

# **PSY2012: GENERAL PSYCHOLOGY (3.00 Credits)**

## **SPRING 2026**

### **General Information**

**Instructor:** Jamie Newland, PhD

**Instructor Email:** [jnewland96@ufl.edu](mailto:jnewland96@ufl.edu)

**Section Number:** 16064

**Class Meeting Time and Place:** Tuesdays (11:45am-1:40pm) & Thursdays (12:50pm-1:40pm)

**Instructor Office Hours & Location:** Wednesdays, 9:25am-11:25am in PSY264

**Teaching Assistants:** TBD

**Preferred method of Communication:** Please contact instructor and teaching assistants via canvas messenger or email. We will try our best to respond within 24-48 hours during the work week. As we cannot guarantee an immediate response, we ask that you do not save questions for the last minute.

- Before contacting us, please check if your question was answered on 1) the syllabus, 2) the Canvas page or discussions, or 3) prior announcements or emails.

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.

**Social and Behavioral Sciences (S):** Social and Behavioral science 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 at <https://curriculum.aa.ufl.edu/general-education/general-education-subject-area-objectives/>.

#### **• 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
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. This is accomplished through in-class assignments, writing assignments, and the quizzes/exams given in this course.

<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. This is accomplished through writing assignments given in this course.
<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. This is accomplished through in-class assignments, writing assignments, and the quizzes/exams 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.

### **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.

### **Attendance**

Formal attendance will not be taken in this course. However, there are a set number of points attached to activities that require your attendance in class.

### **Academic Policies and Resources**

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

## **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.

## **Graded Work**

### **• Unit Quizzes (31%) •**

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

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

The midterm is an assembly exam; date and time information for the assembly exam will be announced as soon as they become available. The last exam will be taken in class on the last day of class. You will be given 70 minutes total for the midterm (60 items) and 50 minutes for the last exam (40 items). The midterm and last exams will cover the first and second half of the semester, respectively. Please note that this course does **NOT** have a final exam in the final exam week.

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

There will be two writing assignments throughout the semester which are designed to get you to apply what you've learned to real life and to synthesize information learned throughout the course. Each writing assignment will be worth 30 points. A description of each assignment will be posted on Canvas. All written assignments should be turned in using the .doc or .docx file formats to Canvas. Late work on writing/ project assignments will incur a 2 point penalty (out of 30 possible points per assignment) for each 24-hour period after the assignment is due. If an assignment is due at 11:59pm, it is considered late at 12:00am. Submitting an incorrect or incomplete file will be considered late and incur the same penalty. Assignments that are more than 48 hours late will not be accepted or graded. More information about the writing assignments is available online at the class E-learning/Canvas site.

### • In-Class Assignments (7%) •

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

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

The Psychology Department requires that all students enrolled in PSY2012 participate in research. 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%
Writing/Project Assignments	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/UGRD/academic-regulations/grades-grading-policies/>\*\*

### • 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 as soon as possible** to be eligible for a make-up/extension.

Approved assessment make-ups 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).

## 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.

<h3>Spring 2026 Course Schedule</h3>
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<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>READING</b>
1/13/26 (T)	Welcome to PSY2012! & Intro to Psych	Chapter 1.1 – 1.2 (pg. 1 – 19)
1/15/26 (TR)	Intro to Psych	Chapter 1.3 – 1.4 (pg. 20 – 40)
1/20/26 (T)	Research Methods	Chapter 2.1 – 2.5 (pg. 43 – 83)
1/22/26 (TR)	Biological Psychology	Chapter 3.1 and 3.2 (pg. 86 – 102)
1/27/26 (T)	Biological Psychology	Chapter 3.3 – 3.5 (pg. 103 – 127)
1/29/26 (TR)	Quiz 1: Ch. 1-3	
2/03/26 (T)	Sensation and Perception	Chapter 4.1 – 4.6 (pg. 129 – 174)
2/05/26 (TR)	Consciousness	Chapter 5.1 (pg. 177 – 188)
2/10/26 (T)	Consciousness & Learning	Chapter 5.2 – 5.4 (pg. 189 – 214) & Chapter 6.1 (pg. 216 – 238)
2/12/26 (TR)	Learning	Chapter 6.2 – 6.5 (pg. 239 – 253)
2/17/26 (T)	Quiz 2: Ch. 4-6	
2/19/26 (TR)	Memory	Chapter 7.1 and 7.2 (pg. 256 – 279)
2/24/26 (T)	Memory & Thinking, Language, and Intelligence	Chapter 7.3 – 7.5 (pg. 280 – 298) & Chapter 8.1 and 8.2 (pg. 300 – 317)
2/26/26 (TR)	Thinking, Language, and Intelligence	Chapter 8.3 – 8.5 (pg. 318 – 351)
2/27/26 (F)	Assembly Midterm Ch. 1-8	
3/03/26 (T)	Human Development	Chapter 9.1 – 9.4 (pg. 354 – 394 and pg. 396 – 406)**
3/05/26 (TR)	Emotion and Motivation	Chapter 10.1 and 10.2 (pg. 408 – 426)
3/10/26 (T)	Emotion and Motivation & Stress, Coping, and Health	Chapter 10.3 – 10.5 (pg. 427 – 455) & Chapter 11.1 (pg. 458 – 464)
3/12/26 (TR)	Stress, Coping, and Health	Chapter 11.2 – 11.4 (pg. 464 – 493)
3/17/26 (T)	Spring Break (No Class)	
3/19/26 (TR)	Spring Break (No Class)	

3/24/26 (T)	Quiz 3 (Ch. 9-11)	
3/26/26 (TR)	Social Psychology	Chapter 12.1 and 12.2 (pg. 496 – 517)
3/31/26 (T)	Social Psychology & Personality	Chapter 12.3 – 12.5 (pg. 518 – 545) & Chapter 13.1 – 13.4 (pg. 548 – 568)
4/02/26 (TR)	Personality	Chapter 13.5 and 13.6 (pg. 569 – 587)
4/07/26 (T)	Psychological Disorders	Chapter 14.1 – 14.6 (pg. 590 – 635)
4/09/26 (TR)	Quiz 4 (Ch. 12-14)	
4/14/26 (T)	Biological and Psychological Treatments	Chapter 15.1 – 15.6 (pg. 638 – 677)
4/16/26 (TR)	Final Exam Review (In-Class)	
4/21/26 (T)	Final 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.

\*\*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.

### Writing Assignment #1 Rubric

Grading Domains	Excellent	Fair	Needs Improvement
<b>Introduction (3 points)</b>	<b>3</b> <ul style="list-style-type: none"> <li>Summarizes the introduction <ul style="list-style-type: none"> <li>What theoretical idea(s) or research questions inspired the study?</li> <li>This section usually states the hypothesis(es). What are they?</li> </ul> </li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Summarizes some of the main points, but leaves out important information</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Does not clearly summarize the main points and/or includes inaccurate information</li> </ul>
<b>Methods (3 points)</b>	<b>3</b> <ul style="list-style-type: none"> <li>Summarizes the methods <ul style="list-style-type: none"> <li>What was the population from which the sample was drawn?</li> </ul> </li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Summarizes some of the main points,</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Does not clearly summarize</li> </ul>



	<ul style="list-style-type: none"> <li>○ Why was this particular sample selected?</li> <li>○ What did the participants do? (e.g., complete a survey, participate in an interview)</li> <li>○ What kind of research study was this: Experimental? Correlational?</li> </ul>	but leaves out important information	the main points and/or includes inaccurate information
<b>Results (3 points)</b>	<b>3</b> <ul style="list-style-type: none"> <li>• Summarizes the results</li> <li>○ What were the most notable results?</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Summarizes some of the main points, but leaves out important information</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Does not clearly summarize the main points and/or includes inaccurate information</li> </ul>
<b>Discussion and Conclusions (3 points)</b>	<b>3</b> <ul style="list-style-type: none"> <li>• Summarizes the discussion and conclusions</li> <li>○ Were the author's hypotheses supported or rejected?</li> <li>○ What were the author's conclusions?</li> <li>○ What implications do the results have for real life and/or for future research?</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Summarizes some of the main points, but leaves out important information</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Does not clearly summarize the main points and/or includes inaccurate information</li> </ul>
<b>Analysis (12 points)</b>	<b>9-12</b> <ul style="list-style-type: none"> <li>• What were the main strengths of the article?</li> <li>• What did you think the authors did especially well in describing or analyzing their results?</li> <li>• What were the main weaknesses of the article?</li> <li>• What were the limitations of the methods used?</li> <li>• What interpretations did the authors make that you think are in error, unjustified, or over-stated?</li> <li>• What lingering questions do you have?</li> </ul>	<b>6-9</b> <ul style="list-style-type: none"> <li>• Addresses 3 out of 6 bullet points</li> </ul>	<b>0-6</b> <ul style="list-style-type: none"> <li>• Addresses less than 3 bullet points</li> </ul>
<b>Writing (3)</b>	<b>3</b> <ul style="list-style-type: none"> <li>• Sentences are clear and concise</li> <li>• Uses formal language</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Has 3-5 minor errors in writing</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Does not write clearly</li> </ul>

	<ul style="list-style-type: none"> <li>No or minimal grammatical &amp; spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Most parts use formal language with clarity and conciseness</li> </ul>	<ul style="list-style-type: none"> <li>and concisely</li> <li>Does not use formal language</li> <li>Pervasive errors</li> </ul>
<b>Compliance to directions (3)</b>	<b>3</b> <ul style="list-style-type: none"> <li>Uses APA format correctly for headings, title, reference page, etc.</li> <li>Includes required components (Title page, Intro., method, results, discussion and conclusions, analysis, and reference page)</li> <li>Includes at least 3 pages for main text</li> <li>Double-spaced</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Has minor errors in APA format</li> <li>Misses a required component or format requirement</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Does not use APA format</li> <li>Misses more than one whole component or format requirement</li> </ul>
<b>Total (30)</b>			

### Writing Assignment #2 Rubric

<b>Grading Domains</b>	<b>Excellent</b>	<b>Fair</b>	<b>Needs Improvement</b>
<b>Media article summary (2 points)</b>	<b>2</b> <ul style="list-style-type: none"> <li>Accurately and comprehensively summarizes the media article               <ul style="list-style-type: none"> <li>What does the media article say about the research findings?</li> </ul> </li> </ul>	<b>1</b> <ul style="list-style-type: none"> <li>Summarizes some of the main points, but leaves out important information</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Does not clearly summarize the main points and/or includes inaccurate information</li> </ul>
<b>Scientific article summary (6 points)</b>	<b>4-6</b> <ul style="list-style-type: none"> <li>Accurately and comprehensively summarizes the scientific article               <ul style="list-style-type: none"> <li>What was the purpose of the study?</li> <li>Was the study correlational or experimental?</li> <li>What variables were measured                   <ul style="list-style-type: none"> <li>IV(s)/DV(s) for experimental or predictor variable(s)/criterion variable(s) for correlational</li> </ul> </li> <li>What happened in the study?</li> </ul> </li> </ul>	<b>2-4</b> <ul style="list-style-type: none"> <li>Summarizes some of the main points, but leaves out important information</li> </ul>	<b>0-2</b> <ul style="list-style-type: none"> <li>Does not clearly summarize the main points and/or includes inaccurate information</li> </ul>

	<ul style="list-style-type: none"> <li>○ What were the key findings of the study?</li> </ul>		
<b>Compare and contrast accuracy &amp; level of communication (8 points)</b>	<b>6-8</b> Thoroughly compares and contrasts articles with high level of critical thinking <ul style="list-style-type: none"> <li>• Do the two articles differ in terms of language and/or tone?</li> <li>• Does the media article accurately relay the methodology, findings, and/or conclusions of the original article? If not, what errors or oversimplifications are made?</li> <li>• Does the media article cite implications for the original research that “go beyond” what the original researchers have claimed? (Ex. the media may suggest the variables studied are causally related when the original research only shows a correlation between the two variables).</li> <li>• Did the media article leave anything out about the original article that might have changed the overall findings or might have changed the readers views of the research?</li> </ul>	<b>3-6</b> <ul style="list-style-type: none"> <li>• Addresses 2 out of 4 bullet points</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>• Addresses less than 2 bullet points</li> </ul>
<b>Conclusions (8 points)</b>	<b>6-8</b> Thoroughly discusses conclusions with high level of critical thinking <ul style="list-style-type: none"> <li>• Did the researchers have the same conclusion as the media article?</li> <li>• Would a reader who read only one of these articles be likely to draw different conclusions about the psychological topic being examined or would the conclusions be similar regardless of the source of the information (i.e., media versus scientific article)? If different, what would the differences be</li> </ul>	<b>3-6</b> <ul style="list-style-type: none"> <li>• Addresses 2 out of 3 bullet points</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>• Addresses less than 2 bullet points</li> </ul>

	<p>and what implications might that have?</p> <ul style="list-style-type: none"> <li>What has this exercise taught you about the process by which research findings on psychological topics are communicated to the general public and how will it affect how you read articles (from various sources) in the future?</li> </ul>		
<b>Writing (3)</b>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Sentences are clear and concise</li> <li>Uses formal language</li> <li>No or minimal grammatical &amp; spelling errors</li> </ul>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Has 3-5 minor errors in writing</li> <li>Most parts use formal language with clarity and conciseness</li> </ul>	<p><b>0-1</b></p> <ul style="list-style-type: none"> <li>Does not write clearly and concisely</li> <li>Does not use formal language</li> <li>Pervasive errors</li> </ul>
<b>Compliance to directions (3)</b>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Uploaded PDF copies of articles – media article and scientific article</li> <li>Uses APA format correctly for headings, title, reference page, etc.</li> <li>Includes required components (Title page, summaries, compare and contrast, conclusions and reference page)</li> <li>Includes at least 3 pages for main text</li> <li>Double-spaced</li> </ul>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Has minor errors in APA format</li> <li>Misses a required component or format requirement</li> </ul>	<p><b>0-1</b></p> <ul style="list-style-type: none"> <li>Does not use APA format</li> <li>Misses more than one whole component or format requirement</li> </ul>
<b>Total (30)</b>			

### In-Class Assignment Rubric

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