

FALL 2025 SYLLABUS  
**PSY2012: GENERAL PSYCHOLOGY (3.00 Credits)**

**General Information**

**Instructor:** Teresa Vazquez, M.S.

**Section Number:** 20855

**Class Meeting Time:** T (10:40 AM - 11:30 AM) / TR (10:40 AM – 12:35 PM)

**Class Meeting Location:** Anderson 0134

**Instructor Office Hours:** TBA on the first day of class

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

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.
<b>CRITICAL THINKING</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be

accepting or formulating an opinion or conclusion.

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.

Attendance is strongly encouraged and expected, but will not be formally recorded. However, there are a set number of points attached to in-class assignments that require your attendance in class to earn.

## **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 (32%)** •

There will be four in-class unit quizzes during the semester. Quizzes are designed to assess your understanding of the 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 Wednesday, October 8, 2025, at 8:20 PM in CAR 100. 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 (21%)** •

All students will be required to write a term paper that critically examines and debunks a common myth or misconception related to psychology, neuroscience, or psychiatry. This paper aims to develop your research skills and ability to apply scientific evidence to counter popular myths, fostering critical thinking and scientific literacy. Topics may include myths discussed in class, referenced in the textbook, or from any reputable source related to psychology. The final paper will be due two weeks prior to the last lecture of the semester. To guide you through the writing process, you will submit an outline with your myth selection and supporting sources early in the semester.

Your outline should include a working title, the chosen myth, two sources that represent the myth, and two primary empirical articles debunking it. The final paper should be between 5 to 8 pages (excluding citations), presenting scientifically backed arguments that counter the myth. Any Turnitin similarity score of 20% or higher will trigger a manual review, with significant similarity potentially leading to a 50% grade penalty. Detailed guidelines, formatting expectations, and deadlines will be posted on Canvas at the start of the semester. Choose a topic that genuinely interests you to make this research and writing experience both engaging and fulfilling.

- **Outline with Myth Selection and Source Identification:** Outlines are to be submitted through Canvas by **Thursday, September 11th at 11:59 PM**
- **Annotated Bibliography Check-in:** Students are to bring their annotated bibliographies to **class** on **Thursday, October 16<sup>th</sup>**
- **Final Submission: Debunking the Myth Paper:** Completed and polished paper to be submitted through Canvas as a Microsoft Word file by **Friday, November 21<sup>st</sup> 11:59 PM**.

### • **In-Class Assignments (7%)** •

Attendance is strongly encouraged but will not be formally recorded. However, there are a set number of points attached to in-class assignments that require your attendance in class to earn. On days of in-class quizzes, attendance will be necessary to take your quiz.

### • 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	Approximate Percentage of Grade (Rounded)
Unit Quizzes (4 @ 30 points each)	90	32%
Midterm Exam	60	21%
Last Exam	40	14%
Term Paper	60	21%
In-class Assignments	20	7%
SONA Research Participation	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](mailto: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
8/21/25 (R)	Welcome to PSY2012! Intro to Psych	Chapter 1.1 – 1.2
8/26/25 (T)	Intro to Psych	Chapter 1.3 – 1.4
8/28/25 (R)	Research Methods	Chapter 2.1 – 2.5
9/2/25 (T)	Biological Psychology	Chapter 3.1 – 3.3
9/4/25 (R)	Biological Psychology	Chapter 3.3 – 3.5
9/9/25 (T)	<b>Quiz 1: Ch. 1-3</b>	
9/11/25 (R)	Sensation and Perception	Chapter 4.1 – 4.6 <b>Term Paper Outline Due 11:59 PM</b>
9/16/25 (T)	Consciousness	Chapter 5.1 – 5.4
9/18/25 (R)	Learning	Chapter 6.1 – 6.3
9/23/25 (T)	Learning	Chapter 6.4 – 6.5
9/25/25 (R)	<b>Period 4: Quiz 2: Ch. 4-6</b> Period 5: Memory (Chapter 7.1 – 7.2)	
9/30/25 (T)	Memory	Chapter 7.3 – 7.5
10/2/25 (R)	Thinking, Language, and Intelligence	Chapter 8.1 – 8.5
10/7/25 (T)	Midterm Review	Chapters 1-8
10/8/25 (W)	<b>Assembly Midterm Ch. 1-8 @ 8:20PM (CAR 100)</b>	
10/9/25 (R)	Human Development	Chapter 9.1 – 9.3
10/14/25 (T)	Human Development	Chapter 9.3 – 9.4
10/16/25 (R)	Emotion and Motivation	Chapter 10.1 – 10.5 <b>Annotated Bibliography Due In-Class</b>
10/21/25 (T)	Stress, Coping, and Health	Chapter 11.1 – 11.4
10/23/25 (R)	<b>Period 4: Quiz 3: Ch. 9-11</b> Period 5: Social Psychology (Chapter 12.1 – 12.3)	



10/28/25 (T)	Social Psychology	Chapter 12.3 – 12.5
10/30/25 (R)	Personality	Chapter 13.1 – 13.6
11/4/25 (T)	Psychological Disorders	Chapter 14.1 – 14.3
11/6/25 (R)	Psychological Disorders	Chapter 14.3 – 14.6
11/11/25 (T)	<b>No Class – Holiday</b>	
11/13/25 (R)	<b>Period 4: Quiz 4: Ch. 12-14</b> Period 5: Biological and Psychological Treatments (Chapter 15.1 – 15.3)	
11/18/25 (T)	Biological and Psychological Treatments	Chapter 15.3 – 15.6
11/20/25 (R)	Last Exam Review	Chapters 9-15 <b>Term Paper Due 11:59 PM</b>
11/25/25 (T)	<b>No Class – Holiday</b>	
11/27/25 (R)	<b>No Class – Holiday</b>	
12/2/25 (T)	Last Exam (Ch. 9-15)	

**\*\*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.bluer.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](#).

## Term Paper Rubric

Grading Domains  (60 points total)	Excellent	Fair	Poor
<b>Topic Submission</b>  <b>Phase 1</b>  <b>(5 points)</b>	<b>2 - 1.5</b> <ul style="list-style-type: none"> <li>Selected a psychological topic of interest for your term paper.</li> <li>Submit a brief description of your chosen topic, including the rationale for your selection and the potential significance of the research.</li> <li>Outline the main objectives and/or questions your paper will address.</li> <li>Met 350-word requirement.</li> </ul> <i>Show thoroughness, accuracy, and critical thinking</i>	<b>0.75 – 1.5</b> <ul style="list-style-type: none"> <li>Included a topic of interest but not rationale, objectives, or significance.</li> <li>Submitted between 100 and 350 words.</li> <li>Submitted a topic not directly psychology related</li> </ul>	<b>0 - 0.75</b> <ul style="list-style-type: none"> <li>Did not include the majority of required components.</li> <li>Submitted less than 100 words in proposal</li> </ul>
<b>Annotated Bibliography Check-in</b>  <b>Phase 2</b>  <b>(5 points)</b>	<b>3 – 2</b> <ul style="list-style-type: none"> <li>Annotated bibliography is in APA-7 format, summarizing the main findings and relevance of each source (minimum 2 complete sentences per annotation, maximum 4).</li> <li>Bibliography includes a minimum of eight scholarly references, with at least five of the eight from empirical journal articles and one specific reference to the textbook.</li> <li><i>Show thoroughness, accuracy, and critical thinking</i></li> </ul>	<b>1 - 2</b> <ul style="list-style-type: none"> <li>Submitted sources that were not empirical evidence.</li> <li>Annotations were included but were either too short or too long</li> <li>Submitted 1 – 4 empirical sources or did not cite textbook</li> </ul>	<b>0 - 1</b> <ul style="list-style-type: none"> <li>Did not include the majority of required components</li> <li>The bibliography did not include any annotations</li> </ul>

<b>Literature Review</b>  <b>Phase 3</b>  <b>(50 points)</b>			
	Excellent	Fair	Poor
<b>Introduction</b>  <b>(7 points)</b>	<b>5 - 7</b> <ul style="list-style-type: none"> <li>Background information (at least three references should be cited in the introduction, 2 empirical</li> </ul>	<b>2 - 5</b> <ul style="list-style-type: none"> <li>Missing one of two required empirical citations</li> </ul>	<b>0 - 2</b> <ul style="list-style-type: none"> <li>Unstated rationale, scope, and</li> </ul>

	<p>research articles and 1 textbook citation)</p> <ul style="list-style-type: none"> <li>• Rationale for discussing topic</li> <li>• Clearly delineated scope of literature review</li> <li>• Clearly written research question and/or hypothesis</li> <li>• <i>Show thoroughness, accuracy, and critical thinking</i></li> </ul>	<ul style="list-style-type: none"> <li>• Missing textbook citation but included empirical evidence</li> <li>• Missing scope of literature review</li> <li>• Hypothesis included but is unclearly described</li> </ul>	<p>hypothesis</p> <ul style="list-style-type: none"> <li>• Missing citations all together</li> </ul>
<p><b>Literature Review Body Section</b> <b>(15 points)</b></p>	<p><b>11 - 15</b></p> <ul style="list-style-type: none"> <li>• Literature, central to research question(s), referenced throughout.</li> <li>• Briefly describe literature results; focusing on similarity or disagreement between research sources</li> <li>• Information is gathered from multiple, research-based sources (5 empirical citations minimum).</li> <li>• Includes APA7 in-text citations for references.</li> <li>• <i>Show thoroughness, accuracy, and critical thinking</i></li> </ul>	<p><b>6 - 11</b></p> <ul style="list-style-type: none"> <li>• Address 2 out of 4 bullet points</li> <li>• Or address more than 2 bullet points but with some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<p><b>0 - 6</b></p> <ul style="list-style-type: none"> <li>• Address no more than 1 bullet point</li> <li>• Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<p><b>Methods + Results</b> <b>(0 points)</b></p>	<p><b>0</b></p> <ul style="list-style-type: none"> <li>• These two optional sections should describe your methodology of data selection, statistical analysis, and statistical effects.</li> <li>• Ideally significant effects should be visualized using figures and statistical effect variables should be reported in figure captions.</li> </ul>	<p><b>n/a</b></p>	<p><b>n/a</b></p>
<p><b>Discussion</b> <b>(5 points)</b></p>	<p><b>3.5 - 5</b></p> <ul style="list-style-type: none"> <li>• Reflect on the overarching take aways you learned from your literature review</li> <li>• Describe barriers that you experienced in writing</li> <li>• Describe agents that helped you in writing</li> <li>• Interpret results (optional)</li> <li>• Describe potential future directions</li> <li>• <i>Show thoroughness, accuracy, and critical thinking</i></li> </ul>	<p><b>2 – 3.5</b></p> <ul style="list-style-type: none"> <li>• Address 2 out of 4 bullet points</li> <li>• Or address more than 2 bullet points but with some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<p><b>0- 2</b></p> <ul style="list-style-type: none"> <li>• Address no more than 1 bullet point</li> <li>• Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<p><b>Conclusions</b> <b>(3 points)</b></p>	<p><b>3 - 2</b></p> <ul style="list-style-type: none"> <li>• Summarize the main points of your paper and the conclusions you have</li> </ul>	<p><b>1 - 2</b></p> <ul style="list-style-type: none"> <li>• Addresses 1 out of 3 bullet points</li> </ul>	<p><b>0 - 1</b></p> <ul style="list-style-type: none"> <li>• Address no more than 1</li> </ul>

	drawn <ul style="list-style-type: none"> <li>• 250 words or less</li> <li>• <i>Show thoroughness, accuracy, and critical thinking</i></li> </ul>	<ul style="list-style-type: none"> <li>• Or address more than 2 bullet points but with some flaws in thoroughness, accuracy, critical thinking</li> </ul>	bullet point <ul style="list-style-type: none"> <li>• Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<b>Organization</b>  <b>(10 points)</b>	<b>7 - 10</b> <ul style="list-style-type: none"> <li>• <i>Perfectly fulfill clarity, logic, and coherence in writing</i></li> <li>• Have logical bridges between words, sentences, and paragraphs</li> <li>• Information is separated into sections and labeled appropriately (Abstract, Intro, Method, Results, Discussion, References)</li> <li>• Provide empirical evidence to support arguments</li> <li>• Sentences and ideas are connected and flow together smoothly</li> </ul>	<b>3 - 7</b> <ul style="list-style-type: none"> <li>• Address 3 out of 6 bullet points</li> <li>• Or address more than 3 bullet points but some flaw in clarify, logic, and/or coherence</li> </ul>	<b>0 - 3</b> <ul style="list-style-type: none"> <li>• Address no more than 1 bullet point</li> <li>• Severe lack of clarify, logic, and/or coherence</li> </ul>
<b>Writing Mechanics</b>  <b>(5 points)</b>	<b>3.5 - 5</b> <ul style="list-style-type: none"> <li>• Sentences are clear and concise</li> <li>• Use formal language</li> <li>• No or minimum grammatical &amp; spelling errors</li> </ul>	<b>2 - 3.5</b> <ul style="list-style-type: none"> <li>• Have 3-5 minor errors in writing</li> <li>• Most parts use formal language with clarity and conciseness</li> </ul>	<b>0 - 2</b> <ul style="list-style-type: none"> <li>• Not writing clearly and concisely</li> <li>• Not using formal language</li> <li>• Pervasive errors</li> </ul>
<b>Compliance to directions</b>  <b>(5 points)</b>	<b>3.5 - 5</b> <ul style="list-style-type: none"> <li>• Use APA-7 format correctly for title page, abstract/keywords, in-text citations, and reference page</li> <li>• Included all components (cover page, abstract and key words, intro., discussion, reference page)</li> <li>• Title to conclusions should be at minimum 2,000 words</li> </ul>	<b>2 - 3.5</b> <ul style="list-style-type: none"> <li>• Have 3-5 minor errors in APA format</li> <li>• Miss 3-5 minor parts in required components and format requirements</li> <li>• Text was between 1,000 and 2,000 words between title page and conclusion page</li> </ul>	<b>0 - 2</b> <ul style="list-style-type: none"> <li>• Did not use APA format in any manner</li> <li>• Missing the majority of components or formatting requirements</li> <li>• Less than 1,000 words from title page and conclusion page</li> </ul>

## **In-Class Assignments Rubric**

There will be a total of 10 short in-class assignments, each worth 2 points, given randomly throughout the semester. In-class assignments are designed to help you actively engage with course material, reflect on key concepts, and apply your knowledge. These assignments are meant to encourage participation, deepen understanding, and support your learning through critical thinking and dialogue.

In-class assignments will vary (i.e., class dialogue, brief reflective writing, group exercises) and relate to the chapter(s) discussed that week. Some will be handwritten while others will be submitted through Canvas, depending on the assignment type.

The in-class assignments will be graded based on participation and effort, not mastery of the material. However, missing assignments will receive no credit unless an approved excuse is provided. Consistent engagement and completion of in-class assignments will positively affect your final grade (a total of 20 points/7% of your final grade).