

**University of Florida**  
**PSY2012 General Psychology #14535 (3.00 Credits)**  
**Summer B 2025**



**General Information**

**Instructor:** Laura Shambaugh-Cortesi, Ph.D. (she/her)  
PSY 273  
(352) 294-0043  
[shambaughl@ufl.edu](mailto:shambaughl@ufl.edu)

**Class Location:** NPB 1001

**Meeting Days/Times:** M, T, W, R, F from 9:30-10:45AM

**Graduate Teaching Assistants:** Rui Jin ([jinr@ufl.edu](mailto:jinr@ufl.edu)) and Zhongchi Li ([zhongchili@ufl.edu](mailto:zhongchili@ufl.edu))

**Undergraduate Teaching Assistants:** Sophia Vargas and Tupelo Hoestler

**Office Hours:** Dr. Shambaugh-Cortesi: T/R 11AM-12:15PM in PSY 273 (or via Zoom)  
[Book via <https://calendly.com/lsham>]

Rui Jin: TBA

Zhongchi Li: TBA

PSY2012 is part of the General Education State Course (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 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.

### Expectations

You are expected to attend class regularly and complete the readings and assignments listed in this syllabus. You are also expected to check your email regularly (at least once a day) and to visit eLearning (Canvas) 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 using cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected during discussion. As this is a large section with many students, please refrain from holding side conversations once lecture has begun.

## **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



### Exams (65%)

This class has four non-cumulative exams. Each exam consists of 50 multiple-choice questions and is worth 50 points (one point per question). Exams are based on lecture and textbook content; they are designed to assess your understanding of the course material and your ability to apply it.

All exams are closed-book and closed-note, and you will need a #2 pencil to fill out the scantron sheet. Your lowest exam grade will be dropped from your overall grade; thus, **only three exam scores** will be included in your final grade.

On exam days, **students must arrive no later than 15 minutes after the exam's start time** or they will not be permitted to take the exam. 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 exams.



### Writing/Project Assignments (26%)

This class has three writing/project assignments for students to complete individually outside of class: Creating an original optical illusion (20 points), a reflection paper about a contemporary news article related to psychological science (30 points), and an Implicit Association Test (IAT) reflection (10 points). Grading rubrics and additional assignment details are available on Canvas, and will also be covered by the instructor during class. Rubrics are also appended at the end of this syllabus.



### In-Class "Ask the Audience" Questions (2%)

There will be seven "Ask the Audience" questions completed via iClicker during class throughout the semester (one point each). The two lowest scores will be dropped from students' final grade (for a total of five points). These questions serve to gauge student understanding of that day's lecture material, and also encourage consistent attendance (as these questions are not announced ahead of time). For Summer 2025, the course can be accessed in iClicker at <https://join.iclicker.com/HBBQ>.

## SONA Research Participation (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

Assignment	Points	Approx. Percentage of Grade (Rounded)
Exams (4; Lowest Dropped)	150	65%
Writing/Project Assignments (3)	60	26%
SONA Research Participation (15 credits)	15	7%
“Ask The Audience” Participation (7 total; 2 lowest dropped)	5	2%
<b>Total</b>	<b>230</b>	<b>100%</b>

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



## Summer 2025 Course Schedule

Date	Class Topic	Reading/Assignments
6/30/25 (M)	Welcome to PSY2012!	
7/1/25 (T)	Intro to Psych	Chapter 1 (pg. 1 – 19)
7/2/25 (W)	Intro to Psych	Chapter 1 (pg. 20 – 40)
7/3/25 (R)	Research Methods	Chapter 2 (pg. 43 – 69)
7/4/25 (F)	<b>4<sup>th</sup> of July (No Class)</b>	
7/7/25 (M)	Research Methods	Chapter 2 (pg. 70 – 83)
7/8/25 (T)	Biological Psychology	Chapter 3 (pg. 86 – 102)
7/9/25 (W)	Biological Psychology	Chapter 3 (pg. 103 – 127)
7/10/25 (R)	<b>Exam 1: Ch. 1-3</b>	
7/11/25 (F)	Sensation and Perception	Chapter 4 (pg. 129 – 148)
7/14/25 (M)	Sensation and Perception	Chapter 4 (pg. 148 – 174)
7/15/25 (T)	Learning	Chapter 6 (pg. 216 – 238)
7/16/25 (W)	Learning	Chapter 6 (pg. 239 – 253)
7/17/25 (R)	Memory	Chapter 7 (pg. 256 – 279)
7/18/25 (F)	Memory	Chapter 7 (pg. 280 – 298) <b>Optical Illusion Assignment due Sunday 7/20 @ 11:59PM (Canvas)</b>
7/21/25 (M)	<b>Exam 2: Ch. 4, 6, and 7</b>	
7/22/25 (T)	Thinking, Language, and Intelligence	Chapter 8 (pg. 300 – 317)
7/23/25 (W)	Thinking, Language, and Intelligence	Chapter 8 (pg. 318 – 351)
7/24/25 (R)	Development	Chapter 9 (pg. 354 – 369)
7/25/25 (F)	Development	Chapter 9 (pg. 370 – 406) <b>News Article Reflection Paper due Sunday 7/27 @ 11:59PM (Canvas)</b>
7/28/25 (M)	Emotion and Motivation	Chapter 10 (pg. 408 – 426)
7/29/25 (T)	Emotion and Motivation	Chapter 10 (pg. 427 – 455)



7/30/25 (W)	Exam 3: Ch. 8-10	
7/31/25 (R)	Social Psychology	Chapter 12 (pg. 496 – 517)
8/1/25 (F)	Social Psychology	Chapter 12 (pg. 518 – 545)
8/4/25 (M)	Personality	Chapter 13 (pg. 548 – 568)
8/5/25 (T)	Personality	Chapter 13 (pg. 569 – 587)
8/6/25 (W)	Psychological Disorders	Chapter 14 (pg. 590 – 618)
8/7/25 (R)	Psychological Disorders	Chapter 14 (pg. 619 – 635)
8/8/25 (F)	Exam 4: Chapters 12-14 IAT Reflection due @ 11:59PM (Canvas)	

**\*\*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 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](#).

### News Article Reflection Paper (Ch. 1/2) Rubric

<b>Criteria</b>	<b>Excellent (Full Points)</b>	<b>Good</b>	<b>Adequate</b>	<b>Minimal</b>	<b>No Effort</b>
<b>Article Claim/Summary</b> <i>(4 Points)</i>	<b>4 Points</b> Comprehensive summary of the article and claims; accurately describes evidence and public relevance.	<b>3 Points</b> Adequate summary with minor omissions or unclear aspects; generally accurate description of evidence and relevance.	<b>2 Points</b> Partial summary with significant omissions; limited description of evidence and relevance.	<b>1 Point</b> Brief or incomplete summary; insufficient description of evidence and relevance.	<b>0 Points</b> No summary provided.
<b>Overview and Explanation of Scientific Thinking Principles</b> <i>(6 Points)</i>	<b>6 Points</b> Clear and accurate definitions of all six principles, demonstrating strong understanding.	<b>4-5 Points</b> Mostly accurate definitions with minor errors; good understanding of principles.	<b>2-3 Points</b> Partial or inaccurate definitions; basic understanding of some principles.	<b>1 Point</b> Minimal or incorrect definitions; lack of understanding.	<b>0 Points</b> No explanation provided.
<b>Application of Thinking Principles</b> <i>(10 Points)</i>	<b>10 Points</b> Accurately identifies at least three relevant principles; thorough evaluation demonstrating deep insight.	<b>7-9 Points</b> Good application with minor errors or less detailed explanations; adequate evaluation.	<b>4-6 Points</b> Identifies fewer than three principles or includes errors; limited evaluation.	<b>1-3 Points</b> Identifies principles with major errors or unclear relevance; superficial evaluation.	<b>0 Points</b> No application of principles.
<b>Conclusion</b> <i>(5 Points)</i>	<b>5 Points</b> Clear restatement of claims and principles; well-reasoned takeaway.	<b>4 Points</b> Adequate restatement and reasonable takeaway but may lack clarity or depth.	<b>3 Points</b> Partial restatement with errors; basic takeaway.	<b>1-2 Points</b> Minimal restatement or weak takeaway with little reasoning.	<b>0 Points</b> No conclusion provided.
<b>Writing Mechanics</b> <i>(5 Points)</i>	<b>5 Points</b> Flawless writing, well-organized, follows formatting guidelines precisely.	<b>4 Points</b> Good writing with minor errors that do not impede understanding.	<b>3 Points</b> Some errors that slightly hinder clarity or flow.	<b>2 Points</b> Noticeable errors affecting readability and clarity.	<b>1 Point</b> Frequent errors severely impeding understanding. <b>0 Points</b> No submission or unreadable.

### Optical Illusion Assignment (Ch. 4) Rubric

Criteria	Excellent (Full Points)	Good	Adequate	Minimal	No Effort
<b>Original Photograph Showing Size Constancy Violation</b> (10 Points)	<b>10 Points</b> Clear and convincing illusion that strongly violates size constancy; minimal to no cues revealing actual object size; demonstrates creativity and attention to detail.	<b>8-9 Points</b> Effective illusion with minor issues; few cues to actual size, but the illusion still mostly works; good effort.	<b>6-7 Points</b> Somewhat convincing illusion, but with noticeable cues to actual size; illusion is less effective but still understandable.	<b>4-5 Points</b> Illusion is weak or unclear; several cues reveal actual size, diminishing the effectiveness; lacks attention to detail.	<b>0-3 Points</b> Illusion is not convincing or does not demonstrate size constancy violation; excessive cues to actual size; lacks creativity.
<b>Illusion Explanation Photograph</b> (5 Points)	<b>5 Points</b> Clear and well-composed photograph showing how the illusion was created; effectively demonstrates the setup and perspective used.	<b>4 Points</b> Good photograph showing the setup, but with minor issues in clarity or composition.	<b>3 Points</b> Adequate photograph, but with some lack of clarity or detail in showing the setup; viewer may need to infer parts of the process.	<b>2 Points</b> Photograph is unclear or poorly composed, making it difficult to understand how the illusion was created.	<b>0-1 Points</b> Photograph is missing, irrelevant, or does not show the illusion setup effectively.
<b>1-Paragraph Written Explanation</b> (5 Points)	<b>5 Points</b> Clear, concise, and well-organized explanation; thoroughly describes the illusion, location, timing, and design process; no significant errors.	<b>4 Points</b> Good explanation with minor errors or omissions; adequately describes the illusion and process, though some details may be less clear.	<b>3 Points</b> Adequate explanation, but with noticeable errors or lack of detail; some aspects of the illusion or process are unclear.	<b>2 Points</b> Explanation is unclear, incomplete, or poorly organized; fails to adequately describe key aspects of the illusion or process.	<b>0-1 Points</b> Explanation is missing, irrelevant, or does not provide meaningful insight into the illusion or process.

### **Implicit Association Test (IAT) Reflection (Ch. 12) Rubric**

<b>Criteria</b>	<b>Excellent (Full Points)</b>	<b>Good</b>	<b>Adequate</b>	<b>Minimal</b>	<b>No Effort</b>
<b>IAT Identification</b> <i>(1 Point)</i>	<b>1 Point</b> Clearly identifies the specific IAT taken, with correct and complete details.	<b>0.75 Points</b> Identifies the IAT taken, but with minor omissions or errors in detail.	<b>0.5 Points</b> Identifies the IAT, but with noticeable errors or vague details.	<b>0.25 Points</b> Provides unclear or incomplete identification of the IAT taken.	<b>0 Points</b> Does not identify the IAT taken or provides incorrect information.
<b>Description of Test Categories</b> <i>(3 Points)</i>	<b>3 Points</b> Clearly describes all four categories used in the IAT, providing two accurate examples of words or images from each category.	<b>2-2.5 Points</b> Describes the categories, but with minor errors or missing one example; overall understanding is clear.	<b>1.5 Points</b> Describes some categories, but with significant omissions or errors; examples may be unclear or incorrect.	<b>1 Point</b> Provides minimal or unclear descriptions of the categories; fails to give adequate examples.	<b>0 Points</b> Does not describe the categories or examples are missing/incorrect.
<b>Summary of IAT Results</b> <i>(3 Points)</i>	<b>3 Points</b> Provides a clear and accurate summary of the IAT results, reflecting an understanding of the outcome.	<b>2-2.5 Points</b> Summarizes the IAT results with minor errors or omissions; overall understanding is apparent.	<b>1.5 Points</b> Provides a basic summary, but with noticeable errors or lacks clarity in describing the results.	<b>1 Point</b> Results summary is unclear, incomplete, or poorly articulated.	<b>0 Points</b> Does not provide a summary of the IAT results or summary is incorrect.
<b>Reflection on Results</b> <i>(3 Points)</i>	<b>3 Points</b> Thoughtful and well-organized reflection on the results; clearly addresses expectations and perceived accuracy with strong supporting reasons.	<b>2-2.5 Points</b> Good reflection with minor issues; addresses expectations and accuracy, but with less depth or clarity.	<b>1.5 Points</b> Provides a basic reflection, but lacks depth, clarity, or strong reasoning; may be somewhat disorganized.	<b>1 Point</b> Reflection is minimal, vague, or lacks meaningful insight; fails to adequately address key questions.	<b>0 Points</b> No reflection provided, or reflection is irrelevant or entirely superficial.

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

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