

**UNIVERSITY OF FLORIDA**  
**PSY2012 GENERAL PSYCHOLOGY #15405 (3.00 CREDITS)**  
**FALL 2025**

**General Information**

**Instructor:** Ileri Akinola, M. S.

**Instructor Email:** [iakinola@ufl.edu](mailto:iakinola@ufl.edu)

**Section Number:** 15HA

**Class Meeting Time and Place:** M, W, F Period 7 (1:55PM – 2:45PM) PSY 0130

**Instructor Office Hours & Location:** Thursdays 10AM-12PM in McCarty C 531

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 (5<sup>th</sup> 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
<b>CONTENT</b>	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.
<b>COMMUNICATION</b>	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 “Ask the Audience” (ATA) 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. Ask the Audience activities will be completed using iClicker software, which is accessible via a smartphone app or internet browser. A link to our course’s join code is included below.

## **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](mailto: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 (31%) •**

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; date and time information for the assembly exam will be announced as soon as they become available. 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 throughout the semester which are designed to get you to apply what you've learned to real life and to synthesize information learned throughout the course. A description of each assignment will be posted on Canvas. All written assignments should be turned in using the .doc or .docx file formats to Canvas. Files that I cannot open will not be graded and will receive a zero. I will not accept hard copies of the assignment.

Late work on writing/ project assignments will incur a **2 point penalty** (out of 30 possible points per assignment) **for each 24-hour period after the assignment is due**. If an assignment is due at 11:59pm, it is considered late at 12:00am. Submitting an incorrect or incomplete file will be considered late and incur the same penalty. **Assignments that are more than 48 hours late will not be accepted or graded.** More information about the writing assignments is available online at the class E-learning/Canvas site.

### **• In-Class Assignments (7%) •**

There will be a total of 12 short in-class assignments given randomly during the semester, each worth 2 points. The content of these assignments will vary, and they are designed to provide extra opportunities connect with the material and demonstrate your understanding. Only 10 of these assignments will count towards the final grade, and the two assignments with the lowest graded will be dropped.

### **• SONA Research Participation Requirement (7%) •**

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**

<b>Assignment</b>	<b>Points</b>	<b>Approximate Percentage of Grade (Rounded)</b>
Unit Quizzes (4 @ 30 points each)	90	31%
Midterm Exam	60	21%
Last Exam	40	14%
Writing Assignments (2 Total)	60	21%
In-class Assignments	20	7%
SONA Research Participation	15	7%
<b>Total</b>	<b>285</b>	<b>100%</b>

<b>Grade</b>	<b>Scale</b>	<b>Grade</b>	<b>Scale</b>
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 ([jgrabber@ufl.edu](mailto:jgrabber@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 (In-Class) Assembly Midterm Ch. 1-8 @ 8:20PM (TBD)	
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)
11/14/15 (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 Exam Review (In-Class)	
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](mailto: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](mailto: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](mailto: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](mailto: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 Rubric

Category	5 points	4-3 points	2-1 points	0 points
Synopsis of media article – Question A (5 points possible)	Excellent- Summary was provided and had all the details to tell the reader what the research was about.	Good- Summary was provided and could be followed but a major detail was missing (e.g. the results of the study).	Weak- A short summary was provided but the summary was hard to follow and/or major details were missing.	Nothing was submitted for this item.
Initial reaction – Question B (4 points possible)		Excellent- Elaborated on initial reaction and clearly communicated answer(s) given. Response clearly displays critical thinking and thoughtfulness regarding the article (e.g., agreement, emotions, etc.).	Weak- A brief response was given, but it lacked thoughtfulness or clarity. Lacked critical thinking.	Nothing was submitted for this question.
Peer review influence – Question C (4 points possible)		Excellent- Full answer was given and explanation clearly communicated (i.e., concise, easy to follow, grammatically correct). Clearly displayed critical thinking and thoughtfulness regarding the article and its connection to the media article.	Weak- Yes or no answer was given, but no explanation was given, or explanation wasn't clearly communicated. Lacked thoughtfulness, critical thinking, or the connection to the medial article was unclear.	Nothing was submitted for this question.

Conclusions of media and research articles – Question D (5 points possible)	Excellent- Full answer was given, explanation was clearly communicated (i.e., concise, easy to follow, grammatically correct) and accurate. Response showed thoughtfulness and critical thinking by identifying and summarizing the conclusions and differences between both articles.	Good- Answer was given, but explanation was missing some major details (e.g., specific difference between conclusions).	Weak – Yes or no answer was given, but response was incorrect, no explanation was given, or explanation wasn't clearly communicated.	Nothing was submitted for this question.
Media Accuracy – Question E (5 points possible)	Excellent- Full answer was given, explanation was accurate, and clearly communicated (i.e., concise, easy to follow, grammatically correct).	Good- Answer was given, but the explanation was weak or lacked thoughtfulness.	Weak- Answer was given, but no explanation was included.	Nothing was submitted for this question.
Type of research – Question F (3 points possible)			Correct answer and sufficient explanation was given (2 points).	No answer was given or wrong answer was given.
Correct APA citations either 6th or 7th edition (4 points possible)		Excellent – Included page numbers, a reference page, and in-text citations in correct APA format (4 points).	Good – Included in-text citations, page numbers, and a reference page, but some were not in correct APA format or were missing.	No in-text citations, page numbers, or reference page provided.

### Writing Assignment #2 Rubric

Topic	Criteria	Description	Points
Topic 1	<b>Description of the topic</b>	Clearly state and describe the topic you're covering <b>in your own words</b>	2
	<b>Real-life example</b>	Provide a real-world personal example of the topic	1
		Provide detail to be clear how the example relates to the topic	1
	<b>Personal relevance of the topic</b>	Explain why you believe the topic is important or relevant to you	2
	<b>Benefit of knowing the topic</b>	Explain how you will use your knowledge of the topic in the future or how the knowledge of the topic has changed your perspective in some way	2
Topic 2	<b>Description of the topic</b>	Clearly state and describe the topic you're covering <b>in your own words</b>	2
	<b>Real-life example</b>	Provide a real-world personal example of the topic	1
		Provide detail to be clear how the example relates to the topic	1
	<b>Personal relevance of the topic</b>	Explain why you believe the topic is important or relevant to you	2
	<b>Benefit of knowing the topic</b>	Explain how you will use your knowledge of the topic in the future or how the knowledge of the topic has changed your perspective in some way	2
Topic 3	<b>Description of the topic</b>	Clearly state and describe the topic you're covering <b>in your own words</b>	2

	Real-life example	Provide a real-world personal example of the topic	1
		Provide detail to be clear how the example relates to the topic	1
	Personal relevance of the topic	Explain why you believe the topic is important or relevant to you	2
	Benefit of knowing the topic	Explain how you will use your knowledge of the topic in the future or how the knowledge of the topic has changed your perspective in some way	2
APA	Correct APA citations and references	Proper APA in-text citations and reference list	4
		Uses correct headers	2
Total			30

### **In-Class Assignment Rubric**

<b>Criteria</b>	<b>Excellent (Full Points)</b>	<b>No Effort</b>
<b>In-Class Assignment</b> (2 Points)	<b>2 Points</b> Student turned in the in-class assignment on time and completed the assignment according to the instructions	<b>0 Points</b> Student did not complete the in-class assignment roster.