



New Jersey Institute of Technology (NJIT)

Introduction to Psychology 210-003

Fall 2025

Instructor: Mrs. Andreea DiLorenzo

Email: amd237@njit.edu (Please give me 24 hours to respond to emails during the week and 48 hours for emails sent on the weekend). Sending an email: Please use “PSYC-210-003” as the subject and include 1) a salutation, 2) descriptive, detailed content about why you are emailing in the body, and 3) sign your full name. Students should use Canvas to send any emails to me.

Meeting Times: Mondays & Wednesdays 11:30 AM- 12:50 PM

Student Hours are Thursdays, 8:00 AM -10:00 AM (by appointment only). If this time is not convenient for you, please email me so we can schedule a time through Zoom or Google Meets. Please see below under Office/Student Hours.

Purpose of Student Hours: Clarify lecture topics, assist with the subject, and discuss school, life, or future career plans.

Room: CKB 106

Required Text

Myers, D. G. & DeWall, N.C. (2020). *Psychology* (13th ed). New York, NY: Worth Publishers

Click here for the free online version of the 2020 published edition: [Open Source E-book](#).

Course Description

PSY 210 is an introduction to the study of behavior and mental processes. Course content focuses on foundational and major psychological theories, concepts, methods, and research findings within the field. Topics include the history of psychology, psychology as a science, the biological bases of behavior, perception, cognition and consciousness, learning, memory,



lifespan development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

The Importance of Diversity: It is my goal that students from various backgrounds and experiences be well served by this class, that students' learning needs be addressed both in and out of class, and that the wide range of differences that students bring to this class be viewed as a resource, strength, and asset to learning. I aim to introduce coursework, discussions, and activities that are aware of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and overall culture. Your feedback is encouraged and appreciated. Finally, if our class meetings conflict with your religious observation, please communicate with me so I can make arrangements for you.

Student Names: Class rosters provide me with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

Learning Objectives

(Parentheses indicate the APA learning goal that coincides with each objective).

- Compare and contrast the historical contributions of psychology, with an emphasis on philosophy and medicine (KNOWLEDGE BASE OF PSYCHOLOGY).
- Evaluate the scientific method while highlighting the various research methods (SCIENTIFIC REASONING).
- Integrate discipline-specific vocabulary and significant theoretical perspectives through written assignments (INFORMATION LITERACY, TECHNOLOGICAL LITERACY, & COMMUNICATION).
- Evaluate evidence in daily life that may appear as "research" based (CRITICAL THINKING, PERSONAL DEVELOPMENT).
- Discuss the importance of neuroscience in psychology through classroom activities and assignments (COMMUNICATION, CRITICAL THINKING).
- Recognize the influence of sociocultural factors in the development of beliefs, attitudes, values, and behavior (SOCIOCULTURAL & INTERNATIONAL AWARENESS).

Learning Outcomes

How to Succeed in this Course

1. Attend Class!
2. Complete the readings and write short outlines/summaries to streamline your later studying. Focus on key theories, terms, and findings. Don't worry about specific methods or statistics.
3. Start studying well in advance by chunking information and be intense about studying.
4. Use the Pomodoro method of studying. This means scheduling time to study, followed by a short break.
5. Create a study guide by topic. Formulate questions and problems and write complete answers. Create your own quiz.
6. Become a teacher. Say the information aloud in your own words as if you are the instructor and teaching the concepts to a class.
7. Derive examples that relate to your own experiences.
8. Create concept maps or diagrams that explain the material.
9. Figure out the big ideas so you can explain, contrast, and re-evaluate them.
10. Study in terms of question, evidence, and conclusion: What is the question posed by the instructor/author? What is the evidence that they present? What is the conclusion?
11. If you are experiencing problems meeting deadlines or succeeding in the class, email me or schedule an appointment as soon as possible! Nothing can be done at the end of the semester, so do not wait!



Attendance Policy

Student engagement and participation are essential elements of College courses. Students are expected to be ready with their notebooks and computers on standby at the beginning of each class. The long-standing scientific support that handwritten note-taking will result in better retention and, in turn, higher grades has been shaken by the COVID-19 pandemic, propelling students to turn to their digital devices for learning support. [Documented Article](#).

Physical attendance and participation through collaboration are central tenets of successful and active learning. In all circumstances, the student must promptly initiate discussion about absence and arrangements for making up any missed work with each instructor. Students should attend class prepared to discuss and participate in interactive activities. Material that is covered in class will appear on the exams. It is in your best interest to attend each class.

If you will be absent, you are responsible for uploading any due assignment to Canvas on or before the date of absence. ***Students may only make up exams if they have an excused absence, which will constitute a note from a physician, police report, etc...*** Regular attendance is expected and contributes significantly to performance in this course. Attendance will be taken at the beginning of each class.



Classroom Behavior Policy

Students are expected to be respectful, civil, and professional to their peers (please refer to the Importance of Diversity statement on the first page). While disagreements are at the epicenter of learning, any type of profane language, disrespectful gestures, and other behaviors that may disrupt the classroom will result in the student being asked to leave the class, followed by additional penalties.

Cell Phone Policy

Students are expected to silence their phones once class has started. Please exit the classroom before responding if you need to respond to a call. Text messages are not permitted during class time.

Laptop/Tablet Computer & Technology Policy

E-mail must be professional and well-written. As this is a college-level course, text messages must be concise and prepared in full-sentence form. Please use the email provided above to send an email to your instructor.

Any email not fully disclosing the student's name will be automatically interpreted as **SPAM** (unwanted junk mail) and **deleted unopened**.

Student Recording: Students may not create Class Recordings by any means without the prior express authorization of the faculty member teaching the class (“Instructor”) or the Office of Disability Support Services under Section III.B.4. or the Hearing Officer under Section III.B.5. below

Office/Student Hours

Student hours will be held on Thursdays from 8:00 to 10:00 AM (by appointment only). If these times conflict with your schedule, please email me to schedule a meeting over Zoom or Google Meets. Students are also welcome to speak with me in person after class.

Expectations for virtual office hours:

- Office hours may also be held on Zoom.
- It is recommended that you select a time and place to come to office hours where you can have your camera on for better clarity in questions and answers.



- Have your course materials (books, notes, etc.) available when you attend office hours.

Student Support Resources

[Center for Counseling & Psychological Services](#)

[NJIT CARE Team](#)

[Office of Accessibility Resources and Services](#)

Statement on using Generative AI:

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your



use of AI tools must be appropriately documented and cited to stay within university policies on academic honesty. See these resources for [APA guidance](#) and other citation formats.]. Any assignment suspected of or found to have used generative AI tools in unauthorized ways will be issued a grade of zero and reported to the Academic Integrity Officer. When in doubt about permitted usage, please ask for clarification.

Your participation in this course matters and is valued. While this is an in-person class, students are encouraged to bring in laptops to assist with learning during class time. While the computer may not be used in every class, working on group collaborations and completing the exams is helpful.

Course Requirements:

Students will begin working in small groups during the second or third week of class. More details are located later in the syllabus. In addition, an assessment will be based on each student's ability to critically evaluate information in psychology and relate that information to an audience in both oral and written contexts. Make-up exams will only be offered in extenuating circumstances and will require documentation. Ultimately, it is at the instructor's discretion if a make-up exam will be offered.

I will not accept assignments via email; everything must be submitted to Canvas for a timestamp and plagiarism scan. You are responsible for checking that you have uploaded the correct file to Canvas, that it has a valid .doc or .docx extension, and that it can be opened. Files that do not meet these criteria accrue the late penalties noted below.

Each student is responsible for completing each of the following:

Exams (4): 50%

The format is multiple-choice, short-answer, and/or essay, covering material from the text, classroom lectures, films/videos, and any additional reading assignments not included in the text. ***More information will be provided during class.***

Group Work & Reflection Papers (2): 15%

Students will be divided into groups early in the semester; therefore, if a group member is absent, it will be their responsibility to reach out to a fellow member to establish the needed contribution. **Being absent is not an excuse for the timely submission of due materials.** You will work together and submit one assignment representative of each team member's work. All

written work submitted to the instructor must follow APA formatting. Group assignments include 3-4 in-text citations per page, followed by the reference page (unless otherwise noted). When submitting, each member (first and last name) of the group must appear on the individual submission along with that person's contribution to the assignment. Individual learning/reflection papers submitted based on group work should range between 2-3 pages, in Times New Roman font, with 1-inch margins, and double-spaced. Please abstain from any .com sites as a source unless specifically instructed. Points will be deducted! Please refer to the writing assignment rubric below.

Group members may also complete pulse evaluations throughout the semester of their group's performance. These will be summarized as anonymous feedback to your group members. Every person is responsible for completing an online survey (link to be posted on Canvas and emailed) in which you will be asked to evaluate your performance and the performance of your teammates. All team members generally share the same assignment grades based on their cooperative efforts. However, if a consensus emerges from the surveys that a particular person worked exceptionally hard, that person may receive a higher grade for the project. Likewise, suppose multiple reports indicate that a specific person did not adequately contribute to the project. In that case, that person may receive a lower grade after I look into the situation in greater detail.

Discussions (2): 10%

There will be two asynchronous discussions (will take various forms) based on the material that will be covered. Students will review case studies, analyze articles, view short clips, and be ready for written and oral discussion in class. When posting on Canvas, you will be asked to post an initial response of 300 words and a substantive feedback message to at least one other student consisting of 150 words. The text and/or supplemental book should be applied in APA formatting to strengthen your view when posting the initial response. *Quotes should not be seen within any of the submitted work.* Points will be deducted should any student include quotes. Paraphrasing, taking someone else's ideas and putting them into your own words while citing the source, should be seen in any written work within the class. You must also be aware of self-plagiarism, which is recycling your work without consent from the class professor, which is also considered a violation of the Academic Integrity policy. Be sure to post well before the due date, as you cannot "see" peer postings until after you post, and you'll need time to comment.

Participation: 5%

Students are asked to participate in three ways: *(1) Making comments or asking questions during class – Always encouraged and welcomed! (2) Participating in exercises during class – this will be comprised of pairing up with other peers during class and discussing a video just shown, a case study read, a topic presented during lecture, or a quick 5-minute reflection at the end of*

*class (3) Discussing supplemental readings – On some days when a supplemental reading is assigned, there will be discussion questions about the readings posted on Canvas. All class participation counts toward the participation part of the final grade (i.e., 5%). The more involvement, the higher the point total for this part of the grade. Remember that I do not want or expect you to participate in every class. Participation is more than mere attendance, requiring you to be active and contribute to both large class discussions and small break-out group discussions. The calculation of the participation grade in the course is based on the involvement of students relative to one another, based on the factors enumerated above. As such, it is understandable that life circumstances do emerge, and there could be a possibility that you may miss class. I have allotted that students are permitted **three** missed class days. Once three absences have been missed, five points will be deducted for each missed class thereafter (i.e., if you miss four days of class, your participation grade will be 95%, assuming the above expectations have been met). If I do not know your name, chances are you are not participating, attending class, or both. *The final participation grade in the course is determined at the instructor's sole discretion. If you are in class and make an effort to participate, you will do well. If you enter the class late, it is your responsibility to let me know that you are here.**

Culmination Project_Audio Visual Presentation + Peer Reviewed Feedback+ Outline: 20%

**Detailed information will be provided on Canvas as the semester progresses.

below for rubric-based information. The full transcript must be included in the Dropbox upload if using a script.

Students will have an audio-visual presentation due during the final exam period scheduled for the class-TBD. The project proposal and outline will be due earlier in the semester to ensure you are on track and will be peer-reviewed by your classmates. Presentations will also be graded using a rubric system found at the end of the syllabus. The outline will play a vital role in your overall success. If you choose not to submit the outline, your overall grade will be adversely impacted since the outline, peer to peer feedback, and final presentation are integral.

Culmination Project Topics

CHOICE A: Biology: Reflect on *three* specific neurotransmitters that interest you—such as Acetylcholine, Glutamate, Dopamine, Serotonin, GABA, or Norepinephrine. Then, select a real-life behavior or cognitive process (e.g., learning a new skill, feeling motivated, regulating mood, handling stress, or reacting to danger) and address the following points:

- Identify the neurotransmitter and explain its purpose
- Reflect on your own life where the neurotransmitter is applied

- Reflect on how these neurotransmitters can interact with one another

CHOICE B: Cycles of Consciousness: Describe the cycles of everyday consciousness. Use illustrative examples from your own life to demonstrate your understanding of each unique state of consciousness. Is there evidence for individual differences in circadian "clocks" contributing to a "Morning" person vs. a "Night" person? Do all human circadian rhythms function on the same schedule if left to our own devices?

CHOICE C: Theories on Dreaming: Compare the leading theories on dreaming as described in your textbook. Identify the theory you find most persuasive and explain why. Lastly, log on to [Harvard School of Engineering](#) and discuss three (3) new things learned there.

CHOICE D: Memory in Action: Reflect on a recent memory (either episodic or semantic). Use relevant terms such as encoding, storage, retrieval, retrieval cue, primacy effect, recency effect, and interference (as discussed in class) to describe how that memory was initially formed, how it is accessed now, and what factors might help or hinder its recall.

CHOICE E: The Mind-Body Connection: Hans Selye argued many years ago that prolonged exposure to stressors leads to physical breakdown. Explain how this can happen. Describe experiences you, a family member, or a friend have had with a stress-related illness. Include information from a credible website that centers on stress and cite two (2) new things learned there.

CHOICE F: Evolutionary Psychology: Within the context of Darwin's theory of natural selection, explain why many humans a) fear heights, b) experience anxiety, and c) become jealous if their mates are not faithful. Next, argue whether or not Darwin's theory well justifies these phenomena.

CHOICE G: Classical Conditioning Within You: Reflect on a behavior influenced by classical conditioning. Use relevant terms such as unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response (and other principles discussed in class) to describe how this behavior was learned and how it could potentially be unlearned.

CHOICE H: Differences in Intelligence: Research shows differences in average IQ scores across racial groups in America. What are some reasons for these differences? Address the role of socio-economic status and the interplay between nature and nurture in developing a person's IQ.

CHOICE I: Effort Versus Natural Intelligence: You are a school psychologist meeting with Francine’s father. She is ten years old and recently showed inconsistent IQ scores on the Wechsler test. Your goal is to explain these variations and guide him with current, evidence-based insights.

- Definitions of intelligence
- What intelligence tests measure
- The significance of the score differences
- Research on effort versus natural intelligence
- Evidence on the effectiveness of standardized test preparation

CHOICE J: Social Conformity: Describe a situation in which you were under social pressure to conform. Using the information in your text and other references: 1) identify the processes involved in conformity, compliance, and obedience; 2) determine whether the pressure to conform to norms was successful; and 3) speculate on the reasons for this success or failure.

CHOICE K: (Social Psychology): Group Influence: The influence of a group on individual behavior can be powerful. Think of a time in which the attitudes and behaviors of a group influenced you. Did you consciously adopt the group mindset, and what self-awareness did you have? Also, the following terms pertinent to social psychology study are addressed: social facilitation, deindividuation, and diffusion of responsibility.

CHOICE L: (Social Psychology): Prejudice on the Micro and Macro Levels: Perhaps the most painful reality of social psychology is prejudice. There is so much information about it: what it is, how it comes about, strategies to lessen it, and much more. Using information learned in the course and research gathered from outside sources, describe the difference between interpersonal and institutionalized racism, give illustrative examples, and discuss the consequences for individuals and society.

CHOICE M: (Intelligence): Emotional Intelligence: Explore the research of Peter Salovey and Daniel Goleman on emotional intelligence. Reflect on instances where you successfully or unsuccessfully utilized emotional intelligence. Discuss the potential for formal assessments of emotional intelligence and what that might entail.

CHOICE N: Intelligence: Discuss the observed increase in IQ scores (9-15 points every 30 years), particularly in fluid intelligence. Analyze potential correlating factors contributing to this trend.

CHOICE O: Consciousness: Investigate the belief that individuals need eight hours of uninterrupted sleep. After conducting research, share your agreement or disagreement with this statement.

CHOICE P: Intelligence: In June 2004, Scientific American published a column claiming that we only use 10% of our brain. After conducting research, what is your conclusion? What have researchers learned since then? This project connects to real-world issues surrounding neuroscience and psychology, particularly the influence of myths on public perception of intelligence and mental health. By exploring the origins and implications of the "10% brain usage" claim, students will engage with contemporary discussions in media, education, and healthcare about brain function and human capability.

CHOICE Q: Memory: Recent studies, including Huang et al., (2023), demonstrate that sedentary older adults can improve memory and overall cognitive function through regular aerobic exercise. In your presentation, explain the key neurological and physiological mechanisms responsible for these cognitive benefits.

CHOICE R: Life Span & Biopsychology: In recent years, debates over juvenile justice have intensified. In 2023, several U.S. states revisited legislation regarding how minors are sentenced for violent crimes, sparking national conversations about accountability and brain development. Scientific studies continue to confirm that teenage brains—especially areas tied to impulse control and decision-making—are not fully developed until the mid-20s.

CHOICE S: (Learning: If you give a young child a \$50 bill, there may be little to no reaction—because the child hasn't yet learned what the money represents. However, once they discover that the money can be exchanged for something desirable, such as toys or treats, their appreciation and interest increase significantly. This shift in behavior reflects essential concepts in cognitive development and learning theory. In particular, it demonstrates operant conditioning, where the consequences of one's actions shape behavior. Over time, the child learns that using money leads to a reward (positive reinforcement), which increases their motivation to seek or value money. Discuss the principles related to operant conditioning and symbolic learning in your presentation.

CHOICE T: Biopsychology: Some athletes and bodybuilders use performance-enhancing drugs (PEDs), such as anabolic steroids, to improve strength and appearance—despite rules against them in most sports. These substances influence the endocrine system by changing hormone

levels, which can affect the body in both helpful and harmful ways. What are the arguments for and against the use of PEDs in sports? Should they remain banned? What guidance would you offer to an athlete considering PEDs, especially regarding their effects on the endocrine system?

Grading Scale (Grades are *earned* through participation (*being physically present and engaging in discussions with peers and instructors*), *reading the materials before class, taking notes, contributing to discussions, and allotting study time outside of class*). ***Students are expected to be prepared and contribute to the class. Discussion and questions are necessary to process, interpret, and apply content to everyday life.*** An idea is to outline several crucial points you wish to contribute before our class meetings.

A = 90-100

B+ = 87-90

B = 80-87

C+ = 77-80

C = 70-77

D = 60-70

F = <60

Make-up Policy for Exams

Documentation will be required if you are absent on the date of an exam. Stating that you were not feeling well or forgot to set your alarm is not considered a valid excuse as to why the exam could not be taken. **Make-up exams will not be granted without proper documentation.**

Late Work Policy (reflection papers, discussions, and group-based presentations)

Student written work will be uploaded through Canvas before midnight on the respective due date. Beginning with midnight, the late work policy will be applicable.

15%=One day late (work submitted after 11:59 P.M. on the due date is considered late)

20%-Two days late

30%=Three days late (No work will be accepted after three days).

Course Schedule-The schedule below may be modified due to unforeseen circumstances..

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
9/3 Wednesday	Class Introductions, Review of Syllabus & Expectations	Welcome!
9/8 Monday	Subfields & Careers in Psychology	Read Appendix B
9/10 Wednesday	Prologue-Story of Psychology Review Case Study	Read Prologue
9/15 Monday	Chapter One: Thinking Critically with Psychology as a Science <i>The class will be divided into its groups</i>	Read Chapter 1 Review the materials posted in Canvas on Andrea Yates before class to prepare.
9/17 Wednesday	Chapter One: Thinking Critically with Psychology as a Science	Read Chapter 1

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
9/22 Monday	Chapter One: Thinking Critically with Psychology as a Science	Read Chapter 1 Assignment (1) due through Canvas based on designated perspective by 11:59 P.M.
9/24 Wednesday	Chapter Three: Consciousness	Read Chapter 3
9/29 Monday	Chapter Three: Consciousness	Read Chapter 3
10/1 Wednesday	Chapter Three: Consciousness	Read Chapter 3

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
10/6 Monday	Exam # 1: Based on Prologue, Appendix B, Chapter 1, and Chapter 3	Study!
10/8 Wednesday	Chapter Two: Biology of the Mind	Read Chapter 2
10/13 Monday	Chapter Two: Biology of the Mind	Read Chapter 2
10/15 Wednesday	Chapter Five: LifeSpan Development	Read Chapter 5 Discussion (1) due by 11:59 P.M.
10/20 Monday	Chapter Five: LifeSpan Development	Read Chapter 5

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
10/22 Wednesday	Exam # 2: Based on Chapters 2 & 5	Study!
10/27 Monday	Chapter Seven: Learning	Read Chapter 7
10/29 Wednesday	Chapter Seven: Learning	Read Chapter 7
11/3 Monday	Chapter Eight: Memory	Read Chapter 8
11/5 Wednesday	Chapter Eight: Memory	Read Chapter 8
11/10 Monday	Exam #3: Based on Chapters: 7 & 8	Study!

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
11/12 Wednesday	Class time to work on and submit project outline	Submit the initial final project overview on Canvas and provide feedback by 11:59 p.m.
11/17 Monday	Chapter Ten: Intelligence	Read Chapter 10
11/19 Wednesday	Chapter Ten: Intelligence	Read Chapter 10 Discussion (2) due by 11:59 P.M.
11/24 Monday	Chapter Thirteen: Social Psychology	Read Chapter 13
11/26 Wednesday	Friday Schedule No Class	Rest!

Dates	TOPICS	Due Material(s) <i>Please attend class with the completion of the necessary readings.</i>
12/1 Monday	Chapter Thirteen: Social Psychology	Read Chapter 13
12/3 Wednesday	Exam #4: Based on Chapter 10 & 13	Study!
12/8	Meet with students individually regarding the final project.	Bring questions and work that you have completed toward your final project.
12/10	Meet with students individually regarding the final project.	Bring questions and work that you have completed toward your final project.
TBD	Submit the final version of your audio visual during the designated final exam period!	Final projects are due through Canvas during the final exam period; late presentations will not be accepted!



Academic Integrity Policy

****Make sure to refer to the Artificial Intelligence (AI) statement above regarding what is permitted and not permitted in this course.**

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: NJIT Academic Integrity Code. Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”

Turnitin.com Policy

Assignments in this course may be checked for plagiarism using Turnitin (<http://www.turnitin.com>), a Web-based resource that compares the text of student papers to an extensive electronic database.

Rubric for Written Materials (Discussions and Group Assignments)

Criteria	Exemplary (4) A/A-	Proficient (3) B+/B/B-	Developing (2) C+/C/C-	Beginning (1) D+/D/F
Thesis Statement	Clear, concise, and arguable thesis that effectively guides the paper.	Clear thesis and adequately states the paper's main argument.	Thesis is present but lacks clarity or focus.	Thesis is unclear or missing.

Research	Uses a variety of credible sources to support arguments. Demonstrates critical evaluation of sources.	Uses relevant sources to support claims. Shows basic understanding of source evaluation.	Relies primarily on secondary sources or lacks sufficient research.	Uses limited or irrelevant sources.
Organization	Logical and coherent organization with clear transitions.	Generally well-organized with some inconsistencies in structure.	Disorganized or lacks clear structure.	Poorly organized with frequent digressions.
Writing Quality	Clear, concise, and well-written with minimal errors in grammar, spelling, and punctuation.	Generally clear and well-written with some errors in grammar, spelling, and punctuation.	Writing is unclear or contains frequent errors.	Writing is difficult to understand due to numerous errors.
APA Style	Correctly uses APA style for citations, formatting, and references. Generally, 3-4 in-text citations per page utilizing the book and other peer-reviewed journal articles.	Generally follows APA style with minor errors.	Inconsistent use of APA style.	Significant errors in APA style.
Critical Thinking	Demonstrates critical thinking by analyzing information, evaluating evidence, and forming original conclusions.	Shows some evidence of critical thinking by considering alternative perspectives.	Relies heavily on summarizing information without critical analysis.	Lacks critical thinking and relies on superficial information.

Rubric for Audio Visual Final Project with APA referencing *(The list of topics is within the syllabus, so you must select one. If you do not see a topic that interests you, please contact me to discuss it). In addition, if you are reading off a script you developed, the transcript must also be uploaded to the dropbox. Failure to do so will result in a lowering of the score by an entire letter grade.*

Criteria	Exemplary (4) A/A-	Proficient (3) B+/B/B-	Developing (2) C+/C/C-	Beginning (1) D+/D/F
Content Depth & Breadth	Comprehensive coverage of course topics, insightful analysis	Good coverage of course topics, some depth of analysis	Basic coverage of course topics, limited analysis	Inadequate coverage of course topics, superficial analysis
Organization & Clarity	Clear and logical presentation of information, easy to follow	Generally well-organized, but some confusion in the presentation	Disorganized, difficult to follow	Lack of organization, unclear presentation
Integration of Course Concepts	Effectively combines multiple course concepts, demonstrates critical thinking	Combines some course concepts, shows a basic understanding	Limited integration of course concepts, superficial connections	Fails to integrate course concepts
Visual Aids	Effective use of slides enhances understanding	Slides are clear, but could be more effective	Slides are cluttered or distracting	Ineffective use of slides
Audio	Enhances presentation, transparent and professional	Audio is clear, but could be more effective	Audio is unclear or distracting	No effective use of audio
Oral Presentation	Clear, confident, and engaging delivery	Clear delivery, some lack of confidence	Unclear or monotone delivery	Poor delivery, difficult to understand

Time Management	Adheres to time limits effectively	Stays within time limits with minor deviations	Exceeds time limits or is significantly under time	Significantly exceeds or under time limits
Overall Impression	Exceptional presentation, informative and engaging	Good presentation, informative and clear	Adequate presentation, some weaknesses	Poor presentation, unclear and unengaging
Citations & References	Accurate and consistent citation of sources, credible references	Mostly accurate citations, some issues with formatting or credibility	Inconsistent citations, lack of credible references	No citations or references