FALL 2025 SYLLABUS
PSY2012: GENERAL PSYCHOLOGY
(Section #15429)

Instructor: Sooyeon Park, M.S.	**Email:** so.park@ufl.edu
Class Meeting Time & Place:	**Office Hours & Location**
Thursdays – Period 8-9 (3:00 – 4:55 PM)	Monday (10am to 12pm) @ PSY230
@ Florida Gym 0280	OR by appointment
Tuesdays – Period 8 (3:00 – 3:50 PM)	
@ Weimer Hall 1094	*Please begin your email subject line with [PSY2012]

Course Outline

PSY2012 is part of the General Education State Core (S). There *are no reqruied prerequisites* to take this course.

- **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.

- **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.

- **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.

● **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.

● **Course Textbook/ Required Materials**

Author: Lilienfeld, Lynn, & Namy
Title: Psychology: From Inquiry to Understanding (5th 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.******

There are no additional materials or fees for this course.

Overview of PSY2012

- **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**

  By the end of this course, 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.

- **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**

  Attendance will not be taken. However, there are a set number of points attached to in-class assignments that require your attendance in class.

- **Class Demeanor**

  Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Students Requiring Accommodation

If you are a student who experiences learning barriers or a disability and would like to request academic accommodations, you are encouraged to 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, <u>as early as possible in the semester</u>. If you have a documented disability, you must contact me immediately so accommodation can be made from that point on.

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, or call 352-273-1094.

UF Policies on Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. **The only allowable purposes are** (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor**. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Graded Work

- **Unit Quizzes (32%)**

  There will be _four in-class unit quizzes_ during the semester. Quizzes are designed to assess your understanding of 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. 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.

  Time & Location: 8:20-9:30PM on Wednesday, October 8th @ Carleton Auditorium (CAR) 100 (**This is for the _midterm only_**)

- **Writing 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. All written assignments should be turned in using the **.doc** or **.docx file formats** to CANVAS. Any file that cannot be opened will receive a zero and will not be graded. Please verify that your file opens correctly after submitting. The two writing assignments together will account for 21% of the final course grade. However, they will be weighted differently**:** Writing Assignment 1 will contribute 7.35%, and Writing Assignment 2 will contribute 13.65%. A detailed descriptions and rubrics for each of the assignments are at the end of this syllabus.

  Unless you have a valid excuse with supporting documentation, late work on writing/project assignments will incur a **2 points 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 12:00 am. Submitting an incorrect or incomplete file will be considered late as well and incur the same penalty. **Assignments that are more than 48 hours late will not be accepted or graded.**

- **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 contents 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 assginments with the lowest graded will be dropped.

- **SONA Research Participation Requirement (5%)**

The Psychology Department requires that all students enrolled in PSY2012 participate in research. The deadlines for this requirement can be found in the document titled "SONA Research Requirement Instructions" (on our Canvas home page). Please note: the deadline to participate in research studies is *earlier* than the deadline to assign credits to this course. Completion of this requirement affects your course grade based on the amount of research credits you earn. **DO NOT wait until the last minute to complete this requirement** – the longer you wait, the harder it will be to get all the credits needed! If you are unable to participate in SONA research due to age or simply do not wish to participate in research studies, you may "opt in" to an alternative assignment. More details on this alternative assignment can be found in the SONA instructional document on Canvas.

Grading Scale

Assignment	Points	Approximate Percentage of Grade (Rounded)
Unit Quizzes (4 @ 30 points each)	90	32%
Midterm Exam	60	21%
Last Exam	40	14%
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 <u>equal to or greater than .5</u> 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 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** 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.

Regarding writing assignments, I do accept late work. However, as mentioned above, it will incur a 2 points 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 12:00 am. Submitting an incorrect or incomplete file will be considered late as well and incur the same penalty. Assignments that are more than 48 hours late will not be accepted or graded.

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, (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.

Tentative Fall 2025 Course Schedule		
DATE	**LECTURE TOPIC**	**READING**
8/21 (R)	Welcome to PSY2012! Intro to Psych	Chapter 1.1 – 1.4 (pg. 1 – 40)
8/26 (T)	Research Methods	Chapter 2.1 – 2.2 (pg. 20 – 40)
8/28 (R)	Research Methods & Biological Psychology	Chapter 2.3 – 2.4 (pg. 70 – 83) Chapter 3.1 – 3.2 (pg. 86 – 102)
9/2 (T)	Biological Psychology	Chapter 3.3 – 3.5 (pg. 103 – 127)
9/4 (R)	**Quiz 1: Ch. 1-3** Sensation & Perception	Chapter 4.1 – 4.4 (pg. 129 – 156)
9/9 (T)	Sensation & Perception	Chapter 4.5 – 4.6 (pg. 157 – 174)
9/11 (R)	Consciousness	Chapter 5.1 – 5.4 (pg. 177 – 214)
9/16 (T)	Learning	Chapter 6.1 – 6.2 (pg. 216 – 245)
9/18 (R)	Learning	Chapter 6.3 – 6.5 (pg. 246 – 253)
9/23 (T)	**Quiz 2: Ch. 4-6 / Writing Assignment 1 DUE**	
9/25 (R)	Memory	Chapter 7.1 – 7.5 (pg. 256 – 298)
9/30 (T)	Thinking, Language, and Intelligence	Chapter 8.1 – 8.2 (pg. 300 – 317)
10/2 (R)	Thinking, Language, and Intelligence	Chapter 8.3 – 8.5 (pg. 318 – 351)
10/7 (T)	**Midterm Review** (In Class)	
	Assembly Midterm Ch. 1-8 @ 8:20PM, October 8th (CAR 100)	
10/9 (R)	Human Development	Chapter 9.1 – 9.4 (pg. 354 – 394, & pg. 396-406)
10/14 (T)	Emotion and Motivation	Chapter 10.1 – 10.3 (pg. 408 – 435)
10/16 (R)	Emotion and Motivation & Stress, Coping, and Health	Chapter 10.4 – 10.5 (pg. 436 – 464) Chapter 11.1 – 11.2 (pg. 458 – 470)
10/21 (T)	Stress, Coping, and Health	Chapter 11.3 – 11.4 (pg. 471 – 493)
10/23 (R)	**Quiz 3: Ch. 9-11**	

10/28 (T)	Social Psychology	Chapter 12.1 – 12.3 (pg. 496 – 525)
10/30 (R)	Social Psychology & Personality	Chapter 12.4 – 12.5 (pg. 526 – 545) Chapter 13.1 – 13.4 (pg. 548 – 568)
11/4 (T)	Personality & Psychological Disorders	Chapter 13.5 – 13.6 (pg. 569 – 587) Chapter 14.1 – 14.2 (pg. 590 – 618)
11/6 (R)	Psychological Disorders	Chapter 14.3 – 14.6 (pg. 619 – 635)
11/11 (T)	**Holiday (No Class)**	
11/13 (R)	**Quiz 4: Ch. 12-14 / Writing Assignment 2 DUE** Biological and Psychological Treatments (Chapter 15.1 – 15.3, pg. 638 – 653)	
11/18 (T)	Biological and Psychological Treatments	Chapter 15.4 – 15.6 (pg. 653 – 677)
11/20 (R)	**Final Exam Review** (In Class)	
	Holiday (No Class)	
	Holiday (No Class)	
	Holiday (No Class)	
12/2 (T)	**Last Exam (Ch. 9-15)**	

*Note: Please read the assigned chapter and review any additional assigned materials before the specific class meetings. Course schedule is subject to change if the need arises. It is your responsibility to keep up with any change(s) by coming to class and staying updated. **It is not feasible to cover all of the materials in the textbook during the class meetings.** I will focus on major and important themes in the chapters, but students are still responsible for all information covered in the text.*

** 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, 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 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 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 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 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.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 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 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352-392-6420. Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 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.

Wrting Assignments Rubric

Assignment #1: Psychology in Everyday Life – Reflection Paper

Deadline: September 28th (Sunday) at 11:59 pm

A. Overview

This reflection paper is designed to help you apply psychological concepts to real-life situations. The main aim of this paper is to provide a chance to think about how closely psychology can be applied in our daily lives. By connecting course material to (1) your own experiences OR (2) real-world events, you will deepen your understanding of the relevance and utility of psychology. This assignment will ask you to choose one or two key concepts from the course (e.g., operant conditioning, cognitive dissonance, bystander effect, confirmation bias, etc.) and write a 3-4 page reflection essay (double-spaced, 12-point font, Times New Roman). Specifically, you need to:

1. **Describe the situation.** Provide enough backgrounds/contexts/cases that you felt that were related to the psychological concept you are going to describe and connect, so that someone unfamiliar with the event or experience can understand what happened. If you cannot come up with any of your personal experience, you can bring the news/media articles or something happening in the world. If you are going to bring up the real-world events, you need to properly cite the resources with an APA format.
2. **Identify and define the psychological concept**. You need to bring up <u>at least one key concept</u>. Clearly define the concept in your own words, and cite the textbook or lecture material. While the deadline is in the middle of the semester, you can use any concept, from chapter 1 to 15.
3. **Integrate.** Now you need to apply the concept to the situation. Explain *how* and *why* this concept helps to explain the behavior, cognition, outcome, and etc. in the situation/events you described. One useful tip here is to consider this paper as a diary – jotting down (but academically) how you felt and thoughts at the moment yet coining with the psychological concepts.
4. **Reflect.** Briefly discuss what you learned by analyzing through a psychological lens. How did applying the concept help you better understand yourself or others?

B. General Guideline & Submission Requirements

- Make 1 inch margins on the top, bottom, and sides
- The first word in every paragraph should be indented one half inch.
- Use Times New Roman font, size 12, double-spaced
- Include a page header known as the "running head" at the top of every page.
- Please use the 7th edition of APA Publication Manual. The following two websites have a good, handful information how to properly cite different resources:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

https://apastyle.apa.org/style-grammar-guidelines/references/examples

- Your final essay does not necessarily need a title page, but the full paper (without a references) should be at least 3 pages in length.

C. Grading Criteria

Total Score	60 points
Relevance/Clarity of chosen examples	**15 pts**
Accuracy in defining/explaining concepts	**15 pts**
Depth of application/analysis	**20 pts**
Writing quality	**10 pts**

Assignment #2: Think Like a Psychologist – Mini Research Proposal Paper

Deadline: November 16th (Sunday) at 11:59 pm

A. Overview

This assignment is designed to help you understand how psychological research is planned and communicated. You will develop a brief research proposal that demonstrates your grasp of key components in scientific inquiry, such as:

- How to generate a testable hypothesis
- How to define and operationalize variables
- How to consider ethics in research design

Rather than conducting the actual study, your goal is to (1) plan and (2) justify a study as if you were going to run it. You will submit a 4–5 page essay (double-spaced, 12-point Times New Roman font), including an abstract but not a title page and references, that clearly and concisely outlines your proposed study. Your paper should include the following sections:

1. **Title Page:** Try to make the title engaging. This page will not count toward the required page limit.
2. **Abstract Page:** The abstract is <u>a brief summary of your entire research proposal</u>. It helps readers quickly understand what your study is about, meaning that even a novice should be able to grasp the main purpose of your research, your hypothesis, methods, and the expected significance. Typically, the abstract is 150–250 words in length and written as a single paragraph with no indentation. You should also include 3–5 keywords at the end.
3. **Introduction & Rationales.** Introduce the psychological topic that your study will address. Frist, you may begin by describing a specific research question or phenomenon that interests you – this could be something from class, personal experience, or prior readings. OR, the other best way to start is to introduce a real-world problem that is related to your main research question. Whichever the direction you will choose, the <u>main goal of this section is to clearly convey *why* this topic is important</u>, both in terms of theoretical relevance and real-world implications. To strengthen your rationale, you are expected to include at least one empirical citation from a peer-reviewed psychology study. This shows that your idea is grounded in existing scientific literature and helps build a logical foundation for your proposed research.
4. **Define Variables & Set Hypothesis.** In this section, you will first identify the key variables in your study. At a minimum, define one independent variable (IV)—the factor you manipulate or use to group participants—and one dependent variable (DV)—the outcome you measure. For each, provide a clear operational definition that explains how the variable will be measured or manipulated. Once the variables are defined, you will state your hypothesis: a clear, specific, and testable prediction about the relationship between the variables. For example, you might predict that participants in a high-stress condition will report greater anxiety than those in a low-stress condition. Be sure to state your hypothesis in a direct, declarative sentence and avoid vague or untestable claims.

5. **Participants & Procedures.** In this section, describe who your participants would be and how your study would be conducted, while also addressing relevant ethical considerations. Begin by identifying <u>key characteristics of your sample</u>—such as age, recruitment method, or relevant demographics (e.g., college students from a psychology subject pool). Then, outline the steps of your study in chronological order, from consent to completion: What will participants do? Will they complete surveys, engage in tasks, or experience a manipulation? Be clear about the timing, instructions, and sequence of events. As you describe your procedure, also <u>consider potential ethical issues</u>—such as informed consent, the use of deception, participant confidentiality, or risk of harm. For any ethical concern, briefly explain how it would be handled in your design (e.g., by debriefing participants or anonymizing data). Demonstrating ethical awareness is a key component of psychological research planning.

6. **Expected Outcomes.** Briefly state your expected outcomes. This may in a line with your hypothesis.

7. **Reference Page.** Should be the separate page. Follow the APA 7th style. This page will not count toward the required page limit.

B. General Guideline & Submission Requirements

- Make 1 inch margins on the top, bottom, and sides
- The first word in every paragraph should be indented one half inch.
- Use Times New Roman font, size 12, double-spaced
- Include a page header known as the "running head" at the top of every page.
- Please use the 7th edition of APA Publication Manual. The following two websites have a good, handful information how to properly cite different resources:
  https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
  https://apastyle.apa.org/style-grammar-guidelines/references/examples
- Your final essay does need need a title page and references. The full paper (without a title page and references) should be at least 4 pages in length.

C. Potential Opportunities To Make it Real

If you are considering pursuing a graduate program (either a Master's or Ph.D.), take this opportunity to explore your interests and begin clarifying your research goals. Submitting a high-quality research proposal as part of your graduate application can give you a significant competitive edge. For those who are genuinely interested in conducting real research, I am more than happy to offer supervision and guidance.

D. Grading Criteria

Total Score	60 points
Abstract & Keywords - Does paper provide a concise, well-written abstract summarizing the proposal, and includes 3-5 keywords?	**5 pts**
Research Design & Justification - Does paper present a coherent and well-justified study plan? - Does paper successfully articulate specific and testable hypothesis, defines key variables, and logical procedures?	**20 pts**
Depth of Scientific Thinking - Does paper demonstrate logical reasoning, creativity, and understanding of research design principles?	**25 pts**
Clarity & Writing Quality - Is paper clear, well-organized, and free of major grammatical or typographical errors? - Does paper follow APA 7th format?	**10 pts**

In-Class Assignments Rubric

A. Overview

As previously mentioned, there will be a total of 12 short in-class assignments given randomly during the semester, each worth 2 points. In-class assignments are designed to help you actively engage with course material, reflect on key concepts, and apply your knowledge in real time. These assignments are meant to encourage participation, deepen understanding, and support your learning through low-stakes writing and collaborative thinking.

In-class assignmets will be vary in types (e.g., including brief quizzes, group exercise, think-pair-share summaries) but will be related to the topics of the each week. The responses may be written by hand or submitted in the discussion forum digitally, depending on the activities.

B. Grading

These in-class assginments are generally graded <u>for competion, not accuracy</u>. However, missing assignments will receive no credit unless an approvded excuse is provided. While each invidual assignment may carry minimal weight, consistent participation will positively affect your final grade.