

**PSY2012: GENERAL PSYCHOLOGY #150407 (3.00 Credits)**  
**FALL 2025 SYLLABUS**



David Salle: "The Kaleidoscope That Is Us"



**General Information**



**Instructor:** Johan Alejandro Gamba S.

**Instructor Email:** j.gambasegovia@ufl.edu

**Section Number:** 150407

**Class Meeting Time and Place:** Mondays, Wednesdays, and Fridays: 9:35 am – 10:25 am; PSY 151.

**Instructor Office Hours & Location:** Psychology Building office 236C (second floor), 10:30 am-12:30 pm Mondays.

**Teaching Assistants:**

**\*\*All communication with the teaching assistants is going to be via discussion boards on Canvas. The Teaching Assistants **are not** allowed to answer students' messages outside of it !! \*\*.**

TBA in the first day of class.

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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.
4. To understand psychological research principles and apply them to the students' learning.

### ➤ 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 is a set number of points attached to activities that require your attendance in class (**see in-class assignments**). 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 at class on time and behave in a manner that is respectful to the instructor and to fellow students. On quiz and exam days in particular, **students must arrive at class no later than 15 minutes after the assessment's start time**, or they will not be permitted to take it. This policy is enforced to maintain a quiet and low-distraction testing environment. Please plan accordingly for the four class periods during which we have assessments. 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 to a 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 the course material to date and to prepare you for the larger midterm and final 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; it will cover **chapters 1 to 8**. For this group, the midterm exam will be on **10/8/25** in the **location: New Physics Building (NPB) 1001**, **Time: 8:20-9:30 PM**. 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) (14%)

All the students will be required to complete 2 different project assignments:

### ▲ Project 1: Creative Demonstration Project. (7%)

**Total Points:** 20

**Due:** 9/29/25

**Submission:** Canvas assignment.

Each student will choose **one psychological principle/concept and creatively demonstrate it**. Your goal is to **teach** the concept in an original, engaging, and accurate way. The concept selection can be from any chapter of the book. This is your opportunity to connect psychology to the real world, your hobbies or passions, or your everyday experiences. **Be creative and have fun** while showing us that you understand the concept!

Options include (but are not limited to):

- making a short explanatory video (2-3 minutes),
- an infographic or comic,
- a TikTok,
- A recorded live demonstration.

What Your Project Should Include (check the grading rubric prior submission!):

1. A **clear and accurate explanation** of the psychological concept.
2. A **creative and original way** of presenting it—don't just define it, *show* it!
3. A **real-life application or example**—how does this concept play out in everyday life? How does this relate to what you are passionate about?
4. A brief **reflection** about what you learned during this process.
5. **Effort and clarity** in your presentation—make it easy and enjoyable to follow!

### Example:

*Let's say you love baking. You might show how working memory is involved when baking cookies—holding the temperature and timer in mind while mixing other ingredients. You could record this process, narrating the psychological principle as it unfolds.*

**⚠ Warning: Students are responsible for correctly uploading their format on Canvas (any format). If the material is not available on Canvas, it will not be graded, and the student won't receive any credit for the assignment!**

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### ▲ Project 2: Fictional Character Project.

**Total Points:** 20

**Group Size:** 3–4 students (I select!!)

**Due:** 10/17/25

**Submission:** Canvas assignment.

In this collaborative project, each group will use fictional characters and generative AI tools to creatively explore psychiatric disorders, their key symptoms, and potential treatments. This activity is designed to reinforce understanding of mental health disorders through an engaging and visual medium that promotes teamwork, psychological insight, and long-term memory retention.

Each team will:

1. **Each group member** will select one fictional character of their choice (from books, TV, movies, games, etc.).
2. **Select a psychiatric disorder** for each character from those covered in class (e.g., generalized anxiety, schizophrenia, OCD).
  - The psychiatric disorder and the character are **independently chosen !!**
3. **Create a symptom box** for each disorder that includes:
  - Key symptoms (at least 3 per disorder)
  - At least 1 evidence-based treatment (e.g., CBT, medication)
4. Use **AI (e.g., DALL·E, Midjourney, or other tools)** to generate an image that *combines all the features* from all characters, illustrating some of the symptoms described.
5. Create a **final product of 1 slide**, containing:
  - A fictional (but meaningful) name of your creation.
  - The AI-generated image of the “fused character” that visually represents the symptoms of the disorders.
  - 3–4 **diagnosis boxes**, one per original character, including:
    - Name of disorder
    - Main symptoms
    - At least one treatment
    - Add a brief description explaining which symptoms are shown and represented in the image.
6. Be prepared to briefly explain your choices during an in-class share-out.

### Example:

*A group chooses Bojack Horseman (depression), Harley Quinn (borderline personality disorder), and Sherlock Holmes (obsessive-compulsive tendencies). They generate a fusion character showing visible fatigue, erratic behavior, and obsessive listing, accompanied by a slide explaining each original character’s diagnosis and treatment.*

### Special remarks!

- Make sure your diagnosis boxes are clearly labeled and easy to read.
- You may use any free AI image generator (DALL·E 2, Bing Image Creator, etc.).
- Avoid stereotypes — be respectful and evidence-based when portraying mental health.
- Submit your final slides as a PDF or PPT file on Canvas.
- Your grade will reflect both **group-level quality** and **individual contribution**, so ensure everyone is involved!

**⚠ Warning:** Students are responsible for correctly uploading their format on Canvas (any format). If the material is not available on Canvas, it will not be graded, and the student won’t receive any credit for the assignment!

## ➤ Group Presentations (7%)



### Chapters (Sections 1,2, and 3):

- Ch. 11: Stress, Coping, and Health
- Ch. 12: Social Psychology
- Ch. 13: Personality
- Ch. 14: Psychological Disorders

**Group Size:** 5 students – (You select group, I select content).

**Presentation Time:** 12-15 minutes per group.

**Submission:** Upload final slides 1 class before the presentation (at class time!!).

**Presentation Dates:** See Schedule.

This assignment challenges you to **teach your classmates** the content from a selected chapter in a way that is **clear, engaging, memorable, and interactive**. The focus is not just on delivering information, but on ensuring your peers *understand and connect with* the psychological concepts you're presenting.

You are encouraged to structure your presentation around the following **two-part format** (though the sequence can vary):

#### 1. ~5-7 minutes: Concepts & Framework

- Define key terms and psychological principles from the chapter.
- Highlight **theories, major findings, and relevant models**.
- Include **at least one real-world application and relevant examples or case studies**.
- If applicable (e.g., for Chapters 14), clearly describe symptoms and treatments.

#### 2. ~8-9 minutes: Interaction or Engagement

- Teach your content *through action*: design a demonstration, game, skit, debate, mini-experiment, workshop, or role-play that reinforces the concepts and actively involves the class.
- Your goal is to help your classmates learn by *doing* or *discussing*, not just listening.

**Note:** You can structure your presentation in other creative ways (e.g., blending theory and application throughout), but aim to balance properly concept explanation and interaction.

### What to Avoid!!

- **Do NOT read directly from your slides.** Your slides are **visual aids**, not your script.
- Slides should be **clear, minimal, and visually engaging**, not packed with text!!
- The best presentations are **well-rehearsed**, collaborative, and tailored to your **audience**—your fellow students!

**Key Guidelines:** (More on this on the group presentation day).

Every group member should **speak** and take part in the delivery.

Use examples that feel **relevant, relatable, or surprising** to help the class remember.

Practice beforehand to ensure timing and flow.

Think of this as **teaching**, not presenting—how can you help your peers *get it*?

Your grade will reflect both **group-level quality** and **individual contribution**, so ensure everyone is involved!

**⚠ Warning:** Students are responsible for correctly uploading their format on Canvas (any format). If the material is not available on Canvas, it will not be graded, and the student won't receive any credit for the assignment!

## ➤ In-Class Assignments (7%)



For these assignments, I would like you to post a reflection on Canvas. It will consist of 4 different elements: **1)** The topic of the week (e.g., consciousness, memory, etc.), **2)** an image taken from your phone that applies or **relates deeply** to the content of the class for that week. **3)** a 100-250 word paragraph explaining 2.1) the process of why you took that specific picture? 2.2) Reflect on how it relates to a concept from the class and articulate it with the chapter's content. **4)** I want you to add 2 hashtags as keywords for your image + text creation. There will be 10 discussion posts, each worth 2 points, and given the complexity of the assignment, **no assignments will be dropped**. To avoid missing any assignment, plan accordingly because there will not be a way to recover it except for 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.).

## ➤ 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	31%
Midterm Exam	60	21%
Last Exam	40	14%
Writing/Project Assignments (2)	40	14%
Group presentation	20	7%
In-class Assignments (10)	20	7%
SONA Research Participation	15	5%
Total	285	100%

Grade	Scale
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

Grade	Scale
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
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 reporting 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.

<b>Fall 2025 Course Schedule</b> <b>**This schedule is tentative and subject to change**</b>		
<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>READING</b>
8/22/25 (F)	Welcome to PSY2012!	N/A
8/25/25 (M)	Intro to Psych	Chapter 1 (1.1 and 1.2)
8/27/25 (W)	Intro to Psych	Chapter 1 (1.3 and 1.4)
8/29/25 (F)	Research Methods	Chapter 2 (2.1 and 2.2)
9/1/25 (M)	Holiday – Labor Day (No Class)	
9/3/25 (W)	Research Methods	Chapter 2 (2.3 and 2.4)
9/5/25 (F)	Biological Psychology	Chapter 3 (3.1 and 3.2)
9/8/25 (M)	Biological Psychology	Chapter 3 (3.3 and 3.4)
9/10/25 (W)	<b>Quiz 1: Ch. 1-3</b>	
9/12/25 (F)	Sensation and Perception	Chapter 4 (4.1 and 4.2)
9/15/25 (M)	Sensation and Perception	Chapter 4 (4.3 and 4.4)
9/17/25 (W)	Consciousness	Chapter 5 (5.1 and 5.2)
9/19/25 (F)	Consciousness	Chapter 5 (5.3 and 5.4)
9/22/25 (M)	Learning	Chapter 6 (6.1 and 6.2)
9/24/25 (W)	Learning	Chapter 6 (6.3 and 6.4)
9/26/25 (F)	<b>Quiz 2: Ch. 4-6</b>	
9/29/25 (M)	Memory	Chapter 7 (7.1 and 7.2)
10/1/25 (W)	Memory	Chapter 7 (7.3 and 7.4)

10/3/25 (F)	Thinking, Language, and Intelligence	Chapter 8 (8.1 and 8.2)
10/6/25 (M)	Thinking, Language, and Intelligence	Chapter 8 (8.3 and 8.4)
10/8/25 (W)	<p>Midterm Review (In-Class)</p> <p><b>Assembly Midterm Ch. 1-8</b></p> <p><b>Location: New Physics Building (NPB) 1001; Time: 8:20-9:30 PM</b></p>	
10/10/25 (F)	Group Presentation: advances and tips	NA
10/13/25 (M)	Human Development	Chapter 9 (9.1 and 9.2)
10/15/25 (W)	Human Development	Chapter 9 (9.3 and 9.4)
10/17/25 (F)	Holiday - Homecoming (No Class)*	
10/20/25 (M)	Emotion and Motivation	Chapter 10 (10.1 and 10.2)
10/22/25 (W)	Emotion and Motivation	Chapter 10 (10.3 and 10.4)
10/24/25 (F)	Stress, Coping, and Health (group ppt)	Chapter 11 (11.1,11.2, and 11.3)
10/27/25 (M)	Stress, Coping, and Health	Chapter 11 (11.4 and 11.5)
10/29/25 (W)	<b>Quiz 3: Ch. 9-11</b>	
10/31/25 (F)	Social Psychology (group ppt)	Chapter 12 (12.1, 12.2, and 12.3)
11/3/25 (M)	Social Psychology	Chapter 12 (12.4 and 12.5)
11/5/25 (W)	Personality (group ppt)	Chapter 13 (13.1,13.2, and 13.3)
11/7/25 (F)	Personality	Chapter 13 (13.4 and 13.5)
11/10/25 (M)	Psychological Disorders (group ppt)	Chapter 14 (14.1,14.2, and 14.3)
11/12/25 (W)	Psychological Disorders	Chapter 14 (14.4 and 14.5)
11/14/25 (F)	Q and A – professional development	NA
11/17/25 (M)	<b>Quiz 4: Ch. 12-14</b>	
11/19/25 (W)	Biological and Psychological Treatments	Chapter 15 (15.1 and 15.2)
11/21/25 (F)	Biological and Psychological Treatments	Chapter 15 (15.3 and 15.4)
11/24/25 (M)	Holiday - Thanksgiving (No Class)	

11/26/25 (W)	Holiday - Thanksgiving (No Class)
11/28/25 (F)	Holiday - Thanksgiving (No Class)
12/1/25 (M)	Last Exam Review (In-Class)
12/3/25 (W)	<b>Last Exam (Ch. 8-15) (In-class)</b>

## Quizzes and Exams

## In-class assignment deadlines.

## Project assignments deadlines (\*Except homescoming which will be on Thursday 16/10\*)

## Possible Group presentation

## Holidays

**General Note:** Please read the assigned chapter and review any additional assigned materials before the specific class meetings. The 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.\*

\*\* A section of the textbook may contain concepts that do not comply with Florida Statutes covering content in General Education courses as determined by the Board of Governors of the State University System of Florida. Those pages are not required reading, nor are there assignments associated with those concepts.

## 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](#)



## Rubrics



### ➤ Project Rubric #1: Creative Demonstration Project

Criteria	Excellent (full credit)	Good	Needs improvement	Points
<b>Concept Accuracy</b> (5 pts)	Clearly and accurately explains the concept (5 pts)	Minor inaccuracies or unclear terms (3 pts)	Misunderstands or misrepresents concept (1 pt)	/5
<b>Creativity</b> (4 pts)	Unique and imaginative approach (4 pts)	Some creative elements (2–3 pts)	Very basic or unoriginal (1 pt)	/4
<b>Real-World Application</b> (4 pts)	Strong and relevant real-life connection (4 pts)	Somewhat relevant, not fully developed (2–3 pts)	Unclear or very limited real-world application (1 pt)	/4
<b>Clarity &amp; Presentation</b> (4 pts)	Easy to follow, well-organized, technically clean (4 pts)	Mostly clear, minor issues (2–3 pts)	Disorganized or difficult to follow (1 pt)	/4
<b>Reflective Insight</b> (3 pts)	Thoughtful reflection on learning process (3 pts)	Some reflection, surface-level (2 pts)	Lacks reflection or insight (1 pt)	/3

### ➤ Project Rubric #2: Fictional Character Project

Criteria	Excellent (full credit)	Good	Needs improvement	Points
<b>Accuracy of Diagnoses</b> (5 pts)	Disorders correctly identified; symptoms and treatments are accurate and relevant (5 pts)	Minor inaccuracies or missing details (3–4 pts)	Misidentified disorders or vague/inaccurate descriptions (1–2 pts)	/5
<b>Creativity &amp; Use of AI</b> (4 pts)	Fusion character is imaginative, clearly integrates traits/symptoms, and effectively uses AI visuals (4 pts)	Some creativity; basic integration of AI elements (2–3 pts)	Low-effort or unclear visual representation (1 pt)	/4
<b>Clarity &amp; Visual Organization</b> (4 pts)	Slide layout is clean, clear, and communicates ideas effectively (4 pts)	Mostly organized; some visual or labeling issues (2–3 pts)	Disorganized or cluttered layout; hard to follow (1 pt)	/4
<b>Collaboration &amp; Equal Contribution</b> (4 pts)	All members clearly contributed; effort is evenly distributed (4 pts)	Most members contributed; minor imbalance (2–3 pts)	Uneven participation or unclear roles (1 pt)	/4
<b>Description, Insight &amp; Application</b> (3 pts)	Project shows thoughtful application of concepts and real understanding of disorders (3 pts)	Some insight present; not fully explored (2 pts)	Lacks reflection or insight (1 pt)	/3



## ➤ Group Presentation Rubric

Criteria	Excellent (full credit)	Good	Needs improvement	Points
<b>Content Mastery &amp; Accuracy</b> (5 pts)	Concepts are accurate, well-explained, and clearly connected to the textbook; includes real-world application and examples (5 pts)	Minor gaps or simplifications in content; examples somewhat relevant (3–4 pts)	Key information missing or inaccurately explained; weak or unclear examples (1–2 pts)	/5
<b>Interactive Component</b> (4 pts)	Interaction is creative, relevant, and enhances understanding (e.g., demo, discussion, activity) (4 pts)	Interaction is included but underdeveloped or less connected to content (2–3 pts)	Minimal or ineffective interactive component; unclear learning goal (1 pt)	/4
<b>Preparation &amp; Organization</b> (4 pts)	Presentation is well-rehearsed and flows smoothly; transitions and timing are clearly coordinated (4 pts)	Mostly organized; some visual or labeling issues (2–3 pts)	Disorganized, uneven participation, or clearly unrehearsed (1 pt)	/4
<b>Presentation Skills &amp; Delivery</b> (4 pts)	Students speak clearly, make eye contact, avoid reading (4 pts)	Occasional reading or low engagement with the audience (2–3 pts)	Mostly read from slides; weak delivery or low energy/connection (1 pt)	/4
<b>Audience Engagement &amp; Design</b> (3 pts)	Visual aids are clean, minimal, and enhance understanding; presentation feels audience-centered (3 pts)	Slides are somewhat cluttered or not well-aligned with the flow (2 pts)	Slides/text overload or little thought given to audience comprehension (1 pt)	/3

## ➤ In-Class Participation Rubric

Criteria	Excellent (full credit)	Good	Needs improvement	Points
<b>Topic &amp; Image Relevance</b> (0.5 pts)	Topic of the week is correctly identified AND image meaningfully connects to it. (0.5 pts)	Topic is named but image is weakly related or the connection is unclear. One of the elements is missing. (0.3 pts)	Topic is missing OR image is unrelated, missing, or generic. (0 pts)	/0.5
<b>Thoughtful Explanation</b>	Clear, well-written reflection explaining <i>why</i> the photo was taken and	Explanation lacks clarity, specificity, or depth. Some reference	No clear explanation, unclear relation to class	/1

<b>(100–250 words)</b> (1 pts)	how it connects to a <b>specific class concept</b> , with clear reference to the chapter content. (1 pts)	to class, but vague or general. (0.5 pts)	content, or paragraph is too short. (0 pts)	
<b>Hashtag Use</b> (0.5 pts)	Includes 2 creative and relevant hashtags that reflect the concept/topic (e.g., #workingmemory #sensoryconflict)	Includes only 1 hashtag OR hashtags are generic or unrelated. (0.3 pts)	No hashtags included. (0 pts)	/0.5