exam week.

• **Writing/Project Assignment(s) (21%)** •

There will be two writing assignments for this course:

Writing Assignment #1 – Replication Crisis (30 points) **Due on Friday, October 3, 2025**

You will investigate the replication crisis in psychology by examining a specific psychological finding mentioned in your textbook. Select one research study or psychological phenomenon from any chapter we've covered and conduct a thorough investigation into its replicability. Find out whether the original findings have been successfully replicated by other researchers, what controversies or criticisms have emerged, and how methodological choices in the original study might have influenced the results. Include research methodology concepts from Chapter 2 by evaluating the original study's design, identifying potential sources of bias or confounding variables, and discussing issues such as sample size, generalizability, and operational definitions of variables. Consider how factors like publication bias, file drawer problem and other factors discussed in class might have contributed to the replication challenges. You should examine at least 2-3 academic sources beyond your textbook, including recent replication attempts, meta-analyses, or critical reviews of the research area.

Writing Assignment #2 – Stress and coping in fiction (30 points) **Due on Friday, November 14, 2025**

Write a paper analyzing how a character from a movie, TV show, book, comic book, video game, or other media deals with stress using concepts we discussed in Chapter 11. Choose a character who faces difficult situations and shows different ways of handling stress throughout their story. Use specific evidence from their life, behavior, reactions, and decisions to show how they respond to stressful events and what they do to cope. Examine whether the coping strategies employed by the character are helpful or harmful based on what we learned in class and whether these strategies seem realistic compared to what research tells us about how people actually cope with difficult situations. You should provide sufficient examples from the character's experiences to support your analysis. Please confirm the character you have decided with me to ensure there is no overlap between students. Include at least 2-3 sources outside of the textbook. Non-academic sources can be used as references for this assignment.

• **In-Class Ask the Audience (ATA) Questions (7%)** •

Throughout the semester, there will be 12 in-class “Ask the Audience” (ATA) assignments worth 2 points each throughout the semester. Your two lowest scores will be automatically excluded from your final grade

calculation (for a total of 20 points). These questions are designed to promote consistent attendance (as these questions are not announced ahead of time) while providing insight into your grasp of that day's lecture material as we progress through the course.

• **SONA Research Participation Requirement (5%)** •

The Psychology Department requires that all students enrolled in PSY2012 participate in research. The deadlines for this requirement can be found in the document titled "SONA Research Requirement Instructions" (on our Canvas home page). Please note: the deadline to participate in research studies is *earlier* than the deadline to assign credits to this course. Completion of this requirement affects your course grade based on the amount of research credits you earn.

Do **NOT** wait until the last minute to complete this requirement – the longer you wait, the harder it will be to get all the credits needed! If you are unable to participate in SONA research due to age or simply do not wish to participate in research studies, you may "opt in" to an alternative assignment. More details on this alternative assignment can be found in the SONA instructional document on Canvas.

Grading Scale

Assignment	Points	Approx. Percentage of Grade (Rounded)
Unit Quizzes (4 @ 30 points each; Lowest Dropped)	90	32%
Midterm Exam (1)	60	21%
Last Exam (1)	40	14%
Writing/Project Assignments (2 @ 30 points each)	60	21%
In class Ask the Audience Questions (12 @ 2 points each; 2 Lowest Dropped)	20	7%
SONA Research Participation (15 credits)	15	5%
Total	285	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

****Note: A minimum grade of C is required for General Education credit.** Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number. For further information about current UF grading policies for assigning grade points, please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. **

• **Policy for Disputing a Grade** •

You will have **one week** (including weekends and holidays) after any course material grade has been posted to dispute your grade. The exception will be the last exam because there won't be enough time to complete disputes and turn grades in. Disputes will not be accepted after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute. For exams/quizzes, write out the question on the quiz and a paragraph explaining why your answer is correct with references to the material in the text for each question or writing assignment you are disputing. Then send a private email with this information to the instructor's e-mail address.

• Make-ups and Late Work •

I do not accept late work or permit quiz or exam make-ups unless there is an acceptable reason with evidence that is aligned with the UF absence policy (e.g., illness, serious family emergency, special curricular requirements, religious holidays, etc.). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#). **Supporting documentation must be provided within 24 hours of a quiz or assignment's due date** to be eligible for a make-up/extension.

Approved make-up exams must be completed **within one week of the original exam date**, barring extreme extenuating circumstances. In the situation of multiple exams on the same date, see here for guidance: <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>. There are no special exams, optional papers or catch-up projects available at the end of the semester to compensate for poor performance during the semester.

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Julie Graber (jagraber@ufl.edu, (352) 273-2128). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Study Skills

Important study habits that will help you succeed in this class include:

1. Reading all assigned pages by the date they are assigned,
2. Reading and studying the text before and after hearing the lectures on those topics, and
3. Studying and testing yourself in-depth on the days before each exam.

Fall 2025 Course Schedule		
DATE	LECTURE TOPIC	READING
8/22/25 (F)	Welcome to PSY2012!	N/A
8/25/25 (M)	Intro to Psych	Chapter 1.1 and 1.2 (pg. 1 – 19)
8/27/25 (W)	Intro to Psych	Chapter 1.3 and 1.4 (pg. 20 – 40)
8/29/25 (F)	Research Methods	Chapter 2.1 and 2.2 (pg. 43 – 69)
9/1/25 (M)	Holiday (No Class)	
9/3/25 (W)	Research Methods	Chapter 2.3 and 2.4 (pg. 70 – 83)
9/5/25 (F)	Biological Psychology	Chapter 3.1 and 3.2 (pg. 86 – 102)
9/8/25 (M)	Biological Psychology	Chapter 3.3 – 3.5 (pg. 103 – 127)
9/10/25 (W)	Quiz 1: Ch. 1-3	
9/12/25 (F)	Sensation and Perception	Chapter 4.1 and 4.2 (pg. 129 – 148)
9/15/25 (M)	Sensation and Perception	Chapter 4.3 – 4.6 (pg. 148 – 174)
9/17/25 (W)	Consciousness	Chapter 5.1 (pg. 177 – 188)
9/19/25 (F)	Consciousness	Chapter 5.2 – 5.4 (pg. 189 – 214)
9/22/25 (M)	Learning	Chapter 6.1 (pg. 216 – 238)
9/24/25 (W)	Learning	Chapter 6.2 – 6.5 (pg. 239 – 253)
9/26/25 (F)	Quiz 2: Ch. 4-6	
9/29/25 (M)	Memory	Chapter 7.1 and 7.2 (pg. 256 – 279)
10/1/25 (W)	Memory	Chapter 7.3 – 7.5 (pg. 280 – 298)
10/3/25 (F)	Thinking, Language, and Intelligence	Chapter 8.1 and 8.2 (pg. 300 – 317)
10/6/25 (M)	Thinking, Language, and Intelligence	Chapter 8.3 – 8.5 (pg. 318 – 351)
10/8/25 (W)	Midterm Review Assembly Midterm Ch. 1-8 @ 8:20PM (CAR 100)	
10/10/25 (F)	Flex Period	

10/13/25 (M)	Human Development	Chapter 9.1 and 9.2 (pg. 354 – 369)
10/15/25 (W)	Human Development	Chapter 9.3 and 9.4 (pg. 370 – 406)
10/17/25 (F)	Homecoming (No Class)	
10/20/25 (M)	Emotion and Motivation	Chapter 10.1 and 10.2 (pg. 408 – 426)
10/22/25 (W)	Emotion and Motivation	Chapter 10.3 – 10.5 (pg. 427 – 455)
10/24/25 (F)	Stress, Coping, and Health	Chapter 11.1 (pg. 458 – 464)
10/27/25 (M)	Stress, Coping, and Health	Chapter 11.2 – 11.4 (pg. 464 – 493)
10/29/25 (W)	Quiz 3: Ch. 9-11	
10/31/25 (F)	Social Psychology	Chapter 12.1 and 12.2 (pg. 496 – 517)
11/3/25 (M)	Social Psychology	Chapter 12.3 – 12.5 (pg. 518 – 545)
11/5/25 (W)	Personality	Chapter 13.1 – 13.4 (pg. 548 – 568)
11/7/25 (F)	Personality	Chapter 13.5 and 13.6 (pg. 569 – 587)
11/10/25 (M)	Psychological Disorders	Chapter 14.1 and 14.2 (pg. 590 – 618)
11/12/25 (W)	Psychological Disorders	Chapter 14.3 – 14.6 (pg. 619 – 635)
11/14/25 (F)	Flex Period	
11/17/25 (M)	Quiz 4: Ch. 12-14	
11/19/25 (W)	Biological and Psychological Treatments	Chapter 15.1 – 15.3 (pg. 638 – 653)
11/21/25 (F)	Biological and Psychological Treatments	Chapter 15.4 – 15.6 (pg. 653 – 677)
11/24/25 (M)	Holiday (No Class)	
11/26/25 (W)	Holiday (No Class)	
11/28/25 (F)	Holiday (No Class)	
12/1/25 (M)	Last (Final) Exam Review	
12/3/25 (W)	Last (Final) Exam (Ch. 9-15) (In-Class)	

****Note:** Please read the assigned chapter and review any additional assigned materials before the specific class meetings. Course schedule is subject to change if the need arises. It is your responsibility to keep up with any change(s) by coming to class and staying updated. **It is not feasible to cover all of the materials in the textbook during the class meetings.** I will focus on major and important themes in the chapters, but students are still responsible for all information covered in the text.**

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, [352-392-1575](tel:352-392-1575), or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call [352-392-1575](tel:352-392-1575) for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call [352-392-1161](tel:352-392-1161) for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call [352-392-1111](tel:352-392-1111) (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel:352-733-0111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.

- [Teaching Center](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

Writing Assignment #1 – Replication Crisis Rubric (30 points)

Criteria	Excellent (Full Points)	Good	Adequate	Minimal	No Effort
Study Selection and Identification (3 Points)	3 Points Clearly identifies a specific research study or psychological phenomenon that has been discussed with and confirmed by the instructor, providing complete citation details and relevant context.	2-2.5 Points Identifies study/phenomenon with minor omissions in detail or context.	1.5 Points Identifies study/phenomenon but lacks adequate details about relevant papers/materials.	1 Point Vague or incomplete identification; unclear which specific study is being examined or whether instructor approval was obtained.	0 Point Does not identify a study or phenomenon, or topic was not confirmed with instructor.
Replication Investigation (6 Points)	6 Points Clear and complete investigation of replication attempts with specific examples of successful/failed replications, thorough discussion of controversies and criticisms, demonstrating strong understanding of the replication landscape.	4-5 Points Good investigation of replications with some specific examples; discusses main controversies but may lack depth in certain areas.	3 Points Basic investigation present but lacks specific examples or detailed analysis of controversies; understanding is basic.	1-2 Points Minimal investigation; mentions replication issues but provides little evidence or specific information.	0 Point No investigation of replication attempts or related controversies.
Methodological Analysis (6 Points)	6 Points Thoughtful and well-organized analysis of original study's methodology, clearly evaluating design choices,	4-5 Points Good methodological analysis identifying key design issues and some sources of bias; demonstrates clear	3 Points Basic methodological analysis present but lacks depth; identifies some issues but analysis is unclear or incomplete.	1-2 Points Minimal methodological analysis; mentions design issues but fails to connect them meaningfully to results.	0 Point No analysis of original study's methodology.

	identifying multiple potential sources of bias and confounding variables, with clear discussion of how these factors influenced results.	understanding with minor gaps.			
Application of Replication Crisis Concepts (6 Points)	6 Points Clearly applies Chapter 2 concepts (sample size, generalizability, operational definitions) and class discussions (publication bias, file drawer problem); demonstrates strong understanding of how these factors contribute to replication challenges.	4-5 Points Good application of course concepts with clear connections to the specific case; may miss some minor applications but shows clear understanding.	3 Points Applies some course concepts but connections are basic or somewhat unclear; limited integration of class discussions.	1-2 Points Minimal application of course concepts; mentions terms but fails to apply them meaningfully to the case.	0 Point Does not apply course concepts or discuss replication crisis factors.
Use of Academic Sources (5 Points)	5 Points Incorporates 3 or more appropriate academic sources beyond textbook (recent replications, meta-analyses, critical reviews); sources are correctly cited and well-integrated into analysis.	3.5-4 Points Uses 2-3 academic sources appropriately; minor issues with quality, integration, or citation.	2.5 Points Uses minimum required sources (2) but quality is unclear or integration is weak.	1-2 Points Uses only 1 additional source or sources are not academic/appropriate.	0 Point No sources beyond textbook or sources are not cited.

Writing Quality and Organization (4 Points)	4 Points Clear, well-organized writing with logical flow, proper paragraph structure, correct grammar/spelling, and appropriate academic tone throughout.	3 Points Good writing quality with minor errors; organization is clear with occasional lapses in flow or clarity.	2 Points Adequate writing but noticeable issues with organization, clarity, or multiple grammatical errors that distract from content.	1 Point Poor writing quality significantly impedes understanding; major organizational or grammatical problems throughout.	0 Point Writing is unclear or assignment appears incomplete.
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Writing Assignment #2 – Stress and Coping in Fiction Rubric (30 points)

Criteria	Excellent (Full Points)	Good	Adequate	Minimal	No Effort
Character Selection and Confirmation (3 Points)	3 Points Clearly identifies a specific character from media who faces significant stress, with details about the source material and evidence of instructor confirmation.	2-2.5 Points Identifies character with minor omissions in source details.	1.5 Points Identifies character but lacks adequate detail about source material.	1 Point Vague or incomplete character identification.	0 Point Does not identify a character or character was not confirmed with instructor.
Analysis of Stress Response (6 Points)	6 Points Detailed and well-organized analysis of character's stress responses with specific evidence from their life, behavior, reactions, and decisions; demonstrates strong understanding of how the character experiences stress.	4-5 Points Good analysis of stress responses with some specific examples; demonstrates clear understanding with minor gaps in evidence.	3 Points Basic analysis present but lacks specific examples from the character's experiences; understanding is basic.	1-2 Points Minimal analysis; mentions stress but provides little evidence from the character's story.	0 Point No analysis of character's stress responses or evidence provided.
Evaluation of Coping Strategies (6 Points)	6 Points Clear and complete examination of whether coping strategies are helpful or harmful, with thoughtful comparison to	4-5 Points Good evaluation of coping strategies as helpful/harmful; makes connections to research but may	3 Points Basic evaluation present but analysis of helpful/harmful aspects is unclear or incomplete;	1-2 Points Minimal evaluation; mentions coping but fails to meaningfully assess	0 Point No evaluation of coping strategies or comparison to research.

	research on realistic coping; demonstrates strong critical thinking.	lack depth in certain areas.	limited comparison to research.	effectiveness or realism.	
Application of Course Concepts (6 Points)	6 Points Clearly links multiple concepts from Chapter 11 and class discussions throughout the analysis; demonstrates strong understanding by meaningfully connecting stress and coping theories to specific character behaviors and situations.	4-5 Points Good application with clear links between course concepts and character analysis; shows understanding with minor gaps in connecting theory to examples.	3 Points Makes some connections between course concepts and character but links are basic or somewhat unclear; limited integration of class discussions.	1-2 Points Minimal linking of course concepts; mentions terms but fails to connect them meaningfully to character analysis.	0 Point Does not link course concepts from Chapter 11 or class discussions.
Use of Sources and Evidence (5 Points)	5 Points Incorporates 2-3 appropriate sources beyond textbook; provides sufficient examples from character's experiences that are correctly cited and well-integrated into analysis.	3.5-4 Points Uses required sources appropriately; good use of character examples with minor issues in integration or citation.	2.5 Points Uses minimum required sources (2) but integration is weak; examples from character are adequate but could be stronger.	1-2 Points Uses only 1 additional source or examples from character's story are minimal.	0 Point No sources beyond textbook or insufficient character examples.
Writing Quality and Organization (4 Points)	4 Points Clear, well-organized writing with logical flow between analysis points, proper paragraph structure, correct grammar/spelling, and appropriate academic tone throughout.	3 Points Good writing quality with minor errors; organization is clear with occasional lapses in flow or clarity.	2 Points Adequate writing but noticeable issues with organization, clarity, or multiple grammatical errors that distract from content.	1 Point Poor writing quality significantly impedes understanding; major organizational or grammatical problems throughout.	0 Point Writing is unclear or assignment appears incomplete.

“Ask the Audience” (ATA) In-Class Participation Rubric

Criteria	Excellent (Full Points)	No Effort
In-Class Participation <i>(1 Point)</i>	1 Point Student’s name and reponse to the ATA question appear on exported iClicker roster, OR Student informed instructor in-person during the class period of their presence in class and their response to the ATA question (in event of a technical glitch).	0 Points Student’s name and response to the ATA question do not appear on the exported iClicker roster, AND Student did not inform instructor in-person during the class period of their presence in class and their response to the ATA question (in event of a technical glitch).