School of Psychology & Neuroscience
2017-2018
Module Controller:
Dr Jamie Ainge
jaa7@st-andrews.ac.uk
Deadline and timelines to remember

- In the second week of semester 1 arrange a meeting with your allocated supervisor to discuss a suitable essay topic.
- By end of November, after having read and digested the core literature for your essay, hand a structured outline of the essay to your supervisor for comments.
- At the end of the first teaching week in semester 2, hand a final draft of the essay to your supervisor for comments – you will get the commented draft back within a week – that leaves one further week for alterations.
- Deadline for the essay: 5 pm, 23rd of February 2018. Upload a digital copy (word file) to MMS. The essay must have the title, Module code PS4040, and only your MATRICULATION NUMBER, not your name, on the front cover, nor should your name appear anywhere within the text.

Aim

The aim of PS4040 (10 credit module) is for students to develop the ability to critically analyse and review current thinking in an area of psychology by reading, digesting and critically evaluating current literature on a chosen topic. Students will then create a clear and coherently argued review.

Allocation of supervisors

PS4040 Students are allocated to supervisors in the School of Psychology and Neuroscience after advising and will be informed about their supervisor at the end of teaching week one. Unfortunately, the allocation system does not allow allocation of students to specific or preferred supervisors.

Choice of essay topic

Important: The Essay topics can be selected on students own interests unrelated to the specific field of expertise of the allocated supervisor.

Supervision

Your supervisor will devote up to 3 hours for individual supervision of your essay, so you have plenty of opportunity for longer discussions or simply to drop by for a moment to clarify some aspects related to the essay. The supervisor will also give advice on practical aspects of essay writing, how to best structure the essay, and the best ways to find suitable background literature.

Objectives

1. For students to develop their skills in conducting literature searches using the university’s library and electronic database facilities
2. For students to develop their skills in reading, digesting and critically evaluating psychological research articles
3. To familiarize students with the ways in which psychological concepts, theories and research are described and presented
4. To enable students to identify and extract key elements of written reports of psychological research
5. For students to develop their skills in writing about psychological concepts, theories, and data.
**Word processing**
The essay should be presented as follows:
A title page stating the title of the work, students matriculation number, and the module number. There is a **4000 word limit to the review essay, this includes the mandatory abstract with maximal 250 words, in text citations [please use the APA system] figure legends, and table legends. The word count does NOT include tables, figures, reference list at the end of the essay, and appendices.**
The default formatting is: **type font Arial at 12 points; line spacing at 1 ½; with Margins of 1”**. Please make use of meaningful headings and sub-headings. Footnotes should be avoided.

**Assessment**
The essay is marked on a 20 point scale by your supervisor as the first marker and an independent second marker. At the end of this handbook you will find the grading criteria.

**Penalties**
For any word overlength up to 5% (1 to 200 words in our case) a mark will be deducted, then a mark for every further 5% (201 to 400, 401 to 600, and so on). Late submission will be punished by 1 mark deduction per day.

**Plagiarism**
You should be reading original scientific papers and review articles as your primary source material. When you read a paper, make careful notes on its content including the exact bibliographic reference. At this stage **MAKE SURE** that you distinguish between any exact quotes, and notes written in your own words. It is **ESSENTIAL** that you avoid plagiarism when you write your essay, and one way that plagiarism might happen “by accident” is by forgetting which statements are actually quotes, and which are your own summaries of a research article. **For more details about plagiarism, see the Honours Handbook at the school website.**

**Extensions**
Extensions are granted under exceptional circumstances, these are long lasting illnesses (flu or an upset stomach on the last 3 days before the deadline are not sufficient, this simply shows bad time management. Please keep this in mind when you allocate time to your essay). For illnesses, you may be asked for medical documentation.
When asking for an extension, please use the online form found [here](#). Please note, that your supervisor can not give an extension – this is done via a central process.
<table>
<thead>
<tr>
<th>Class</th>
<th>Class Grade</th>
<th>Fail</th>
<th>Pass</th>
<th>3rd</th>
<th>2II</th>
<th>2I</th>
<th>1st</th>
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<tbody>
<tr>
<td>Content</td>
<td>0-6.9</td>
<td>A failure to address the topic at hand OR copying* from other sources (even if source is cited).</td>
<td>Little and insubstantial reference to the issues OR over-reliance on other work (e.g., close paraphrasing* or lack of understanding of the material).</td>
<td>Very patchy and limited coverage of the topic. Use of a narrow range of sources. Total reliance on secondary or out-of-date material.</td>
<td>Major positions/issues presented in outline, but in little depth and over-reliance on a narrow range of sources, particularly secondary sources.</td>
<td>Covers all the major positions and issues with use of a range of appropriate and up-to-date primary sources.</td>
<td>Thorough and detailed description of relevant positions, clear grasp of grasp of the core issues and widespread use of primary sources – including some independent use of sources</td>
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<tr>
<td>Referencing</td>
<td>7</td>
<td>Missing references and referencing of material not cited in the text</td>
<td>Minimal use of referencing</td>
<td>Widespread errors both in the content and style of references.</td>
<td>Reference list mostly comprehensive, but failure to use appropriate style in citing references</td>
<td>Referencing generally accurate, though some stylistic errors in the reference list</td>
<td>Generally thorough and proper referencing throughout.</td>
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<tr>
<td>Factual accuracy</td>
<td>8-10</td>
<td>Little or no accurate material</td>
<td>Predominantly inaccurate</td>
<td>Widespread substantive errors</td>
<td>Some substantive errors</td>
<td>Few substantive errors</td>
<td>No substantive errors, few minor errors.</td>
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<tr>
<td>Relevance</td>
<td>11-13</td>
<td>Little or no material relevant to the review topic</td>
<td>Material predominantly irrelevant to the review topic</td>
<td>Considerable amount of material irrelevant to the review topic</td>
<td>Some material irrelevant or tangential to the review topic</td>
<td>Some tangential material, but little material irrelevant to the review topic</td>
<td>Very little material irrelevant to the review topic</td>
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<tr>
<td>Organisation and coherence</td>
<td>14-16</td>
<td>No organisation of material</td>
<td>No clear structuring of the topic</td>
<td>Little sign of an overall basis for structuring the material, mostly a list of studies with little or no development of ideas</td>
<td>A discernable structuring of the topic, but often disjointed and with a limited overview of the topic as a whole</td>
<td>For the most part, clear structuring of the material leading to some overview of the topic</td>
<td>Discussion of the topic generally well structured and well developed, leading to a clear and well argued conclusion</td>
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<tr>
<td>Precision of Expression</td>
<td>17-20</td>
<td>Absence of scientific precision in the use of terms and concepts</td>
<td>Minimal evidence of the ability to use terms and define concepts precisely</td>
<td>A few instances of scientific precision in the use of terms and concepts, but predominant sloppiness and redundancy</td>
<td>Signs of the ability to use precise scientific language, but still widespread instances of sloppiness and redundancy</td>
<td>Overall, precise use of major terms and concepts with little sloppiness or redundancy</td>
<td>Generally clear analytic use of language, with precise use of concepts and negligible redundancy of expression.</td>
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This sheet is for guidance for markers to enhance consistency in evaluations. It is not intended to indicate an overall grade by application of weighted averages – sections will be weighted differently in the final determination of the overall grade, and furthermore this weighting might vary according to the nature of the specific project.

*In some cases, the nature and extent of plagiarism will not merely attract a failing grade, but will also require referral to the Academic Disciplinary Process.
PS4040: Junior Honours Psychology Review

Supervisor .................................................. Student ID ........................................

Date Submitted ........................................

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<th>Content (including use of sources)</th>
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<td>Factual Accuracy</td>
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<td>Relevance</td>
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<td>Organisation and Coherence</td>
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<td>Precision of Expression</td>
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<td>Overall Comments</td>
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Overall Mark ............................................................................................................. 1st Marker’s Initials

2nd Marker’s Initials

1 copy to be completed by each marker

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