



University of  
St Andrews



### PS4060 Review Essay

Semester	All year
Meeting times	6 x 1 hour mandatory meetings in semester 1 and 2 Wednesdays 10am – 11am
Credits	15
Module summary	<p>In this module, students will select a key psychological or neuroscience research finding to review (subject to approval by module controller). Students will engage with understanding the historical antecedents, as well as the theoretical and methodological context related to the area and the specific research finding. Students will also engage with how to develop evidence-based evaluation of the impact of research findings on psychological science/neuroscience and society. Finally, students will receive extensive training in how to communicate effectively in a written form.</p>
Prerequisites & Anti-requisites	<p>Prerequisites: Before taking this module, you must pass PS2002. The module prerequisites may be waived for students with entry into honours Psychology.</p> <p>Anti-requisites: You cannot take this module if you take BL4200 or take PN4299 or take PS4299.</p>
Assessment	4,000 word (maximum) essay, 100% of course assessment
Staff	Dr Manon Schweinfurth, module controller, office: E48, phone: +44 (0)1334 463460, e-mail: ms397@st-andrews.ac.uk

### Timetable

Week	Day	Topics & assignment due dates (topics may be subject to change)
<i>Semester 1</i>		
1		No meeting
2	Wed	What is a literature review?
3		No meeting
4	Wed	What is the impact of research (in Psychology & Neuroscience)?
5		No meeting
<i>Independent Learning Week</i>		
7	Wed	How to search and select relevant literature?
8	Fri	Key article due in MMS by noon
9	Wed	How to critically evaluate findings and create arguments?
10		No meeting
11	Wed	How to write effectively (for people who have already written some essays)?
<i>Semester 2</i>		
1	Wed	Ask your questions! Essay support session
2	Fri	Essay due in MMS by noon

### Assessment

The module is assessed by an essay that has a maximum of 4,000 words (including in-text citations, but not the bibliography). Note, this is an upper limit and not a target. The essay must include the provided cover sheet and only your matriculation number (not your name). Please use the template provided on Moodle. To avoid confusion, use APA style when referencing the work of others. There are no other format rules for the rest of your essay. It is up to you how you would like to present your text. Hence, think about how you could format your text in an accessible way by making use of page margins, page numbers, paragraph spacing, font style, (sub-)headings and graphical illustrations. Once ready, upload your essay as a word file to MMS. Please note that the markers might not be experts in the field of the key article, so write accordingly.

### Module aims

The aims of this module are:

1. To provide students with experience of putting psychological or neuroscience research into its scientific and social context.
2. To familiarise students with different types of articles and literature search.
3. To provide experience of using structured argumentation to generate a full scientific review.
4. To provide experience in effective writing techniques.
5. To provide experience in performing independent scholarly writing.

## Learning objectives

By the end of the module, each student should be able to:

1. Be familiar with the issues that arise when trying to judge the scientific and social impact of psychological or neuroscience research.
2. Understand how good reviews differ from uncritical lists of summaries of scientific studies.
3. Organise material obtained from multiple scientific studies so that patterns across studies can be observed.
4. Be able to structure an evidence-based argument in a persuasive way.
5. Be able to independently plan and write a review focused on a specific domain of research literature.

## Transferable skills

The practical skills that this module provides an opportunity to practice are:

1. Writing structured technical documents using word processing software
2. Using academic and non-academic electronic databases to search for information
3. Analysing critically scientific claims
4. Writing clearly about scientific results and analyses
5. Combining disparate sources of conceptual and empirical information into a coherent framework
6. Documenting and evaluating the impact of research on society
7. Working independently to deadlines

## Assessment regulations

### **Extensions**

To apply for an extension on continuous assessment due to adverse personal circumstances, please fill out the form found [here](#).

### **Late work & late penalties**

Academic alerts will be issued for late submissions that are not excused; see details of this [policy](#). Late penalties will be applied at the rate of one grade point per day or part thereof that an assignment is late (Policy A of the Penalties for Late Work; see details of this [policy](#)).

### **Over-length penalties**

Over-length penalties will be applied at the rate of 1 mark for work that is over-length to any extent, then a further 1 mark per additional 5% over (Policy C of the Penalties for work of incorrect length). Words will be counted electronically and all aspects including text boxes will be counted unless otherwise stated; see details of this [policy](#).

### **Grade descriptors**

For details regarding the 'Common reporting scale for module grades', please see [here](#). For details regarding the reporting scale and grade descriptors for coursework, please see individual assessment descriptions that will be provided during the semester.

### Inclusive curriculum statement

The School is committed to making its teaching and learning fully inclusive, so that all students are given the opportunity to reach their potential, all students feel like they belong and are not made to feel excluded, and students have the opportunity to contribute to curriculum development. If you have any comments or feedback on this module in terms of the inclusivity of the content, delivery or assessments/feedback, please contact the Module Co-ordinator or, if you would rather provide anonymous feedback, please use the Module Evaluation Questionnaire (MEQ). Alternatively, you can contact your School President or Class Representative, who can raise ideas or issues via the relevant staff-student meetings and consultative committees. If you want to report any instances of bullying, harassment or discrimination that have occurred in teaching and learning environments, you can use the University's [Report & Support](#) tool.

### Support contacts

For further information regarding advice, support, policies and procedures, please see the [University Student Handbook](#).

Support	E-mail
School administrative office for general teaching matters	psyneurog@st-andrews.ac.uk
Director of Teaching	Paula Miles psydot@st-andrews.ac.uk
Degree Controller	Juan Gomez Carlos jg5@st-andrews.ac.uk
Psychology & Neuroscience Student Wellbeing Officer	Maggie Ellis psyneuro_wellbeing@st-andrews.ac.uk
Advice & Support Centre (ASC) – welfare and support services	theasc@st-andrews.ac.uk
Centre for Educational Enhancement and Development (CEED) – learning and development support for students	ceed@st-andrews.ac.uk
International Education Institute - English language support	ie@st-andrews.ac.uk