

The University of Edinburgh

**SCHOOL *of* PHILOSOPHY, PSYCHOLOGY
and LANGUAGE SCIENCES**



**Psychology 1 Course Handbook
2011/2012**

**Course Organiser
Dr Richard Shillcock**

Contents

	Page
Lecture timetable (Semester 1 & 2)	4
About the course	
Learning outcomes	6
Course objectives and transferable skills	6
Reading	6
British Psychological Society accreditation	6
Skills developed during a degree in Psychology	7
Information & Support	
Course organisation and support	8
Academic staff office hours	8
Special circumstances	9
Students with a disability: what should they do?	9
Speaking up group	9
Staff/Student Liaison Committee	9
Peer Assisted Learning Scheme (PsychPALS)	9
Computing services	10
Advisory services	10
Library	10
Change of address	10
Teaching: lectures and tutorials	11
Assessment: coursework and examinations	
Forms of assessment	13
How your work is assessed	14
How to calculate your course mark	15
Assessment regulations	15
Examination timetable	15
Examination results	16
Examination appeals procedure and procedure for notifying extenuating circumstances	16
Extended common marking scheme	17
Feedback & Extensions	
Course feedback	20
Timetable for return of coursework and marks	20
Word limits and extensions for coursework	20
Students with adjustment schedules	21
Plagiarism	22
Guidelines for Psychology 1 essays	25
Lecture outlines	
Differential Psychology – Prof I Deary	28
Developmental Psychology – Dr W Johnson/Prof C Trevarthen	30
Research Methods – Dr M Corley	32
Social Psychology – Dr S Widdicombe	33
Language and Thinking – Prof M Pickering	34
Psychology of Memory – Prof R Logie	35
Biological Bases of Behaviour – Prof S Della Sala/Dr M Luciano	36
Perception – Dr R McIntosh	37

Miscellaneous	
Out of hours working	39
Safety	39
Staff telephone/room numbers	41
Semester dates for 2011/2012 academic year	42

LECTURE TIMETABLE – SEMESTER 1

Monday, Wednesday & Friday, 11.10 am – 12.00 noon, David Hume Tower Lecture Theatre A

Week		Date	Topic	Lecture	Staff
1	M	19/09/2011	INTRODUCTION		RS
	W	21/09/2011	Differential Psychology	1	ID
	F	23/09/2011	Differential Psychology	2	ID
2	M	26/09/2011	Differential Psychology	3	ID
	W	28/09/2011	Differential Psychology	4	ID
	F	30/09/2011	Differential Psychology	5	ID
3	M	03/10/2011	Differential Psychology	6	ID
	W	05/10/2011	Differential Psychology	7	ID
	F	07/10/2011	Study skills		LR
4	M	10/10/2011	Developmental Psychology	1	WJ
	W	12/10/2011	Developmental Psychology	2	WJ
	F	14/10/2011	Developmental Psychology	3	WJ
5	M	17/10/2011	Developmental Psychology	4	WJ
	W	19/10/2011	Developmental Psychology	5	CT
	F	21/10/2011	Developmental Psychology	6	CT
6	M	24/10/2011	Developmental Psychology	7	CT
	W	26/10/2011	Research Methods	1	MC
	F	28/10/2011	Research Methods	2	MC
7	M	31/10/2011	Research Methods	3	MC
	W	02/11/2011	Research Methods	4	MC
	F	04/11/2011	Research Methods	5	MC
8	M	07/11/2011	Research Methods	6	MC
	W	09/11/2011	Research Methods	7	MC
	F	11/11/2011	Essay/exam strategy		LR
9	M	14/11/2011	Social Psychology	1	SW
	W	16/11/2011	Social Psychology	2	SW
	F	18/11/2011	Social Psychology	3	SW
10	M	21/11/2011	Social Psychology	4	SW
	W	23/11/2011	Social Psychology	5	SW
	F	25/11/2011	Social Psychology	6	SW
11	M	28/11/2011	Revision - No lecture		
	W	30/11/2011	Revision - No lecture		
	F	02/12/2011	Revision - No lecture		

EXAMINATION PERIOD: 12-21 DECEMBER 2011

LECTURE TIMETABLE – SEMESTER 2

Monday, Wednesday & Friday, 11.10 am – 12.00 noon, David Hume Tower Lecture Theatre A

Week		Date	Topic	Lecture	Staff
1	M	16/01/2012	ORIENTATION		RS
	W	18/01/2012	Language and Thinking	1	MP
	F	20/01/2012	Language and Thinking	2	MP
2	M	23/01/2012	Language and Thinking	3	MP
	W	25/01/2012	Language and Thinking	4	MP
	F	27/01/2012	Language and Thinking	5	MP
3	M	30/01/2012	Language and Thinking	6	MP
	W	01/02/2012	Psychology of Memory	1	RL
	F	03/02/2012	Psychology of Memory	2	RL
4	M	06/02/2012	Psychology of Memory	3	RL
	W	08/02/2012	Psychology of Memory	4	RL
	F	10/02/2012	Psychology of Memory	5	RL
5	M	13/02/2012	Psychology of Memory	6	RL
	W	15/02/2012	Essay/exam performance		LR
	F	17/02/2012	Biological Bases of Behaviour	1	SDS
6	M	20/02/2012	INNOVATIVE LEARNING WEEK*		
	W	22/02/2012	INNOVATIVE LEARNING WEEK		
	F	24/02/2012	INNOVATIVE LEARNING WEEK		
7	M	27/02/2012	Biological Bases of Behaviour	2	SDS
	W	29/02/2012	Biological Bases of Behaviour	3	ML
	F	02/03/2012	Biological Bases of Behaviour	4	ML
8	M	05/03/2012	Biological Bases of Behaviour	5	ML
	W	07/03/2012	Biological Bases of Behaviour	6	ML
	F	09/03/2012	Biological Bases of Behaviour	7	ML
9	M	12/03/2012	Biological Bases of Behaviour	8	ML
	W	14/03/2012	Perception	1	RMcl
	F	16/03/2012	Perception	2	RMcl
10	M	19/03/2012	Perception	3	RMcl
	W	21/03/2012	Perception	4	RMcl
	F	23/03/2012	Perception	5	RMcl
11	M	26/03/2012	Perception	6	RMcl
	W	28/03/2012	Perception	7	RMcl
	F	30/03/2012	Perception	8	RMcl

EXAMINATION PERIOD: 30 APRIL – 25 MAY 2012

* **INNOVATIVE LEARNING WEEK** (20 -24 February 2012). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, a Gaelic festival and guest lectures. More information will follow nearer the time so please check the School website where details will be available at <http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-20-24-february-2012>

ABOUT THE COURSE

The course aims to provide a general introduction to the academic discipline of psychology. It covers the Psychology of Memory, Language and Thinking, Social Psychology, Developmental Psychology, Biological Psychology, Research Methods, Differential Psychology and the Psychology of Perception.

Learning outcomes

On completion of each section of the lecture course, students should be able to:

- Define key psychological concepts and illustrate them with relevant examples.
- Understand basic theoretical questions and arguments.
- Outline the types of research methods used in addressing these questions.
- Summarise some classic and some recent findings.
- Discuss how these findings relate to theoretical questions and arguments.

Course objectives and transferable skills

- **Knowledge and understanding** of psychological concepts, theories and findings will be acquired through lectures, tutorials and your reading. Assessment will be through a degree examination in Semester 1, a degree examination in Semester 2, and two essays written for the tutorial class.
- **Academic writing skills** will be developed through the course essays, which are written for, and assessed by, your tutor.
- **Oral communication skills** will be developed through participation in tutorial discussions.
- **Research design, data analysis and statistical skills** will be developed through the Research Methods lectures.

Reading

The recommended textbook for the course is *Psychology: the science of mind and behaviour (2009)* by Passer, Smith, Holt, Bremner, Sutherland and Vliek (published by McGraw Hill). You are *strongly* encouraged to buy a copy of this book (including the online resources package). This is available at Blackwell's (South Bridge) at a discount.

British Psychological Society accreditation (BPS)

The Single and Combined Honours degree programmes in Psychology which are listed below are accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of a Lower Second Class Honours is achieved, in addition to successfully completing the research project (Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist.

If you intend to practice as a professional psychologist, you first need to obtain an undergraduate degree that confers eligibility for GBC. Then you would need to undertake further training in the form of a relevant postgraduate degree and supervised practice before you would be eligible to become a Chartered Psychologist and to work independently as a psychologist. For further information, see: <http://www.bps.org.uk/what-we-do/benefits-belonging/membership/chartered-member-cpsychol/chartered-member-cpsychol>

The following degree programmes are accredited by the BPS as conferring eligibility for GBC:

Single Honours

MA (Hons) Psychology

BSc (Hons) Psychology

Combined Honours

MA (Hons) Psychology & Business Studies

MA (Hons) Psychology & Linguistics

MA (Hons) Philosophy & Psychology

MA (Hons) Sociology & Psychology

BSc (Hons) Artificial Intelligence & Psychology

For Single Honours degrees, all standard pathways, as specified in the relevant Degree Programme Table (DPT), are accredited. For Combined Honours degrees, accreditation is conditional on students taking the Year 3 Methodology 1 and Methodology 2 courses, Dissertation in Psychology (Year 4) and a selection of 3rd and 4th year courses which cover all 5 of the following core areas of Psychology:

1. Cognitive Psychology
2. Biological Psychology
3. Social Psychology
4. Developmental Psychology
5. Individual Differences

The degrees of students who spend their Junior Honours Year abroad are not automatically accredited by the BPS. However, such students may apply to the BPS for GBC on an individual basis, after graduation (on payment of the relevant BPS membership fee). If you are considering doing this, it is important that you select honours level courses covering the 5 core areas and also a course covering similar material to the Year 3 Methodology 1 and 2 courses (as well as taking the Dissertation in Psychology).

The following honours degree programmes are not accredited as conferring eligibility for GBC: Individual Subject Combinations (ie Combined Honours programmes other than those listed above)

BMedSci (Hons) Psychology

MA Cognitive Science (Humanities)

Skills developed during a degree in Psychology

The skills that students should develop during a degree in Psychology are listed below. This forms part of the programme specifications for Psychology degrees, which are available at

http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php

- Knowledge and understanding of psychological theories, concepts, research paradigms and research findings, and the ability to make links to the relevant historical background
- Research skills, including statistical and other data analysis skills, which will equip you to contribute to psychological knowledge
- An awareness of applications and implications of psychological theories and research
- The ability to think critically and creatively about theoretical, empirical and applied issues and their inter-relationships
- An appreciation of the diverse, wide-ranging nature of psychology and an ability to make links between different areas of the discipline
- An understanding of how psychology relates to other disciplines
- Active-learning skills and transferable skills (e.g. study skills, information retrieval skills, information technology skills, communication skills, groupwork skills).

INFORMATION AND SUPPORT

Course organisation and support

Course Organiser Dr Richard Shillcock Email: r.shillcock@ed.ac.uk Phone: 0131 650 4425 Room: 4.24, Informatics Forum	Teaching Co-ordinator Dr Louise Ritchie Email: psych1tf@staffmail.ed.ac.uk Phone: 0131 650 2907 Room: B2, 7 George Square
Course Secretary Mrs Liz Wright Email: e.wright@ed.ac.uk Phone: 0131 650 9870 Room: G8, 7 George Square	Student Support Officer Mrs Moira Avraam Email: moira.avraam@ed.ac.uk Phone: 0131 650 3661 Room: 4.03, Dugald Stewart Building

Lecturers

Name	Phone (0131-)	Email	Topic
Dr Martin Corley	650 6682	<i>martin.corley@ed.ac.uk</i>	Research Methods
Prof Ian Deary	650 3452	<i>i.deary@ed.ac.uk</i>	Differential
Prof Sergio Della Sala	651 3242	<i>sergio@ed.ac.uk</i>	Biological
Dr Wendy Johnson	651 1304	<i>wjohnson@staffmail.ed.ac.uk</i>	Developmental
Prof Robert Logie	651 1394	<i>rlogie@staffmail.ed.ac.uk</i>	Memory
Dr Michelle Luciano	650 8405	<i>michelle.luciano@ed.ac.uk</i>	Biological
Dr Rob McIntosh	650 3444	<i>r.d.mcintosh@ed.ac.uk</i>	Perception
Prof Martin Pickering	650 3447	<i>martin.pickering@ed.ac.uk</i>	Language & thinking
Prof Colwyn Trevarthen		<i>c.trevarthen@ed.ac.uk</i>	Developmental
Dr Sue Widdicombe	650 3411	<i>s.widdicombe@ed.ac.uk</i>	Social Psychology

If you have a question about course administration, you should first check the information in this handbook and on the relevant WebCT site. If your question is not addressed in either, contact the course secretary. If you have a specific question about tutorials, homework or coursework that is not addressed in the handbook or WebCT, you can ask your tutor or, if necessary, contact the Teaching Coordinator.

If you have a specific question about lecture content, you can contact the lecturer by email. You may be able to ask at the end of a lecture, but tight scheduling may make this difficult.

Important information is posted on WebCT and/or displayed on the Department noticeboard (in the main concourse of the Psychology building). You may also be emailed directly and are expected to check these regularly.

The Student Support Officer (SSO), Moira Avraam, should be your first point of contact if you have any queries on matters relating to your undergraduate degree. In many cases, the SSO will be able to deal with your query, or if unable to help, will refer you to your DoS. Your DoS is also available for support with regard to your course choices and overall progress and direction.

Academic staff office hours

Many staff keep regular office hours, and are available during these periods to provide extra support for students. You may use these periods to consult staff about issues arising from their lectures or for tips for further study in their specialist field. Other staff may offer a variety of alternative ways to support student learning. These may include post lecture sessions, ad hoc meetings, and scheduled learning consolidation time.

Special circumstances

A student experiencing a serious disruption to their studies, which is affecting their coursework or exams due to medical or other unforeseen circumstances, may submit a Special Circumstances form with supporting medical evidence, completed in consultation with their DoS and lodged with the SSO. Students whose degree is in another School and whose DoS is not in PPLS need to be aware that procedures may differ in their School.

Students with a disability: what should they do?

If a student with a disability requires adjustments to be made to ensure access to lectures, tutorials or exams, or assist with any other aspect of their studies, the student should discuss this, in the first instance, with the Student Disability Service (SDS). Students can contact/drop in to the SDS, 3rd floor, Main Library, George Square (tel 0131 650 6828) to make an appointment with a DS Advisor. Students should be advised to make an appointment with the SDS as soon as possible as, for example, there are deadlines if a student requires exam-related adjustments to be in place by the end of the relevant exam block.

The SDS Advisor can discuss possible adjustments and specific examination arrangements (if relevant), assist with an application for Disabled Students' Allowance, give information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile which outlines recommended adjustments. The student will be expected to provide the SDS with evidence of disability – either a letter from a GP or specialist – or evidence of specific learning difficulty. For dyslexia or dyspraxia, this evidence must be a recent Chartered Educational Psychologist's assessment using Adult Tests (for further information, see the SDS website: <http://www.ed.ac.uk/schools-departments/student-disability-service>). The SSO and PPLS Coordinator of Adjustments (Dr Sue Widdicombe) are always willing to discuss disability issues with a student prior to contact with the SDS, if required.

Speaking Up Group

A small, informal group meets every Wednesday during semester time (commencing Week 2) at 4.00pm in room S38, 7 George Square. The goal of the group will be to help undergraduates with making verbal contributions in tutorials and other discussion forums. The group will be student-run, but will be informed by a lot of background theory and practice regarding this issue. Speaking up in discussions is a complex issue involving all sorts of cultural and subcultural norms, gender issues, shyness, social phobias, speech impairments, and so on. Edinburgh undergraduates come from a wide variety of social and educational backgrounds with varying access to practice at speaking for different purposes in small and large groups of different kinds. Many undergraduate courses give a mark for tutorial contributions. If you are an undergraduate in any year and are concerned about your own readiness or skills concerning speaking up in different university contexts, then you are encouraged to go along to the group, perhaps just to listen initially. You will get more out of your undergraduate time at Edinburgh, and develop a key skill for later life. (Contact Dr Richard Shillcock for any issues related to this group, and for any out-of-semester meetings.)

Staff-Student Liaison Committee

Three student representatives from each year sit on the SSLC, which normally meets twice per semester. The names and photographs of members are posted on a noticeboard in the main concourse, along with minutes of meetings. Students are strongly encouraged to raise any issues through their reps as soon as possible.

Peer Assisted Learning Scheme (PsychPALS)

If you have a question about life as a student, peer support is available through PsychPALS. This student-run scheme consists of a series of fortnightly student-led talks during the first semester intended to help First Year students make the transition from school/college to university. Designed to provide practical help, topics include how to search for articles online, and tips on how to write psychology essays. PsychPALS is run by the student-run **Psychology Society (PsychSoc)**. Join PsychSoc to meet fellow students and take part in various events throughout the year, from careers talks to cookie sales to masked balls. See the noticeboard in the Psychology concourse for more information, and the website at: <http://psychsoc.tripod.com>

Computing services

First year students who need help with computing should contact the University's Information Services student support team: <http://www.ucs.ed.ac.uk/usd/student/>

Web-based helpdesk: <http://www.students.ucs.ed.ac.uk/helpdesk/student/system/show.cfm>

Student Helpdesk (in the Learning Resource Centre in the Main Library)

Some resources for you (including a copy of this handbook) are on Psychology website: <http://www.psy.ed.ac.uk/>. However, **WebCT** is the main point of reference for all information related to the course and it is one of the services provided by the University through MyEd, the portal for all IT services (www.myed.ed.ac.uk). It is essential that you log in to the system as soon as possible when you arrive at Edinburgh. All students of the University are automatically registered at matriculation for use of electronic mail, provided via the MyEd portal. You are expected to check your email regularly, and to use email as a means of contacting your lecturers and tutors.

Advisory services

The University guidance services in Counselling, Health, Welfare, Accommodation, Employment, Careers Guidance and Spiritual Affairs may be approached directly, or via Directors of Studies.

Making the most of your studies

The Centre for Teaching, Learning and Assessment (TLA) runs a programme of workshops designed to help students make the most of their studies. There are workshops at various points in the year on such topics as time management, oral presentations, exam revision, exams with essays. Details of these workshops and of effective learning resource materials can be found at:

<http://www.tla.ed.ac.uk/services/effect-learn/advice.htm>

Library

First year students are provided for in the Reading Room of the Main Library in George Square. There you should find copies of many of the references suggested in lectures, most of them in multiple copies. Ask at the Library Information desk if you cannot see what you want. Some copies at least will be kept in reserve so that they may always be consulted in the Reading Room; others may be borrowed on short-term loan.

The main (borrowing) stock of psychology books and periodicals is housed on the third and fourth floor; the books are available for loan; the main journals are confined to the Library, but there is now access to electronic copies of psychology journals via the library website at

<http://www.lib.ed.ac.uk/resources/collections/serials/ejintro.shtml>.

There is also study space on the third and fourth floors; on the same floors will be found the biology and physiology collections which may be of interest. If you cannot get hold of a reference, try to find out why not (e.g. on loan, temporarily missing, not known by Library staff etc); if you do not, it is very difficult for Psychology staff to be of any help.

Occasionally, new references may not reach the Library by the time they are mentioned in the course, due to delays in ordering from publishers overseas. Make a note of these and try again in about a month's time (they rarely require immediate attention) or ask the lecturer for an alternative reference.

Students who experience any difficulty with the Library's provision in Psychology that the Main Library staff cannot deal with, or who find a serious shortage of a particular book or article, should get in touch as soon as possible with the Course Organiser by email.

Change of address

Directors of Studies, tutors and the department/School administration often need to write to students. It is therefore essential to send details of any change in either home or Edinburgh address:

<http://www.ed.ac.uk/schools-departments/registry/other-info>

TEACHING: LECTURES AND TUTORIALS

Lectures

There are 3 lectures per week. They take place on Monday, Wednesday and Friday from 11.10am to 12.00 noon in Lecture Theatre A, David Hume Tower. Lecture handouts will be made available on WebCT around the time of the relevant lectures. The overall lecture outline and content can be found in this handbook.

Tutorials

There are four tutorials in Semester 1 and four in Semester 2. In order to manage numbers, students are divided into two groups as follows:

	SEMESTER 1	SEMESTER 2
GROUP A	Weeks 3, 5, 7, 9	Weeks 3, 5, 7, 9
GROUP B	Weeks 4, 6, 8, 10	Weeks 2, 4, 8, 10

Note: Week 6 (Semester 2) is **Innovative Learning Week** and there is no teaching.

Tutorial sign-up must take place by noon on Monday, week 2. This is done via WebCT. Please note this requires prior matriculation, registration and logging in via the MyEd portal. The Teaching Coordinator is available in the main concourse at the following times to help:

Monday (week 1)	12-2
Friday (week 1)	12-2

Please ensure you select a tutorial slot that does not clash with your other classes (across both semesters), or any further work commitments.

Please note:

- Attendance at tutorials is part of your formal assessment.**
- You MUST participate in tutorial discussions.** This means that you must prepare the materials that have been assigned.
- The tutorial is not simply support for the lecture course.** If you are having problems with a particular part of the course, you must warn the tutor in advance. Some tutors may use such queries as exercises for the whole group, rather than simply answering the query.
- If you are going to miss a tutorial** for any reason, you must contact the Course Secretary as soon as possible to explain the reason.

The topics and reading for tutorials is as follows.

Semester 1:

1. Differential Psychology

READING: Deary, I. (2008). Why do intelligent people live longer? *Nature*, 456, 175-176.

2. Developmental Psychology

READING: Waterman, A., Blades, M. & Spencer, C. (2001). Is a jumper angrier than a tree?, *The Psychologist*, 14(9), 474-477.

3. Essay workshop

This is based on a practice essay that must be submitted by week 5. Tutors will advise on this.

4. Social Psychology

READING: Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193(5), 31-35; Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Semester 2:

1. Language and Thinking

READING: Bowers, J.S., Mattys, S.L., & Gage, S.H. (2009). Preserved Implicit Knowledge of a Forgotten Childhood Language. *Psychological Science*, 20(9), 1064-1069.

2. Memory

READING: Loftus, E. F. (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560-572.

3. Biological

READING: Gazzaniga, M., Bogen, J. E. , & Sperry, R. W. (1965). Observations on visual perception after disconnection of the cerebral hemispheres in man. *Brain*, 88(2), 221-236.

4. Perception

READING: Rensink, R., O'Regan, K., and Clark, J. (1997) To see or not to see: the need for attention to perceive changes in scenes. *Psychological Science*, 8(5), 368-373.

ASSESSMENT: COURSEWORK AND EXAMINATIONS

Forms of assessment

Your final mark is based upon exams, essays, and tutorial and research participation.

(Note: single-semester visiting students are required to submit one essay and take one exam in the relevant semester. Tutorials are a general requirement, but you are not required to take part in research participation)

1. EXAMS

There are **two degree examinations**, one at the end of each semester. Each lasts 2 hours and consists of 100 multiple choice questions (MCQs) based on material covered that semester (i.e. lectures and the relevant chapters of the course textbook).

If you miss either exam for good reason (e.g. on medical grounds), you can take the August exam as a first sitting. Students who fail the course are required to take this as a re-sit exam. In exceptional circumstances, individual cases will be considered by a special committee.

The **August (re-sit) exam** lasts 2 hours and consists of essay questions. It is in two sections, each one covering material from one of the semesters. Students who failed the course must answer questions from both sections. Students taking the exam as a first sitting must answer questions from the section relating to the exam they missed.

NOTE: Exam times and venues are decided by Academic Registry. Details can be found on the Academic Registry website after these have been decided. Dates, times and locations will then be posted on the department noticeboard and on WebCT. **Please do not contact the Course Secretary about this information** – she will pass on the information as soon as she is informed.

2. ESSAYS

There are 2 essays (one per semester) of up to 1200 words in length. Both essays contribute to your final mark. Guidelines on writing essays can be found later in the handbook.

Essay titles (one for each semester)

Essay 1 – deadline 4pm, Monday 21 November 2011 (week 10, semester 1)

Evaluate the arguments, presented in the course, supporting Chomsky's claim that humans are innately predisposed to acquire language, discussing specifically what it might mean for humans to be 'innately predisposed to acquire language' and whether these arguments actually support Chomsky's claim.

Essay 2 – deadline 4pm, Monday 19 March 2012 (week 10, semester 2)

How have psychologists used experiments to investigate whether people are rational in the ways that they reason?

Essay submission

All essays must be word-processed, and **submitted in two forms by the deadline:**

1. **a hard copy** should be placed in the box marked PSYCHOLOGY 1 ESSAYS in the main concourse. You must attach an essay coversheet which includes a 'declaration of own work' statement (copies of these will be on top of the essay box).
2. **an electronic copy** must be submitted via Turnitin, the plagiarism detection software. A link to Turnitin will be available via WebCT or via a direct URL: www.submit.ac.uk. Access is arranged and details provided in week 2.

Penalties for late submission

For each working day that work is late, the mark will be reduced by 5%. This penalty applies up to five working days, inclusive. On day 6, those who have submitted neither version whatsoever (electronic OR hard-copy) receive a mark of zero. Those who have submitted one version only (electronic OR hard-copy) lose a further 10% on day 6, and no further marks thereafter. In total, therefore, you will forfeit 35% of your grade if you fail to submit BOTH hard and electronic copies, and this failure is taken very seriously.

Essay return

Essays are returned after they have been marked and moderated, and feedback has been provided for each of them. This will be done as quickly as possible, but please bear in mind that there are usually well over 300 of them. We aim to return them within 3 weeks. The Course Secretary will inform you of the return date by email, and will return them to you on the specified date and time.

IMPORTANT

1. **Plagiarism**, the unacknowledged use of others' work, **is a serious offence**, and may be a disciplinary matter. It is essential that you read the section on plagiarism to avoid this.
2. **You are expected to submit work on time**. This is not only considerate to staff and fellow students but also an ability valued by employers, who typically ask about this when requesting a reference for a graduate.

To avoid late submission:

- **start** working on essays as **early** as possible. All deadlines are given above so you can plan ahead. Bear in mind you may have more than one deadline around the same time.
- complete the essay at least 48 hours before the deadline to allow time for proof-reading, possible problems in printing and electronic submission. Bear in mind that demand on computers and printers is often high around the time of a deadline.
- save your work frequently and back it up

3. TUTORIAL AND RESEARCH PARTICIPATION

The final part of your assessment is based upon tutorial and research participation. Absence from a tutorial without good reason, or a failure to participate in the tutorial, will lead to a deduction of points from your overall mark.

You are also expected to participate in departmental research, contributing 8 hours of research participation over the year for course credit. This will give you first-hand insight into the research process. This is organised via a web-based system (<http://www.subjectpool.com/>), and set out in WebCT. Failure to register, or to turn up, will lead to a deduction of points from your overall mark. Any queries about research participation should be emailed to: edadmin@subjectpool.com

How your work is assessed

Each candidate will be awarded a single grade for the course at the end of the year. The course grade will be awarded on the basis of a combination of degree examinations, marks from coursework and tutorial/research participation. This year the course is assessed via the two tutorial essays, tutorial/research participation, plus the two end of semester degree examinations which are based upon Multiple Choice Questions (MCQs). Since there is a scaling procedure that takes account of the possibility that some correct answers may be obtained by guessing, **you are advised to answer all the questions** in multiple-choice examinations even if you are unsure about some of your answers.

How to calculate your Course Mark

The various components of the course are weighted as follows:

Semester 1 degree exam = 35%

Semester 2 degree exam = 35%

2 Tutorial essays (equally weighted) = 25%

Tutorial participation (8 tutorials) and research participation (8 hours) = 5%

(NB 0.5% penalty deducted per tutorial or hour of research)

Single-Semester Visiting Students: your mark is weighted as follows:

Degree exam (for relevant semester) = 70%

Tutorial essay = 30%

Assessment regulations

The Undergraduate Assessment Regulations are available at:

<http://www.aaps.ed.ac.uk/regulations/exam.htm>

- Students will be issued with marks for first semester courses. These marks are however provisional and are subject to confirmation by the Board of Examiners which meets in the summer.
- Students who are taking Psychology 3 courses as part of an Ordinary/General degree programme are eligible to resit examinations that they have failed at the first attempt.
- Students who are taking Psychology 3 courses as part of an Honours degree programme are only permitted one assessment attempt (ie are not eligible to resit failed examinations). However, if an honours student is absent from one or more examinations due to medical or other special circumstances, the Special Circumstances Committee and the Board of Examiners (in June) will consider the case and decide on an appropriate course of action. Possible decisions include permitting or requiring the student to sit the missed examinations as a first attempt in the August diet.
- Students who fail courses in third year amounting to not more than 40 credits may, at the discretion of the Board of Examiners, be awarded these credits by aggregation, provided their mean mark across the full 120 credits of their third year programme of study is at least 40% and they satisfy any other specific requirements of the degree programme.
- For Ordinary/General degree students, the award of credits by aggregation may be used to enable a student to graduate.
- For Honours degree students, the award of credits by aggregation may be used to enable a student to progress to the 4th year of honours. Honours students who fail courses with circumstances that do not fall under these conditions (eg more than 40 credits failed, or a mean mark of less than 40%) will not be allowed to progress to the 4th year of honours and will instead be required to take extra courses in order to qualify for an Ordinary/General degree.
- The two honours years have equal weighting in the final degree classification, ie 3rd year and 4th year each count 50% towards the final degree. (The only exception to this is students taking their 3rd year at an overseas university; for these students degree classification is based entirely on their 4th year marks.)

Examination timetable

Students are responsible for ascertaining their examination times. Examination timetables are published by Academic Registry on their website <http://www.registry.ed.ac.uk/Examinations/>. It is possible that some examinations will be scheduled on Saturdays. As stated in the University's Degree Examination Regulations, "candidates for degree examinations may not appear for examination at times other than those prescribed, or at a place other than the designated one, except in cases of serious illness, injury or physical handicap, or on grounds of religious scruples or unavoidable overlapping of examination hours, or in other exceptional circumstances". Any students who think they will be affected by exceptional circumstances of this type should notify the Course Organiser at the earliest possible opportunity.

Examination results

As soon as the results for degree examinations are available, they will be issued by Academic Registry to students via MyEd sometime in mid June but it is not possible to specify exact dates. Please do not telephone Academic Registry or Psychology staff to ask for your results as University policy does not allow results to be given over the phone. In cases of exceptional difficulty, you should consult your DoS.

Students who are absent from one or more examinations due to medical or other special circumstances, may, at the discretion of the Board of Examiners, be permitted or required to sit these examinations as a first attempt in the August diet. In this instance, students are strongly advised to avoid making plans which might conflict with resit examinations until they know their examination results.

Examination appeals procedure & procedure for notifying extenuating circumstances

The University's appeals procedure regarding examination results is outlined fully in the Undergraduate Assessment Regulations <http://www.aaps.ed.ac.uk/regulations/exam.htm>. Students should particularly note the following extract from the regulations:

- 16.1 This Section sets out the mechanism and grounds for appeal. For the purpose of this Section, "examination" is understood to include any written, practical or oral examination, continuously assessed coursework or dissertation which counts towards the final assessment.
- 16.2 Factors which may adversely affect a student's performance in an examination or in assessed coursework over the year, such as personal illness or the illness of a close relative or partner, must be drawn to the attention of the Examiners in writing by the student as soon as possible and, in any event, before the meeting of the Board of Examiners. (See 9.11 to 9.13.)
- 16.3 A student may appeal against an examination result on the grounds of:
 - (a) substantial information directly relevant to the quality of performance in the examination which for good reason was not available to the examiners when their decision was taken. Ignorance of the requirement mentioned in paragraph (16.2) above to report timeously factors which may have adversely affected a student's performance, or failure to report such factors on the basis that the student did not anticipate an unsatisfactory result in the examination, can never by themselves constitute good reason; and/or
 - (b) alleged irregular procedure or improper conduct of an examination. For this purpose "conduct of an examination" includes conduct of a meeting of the Board of Examiners.

**University of Edinburgh EXTENDED COMMON MARKING SCHEME: from session 2005-6
Passed by SENATUS**

Extended Common Marking Scheme			
Letter Grade	Range	Descriptor	Degree Class
A1	90-100	Excellent	1st
A2	80-89		
A3	70-79		
B	60-69	Very Good	2.1
C	50-59	Good	2.2
D	40-49	Pass	3rd
E	30-39	Marginal Fail	
F	20-29	Clear fail	
G	10-19	Bad fail	
H	0-9		

Comments for markers and students

These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. Note that some descriptors will be more appropriate for essay or project assessment than for examination answers.

Markers should note that, for those examination scripts with a sticker stating 'specific learning difficulties', no penalties for poor spelling, grammar, and punctuation should be incurred, unless these are being directly assessed and are core to an understanding of the course see:

<http://www.ed.ac.uk/schools-departments/student-disability-service>

This request is a reasonable adjustment under the Disability Discrimination Act and is particularly important in examination situations, where support for spelling/grammar is unavailable or is not assured.

A1 90-100 Excellent

Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It

- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

A2 80-89 Excellent

Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It

- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing
- Shows a high standard of grammar and spelling

A3 70-79 Excellent

Very good or excellent in most respects, the work is what might be expected of a very competent student. It

- Explores the topic under discussion fully
- Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
- Demonstrates a sound understanding of the subject matter
- Draws in a wide relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a good case by means of clear logically structured argument or debate, supported by evidence
- Shows a competent standard of fluent academic writing
- Has, where appropriate, complete and correct referencing
- Shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It

- Demonstrates a good understanding of the area in question
- Draws on adequate references
- Demonstrates good synthesis, analysis, reflection and evaluation of the literature
- Concentrates on the main issues to be addressed
- Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
- Has, where appropriate, complete and correct referencing of sources
- Shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It

- Shows evidence of sufficient knowledge and understanding of the material
- Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
- Demonstrates limited critical analysis and evaluation of sources of evidence.
- Addresses the area in question clearly and coherently
- Has satisfactory structure, presentation, and expression
- Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes. It

- Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
- Lacks detail, elaboration or explanation of concepts and ideas.
- Displays limited synthesis and analysis of the literature
- Presents a highly descriptive account of the topic with no real critical analysis
- Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
- Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
- Has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It

- Does not demonstrate a sufficient level of knowledge and understanding
- Utilises only limited reference sources and offers poor analysis of them
- May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
- Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
- Has an awkward writing style or poor expression of concepts
- Has incomplete or inadequately presented references
- Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail

The work is very weak or shows a decided lack of effort. It

- Displays very poor or confused knowledge and understanding
- Does not address the area in question.
- Presents no argument or one based on irrelevant and erroneous content
- Displays an unacceptable academic writing style and /or presentation
- Has incomplete or inadequately presented references, if any

G 10-19 Bad fail

The work is extremely weak. It

- Displays no knowledge or understanding of the area in question
- Presents incomplete, muddled, and/or irrelevant material
- Provides no coherent discussion of the area in question
- Has incomplete or inadequately presented references, if any

H 0-9 Bad fail

The work is of very little consequence, if any, to the area in question. It

- is incomplete in every respect.

-

Adapted from Lowrey, McQueen & Robertson (2005) by Ellen Gurman Bard, Peter Milne, Martha Whiteman.

Lowrey, J., McQueen, A., Robertson, A. (2005, May). College Undergraduate Studies Committee (HSS) Report of Working Group on ECMS, Edinburgh: University of Edinburgh CHSS UGSC.

FEEDBACK AND EXTENSIONS

Course feedback

Feedback to students is provided in a number of ways:

- written feedback is provided by your tutor on each individual essay: this feedback is provided on marking forms that map directly on to assessment criteria (these criteria are available in this handbook).
- the extended common marking scheme, which is also included in this handbook, can be used in conjunction with formal feedback in order to identify further strengths and weaknesses.
- general feedback is provided in semester 2 in a lecture that explicitly discusses essay and exam performance in semester 1, and provides advice on how to do better.
- if further individual feedback is sought, you may contact the tutor to discuss your coursework.
- formative assessment is provided in small group tutorial discussions, and in the essay workshop in semester 1

Timetable for return of coursework and exam marks

Item of work	Submission deadline	Return date*
Essay 1	4pm, Monday 21 November 2011 (week 10, semester 1)	Monday 12 December 2011
Essay 2	4pm, Monday 19 March 2012 (week 10, semester 2)	Monday 23 April 2012
Semester 1 exam marks (posted on course noticeboard)	N/A	By end of January 2012 (Note: final marks for Semester 1 visiting students will be returned to Academic Registry after the Exam Board at the end of January)

*Timing may be later for a student who has an extension granted for coursework. Otherwise, work will be returned on or before the date shown; if this date changes the class will be notified.

Note: All the above marks are provisional until confirmed by the Exam Board in June. These marks, together with Semester 2 exam marks, are returned to Academic Registry after the Exam Board meeting, and will be available on MyEd shortly afterwards.

Word limits and extensions for coursework

Adherence to the stated word limits for coursework is one factor among a number of factors that are taken into account by examiners in deciding the overall mark. While we do not apply an explicit algorithm to deduct marks for exceeding the word limit, you should assume that there will be consequences for excessive length. Markers use their academic judgement in deciding on the overall mark. Word limits do not include figure and table legends, excerpts, title, abstract or references.

Students are expected to monitor their workload, be aware of all deadlines and be able to organise themselves accordingly.

Extension requests should be submitted **before** the submission deadline. They must be submitted to the Teaching Office for approval, and must include details of the assessment(s) affected and length of extension requested, together with supporting evidence if required.

Other than in exceptional circumstances, extensions will **only** be granted in cases of illness or family emergency. If students are seeking extensions for more than one week, they must provide

medical evidence and/or discuss the request with the SSO. **Extension requests due to time mismanagement, personal computing/printing problems or ignorance of deadline will not be accepted.**

The Teaching Office will email the student to tell them whether the extension has been granted. The decision conveyed in this email is final; if students feel that they have been unfairly denied an extension they should make a case to the special circumstances committee for the removal of late submission penalties at the examination board.

Retrospective extensions will not be granted. However, late submission penalties may be waived if a student requests an extension on the day of the submission deadline but cannot get medical evidence until some days later.

Extensions include weekends and University holidays. If an extended deadline falls on a weekend, the work should be submitted by 9:30am on the next working day (ie work which would be due at 4pm on Saturday due to an extension should be submitted by 9:30am on the following Monday).

Students with adjustment schedules

Extension requests from students with adjustment schedules that allow 'short notice extensions' will be treated sympathetically where possible. Students should however be prepared to give a reason for the extension request; simply citing an adjustment schedule is not an adequate reason. If students are seeking extensions for more than one week, they must provide medical evidence and/or discuss the request with the SSO.

PLAGIARISM

It is very important that all students understand the University's rules about plagiarism. Students sometimes break these rules unintentionally because they do not realise that some of the ways in which they have incorporated other people's work into their own, before they came to this University, may be against the rules here.

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter.

The full text of the University's policy, and a statement of the steps which the University may take in cases where a candidate uses or is thought to have used the work of another person or persons in his/her work, are listed in full in the section on Plagiarism and Cheating in the examination regulations which can be found at:

<http://www.aaps.ed.ac.uk/regulations/exam.htm>

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Psychology. This includes the University's regulations, procedures for dealing with different kinds of plagiarism and advice about what to do if you are accused of plagiarism. If you are still unsure about how to avoid plagiarism, having read these guidance notes, then you should approach the relevant Course Organiser for further advice.

Plagiarism in student publications

The results from student coursework (projects, literature reviews, dissertations) can sometimes be of high enough quality to be submitted for publication in a peer-reviewed journal and/or presentation at a conference. This is particularly true for 4th year dissertations, but can apply to any work of sufficient quality, and especially where novel data or ideas are generated. Most projects are conceived of (or have their principal methodology designed) by the faculty staff-member supervisor. In such cases, students should not expect to play an authorship role unless the student has been invited to contribute to the writing of the manuscript. For projects that are conceived of (and/or are primarily designed) by the student(s), a discussion between the supervisor and student(s) should take place to clarify each person's level of contribution, and, if a paper is to be written, the order of authorship. Students should note that it is essential that the supervisor's intellectual contribution to the project and intellectual property rights are acknowledged, and that therefore, **the output of a supervised project or review must NOT be submitted to a journal or conference without the supervisor being consulted.** A staff member's supervision of projects **represents intellectual property in its own right, and so must be recognised when authorship is discussed.** For similar reasons, where two or more students collaborate on a project, all potential student authors must also be consulted.

Students who consider that they may have grounds for appeal are advised to consult their DoS and a student advisor in the EUSA Advice Place in the first instance.

Guidance on issues surrounding plagiarism can be found at:

http://www.psy.ed.ac.uk/psy_research/documents/BPS%20Principles%20of%20Publishing%20-%20Authorship,%20Duplicate%20Publication,%20Plagiarism,%20etc.pdf

Avoiding Plagiarism

This process of referencing may seem rather complicated and arbitrary, if it is new to you, but it should begin to make more sense as you progress through your studies here. In order to assess your work and to give you useful feedback your marker needs to have a clear sense of what ideas you have developed for yourself and what comes from elsewhere. To be fair to all of the students on the course it is important that each student is given grades that accurately reflect their own efforts. As you learn to produce work at a university standard, you are developing the skills that will allow you to participate within wider communities of scholars. In these communities new knowledge and understanding is often developed by building on the work of others. By properly acknowledging earlier work you give credit where it is due and help to maintain the integrity and

credibility of academic research in this area. Clear referencing also allows readers to learn about the wider literature through your work. It is often the case that understanding the ways in which particular scholars have contributed to the development of the literature makes it much easier to make sense of the current state of play.

In Psychology there are certain facts which are so well known that it is not necessary to provide references for them in your work. This is what is known as the 'common knowledge' of this subject area. At first it can be difficult to know what is and is not common knowledge and it is better to err on the side of giving references if you are in doubt.

Sometimes, even when students know what plagiarism is, they find it hard to know what to do instead. In other words, it can be hard to understand how to develop and express your own **ideas in an** appropriate manner for your assessed work. You may wonder, for example, what you can add to the debate on a topic when the authors whose work you are reading seem to know much more than you do. This is something you will be learning to do gradually over the course of your studies. One way to learn about this is to pay close attention to the ways in which your lecturers generate arguments or support their points. You might also want to read about current debates to see how claims and counter-claims are made. To start you off, here are some questions that you could ask yourself to help to develop your own views about a topic –

- Can I learn anything from comparing and contrasting these rival points of view?
- What do I find particularly convincing about this author's argument?
- Could the criticism made by author A of the work of author B also be applied to author C?
- Do I believe the claims made from this study, given the sample with which it was conducted?
- What is the author's purpose in writing this article?
- What has the author focused on and what is left out?
- Does what the author is saying fit with my own experiences?
- Have any claims or predictions been tested?
- Is the evidence given to support the arguments convincing?
- Is the author trying to argue by unfair means, for example, by oversimplifying or misrepresenting an opposing viewpoint?

Students sometimes wonder where to draw the line between discussing their ideas with their peers (which can be an excellent learning experience) and unacceptable collusion. The time to be particularly careful is when you are preparing work for assessment. You need to be certain that the work you submit represents your own process of engagement with the task set. You may get into difficulty if, for example, reading another student's plan for their work influences you, or if you show them your plan. Assisting another student to plagiarise is a cheating offence. You can read more about this issue in the FAQ at the end of the University's general plagiarism guidance <http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>

As a student, you are part of a community of fellow students, academics and other people. So, we DO want you to talk to one another, to share experiences, and to discuss problems - including the assignments you have been set. If you find a useful source of information in the library or on the World Wide Web, etc., then you SHOULD let other people know about it. That's what being in a community is all about - cooperating and learning together, helping one another to gain the most from your time at university.

BUT the crucial point is that, when you come to producing the piece of work that will be assessed, it must be entirely your own work, written by you in your own words, and containing your own interpretations, ideas, approaches etc. If you use other people's words or major ideas, then you should state clearly where they come from. If you use diagrams or photos from published works (as you should do, when appropriate) then you should state where the diagram or photograph came from, and also add your own caption or footnotes to it, not those of the original source.

In other words, it is quite easy to avoid plagiarism, while also being a good friend and neighbour. All you need to do is make sure that you put your own effort into the material you submit for assessment, and that you acknowledge the sources on which your work draws. (More detailed guidance on referencing format etc. will be available from staff at relevant points in the course.)

Accidental plagiarism is sometimes a result of a student not yet having fully come to terms with how to study effectively at university. For example, the ways in which students take their notes sometimes makes it difficult for them to later distinguish between verbatim quotes, paraphrased material and their own ideas. A student may also plagiarise unintentionally because they have been feeling daunted by a piece of work and so have put it off for so long that they have had to rush to meet the deadline. If you think these kinds of wider issues may be relevant to you then you should discuss this with your tutor or demonstrator. You may also wish to look at the web site of the University's Centre for Teaching Learning and Assessment which gives details of workshops and resource materials about effective learning at university, some of which are relevant to plagiarism (www.tla.ed.ac.uk under (undergraduates)).

GUIDELINES FOR PSYCHOLOGY 1 ESSAYS

An essay is a formal attempt to answer the question given. So much is obvious, but the question remains "how"?

Structure

Essay writing is essentially story-telling. A story normally has a beginning introducing the characters, a middle which develops their relationships and a conclusion tying all ends together. Thus with an essay, the introduction sets the ground, with descriptions of the basic area(s) to be covered and usually an outline of what the competing bodies of evidence will be. In the middle section or sections, these themes are developed, with details of experiments and, more importantly, the logic which determines how the experiment fits into the story. Although, as in a novel, new "characters" or twists in the logic of the story may be introduced, remember that these must also fit into the tale. There is little more irritating in both novel and psychology essay than characters (or experiments) brought in with no explanation or clear reason.

The ending is more difficult and critical. Tying loose ends together is a common problem, often solved in an essay by saying that the conclusion is a bit of this and a bit of that; i.e., every explanation is both right and wrong. While this may well be so, it is a very weak ending. Try to demonstrate what bits are right and wrong, and how the components fit together to produce the final story.

For example, take an essay which centres around biological vs. social constraints on human behaviour. In some very real sense, both approaches or sides are correct. However, in many of the examples given it can be seen that while biological constraints may define the outline of the tale (or the ultimate cause), we can see that particular social or psychological structures have arisen which act as the immediate reason (or proximal cause). There are strong biological reasons for us not to marry close relatives, especially when population densities are low (increase in disease through recessive gene combinations, loss of 'hybrid vigour', etc.). What would a 'genetic constraint' on marrying close relatives be, though? One problem is to first recognise your close kin. Fox found that children reared closely together in Israeli kibbutzim did not intermarry even though they were not closely related. They had lived closely together as if they were one family, and the explanation that Fox put forward was that they thus recognised each other as close kin. Thus the biological need, to prevent in-breeding, is served by the social one of recognition of family members. The latter occurs when people live closely together, so the anthropologists are to some extent right when they say that kinship is a social, not biological, phenomenon. In order to make sense of the story, both explanations are needed, and we can describe the part played by each.

One area in which the essay and novel differ is in personal experience. It is very rare for the experience you have, either directly or second-hand, to be useful in answering scientific questions. This is especially dangerous in psychology, when every man or woman in the street (and the dog) has an opinion about the reasons others behave in the way they do. This is not to say that experience is useless, or that naïve observations are worthless. What it should do is lead us to ask the appropriate questions. For example, violent videos were found in the homes of the two boys who killed Jamie Bulger. A Tabloid reaction was "Ban these killer videos", but we don't even know if the boys watched them. Do other children in the area have such videos in the house? What was different about the home background or personality of the boys? Have other children gone close to committing similar atrocities? These are all relevant questions which we need to ask, and should be raised by that observation.

Length

The expected length of an essay is around 1200 words. Adherence to the stated word limits for coursework is one factor among a number of factors that are taken into account by examiners in deciding the overall mark. While we do not apply an explicit algorithm to deduce marks for exceeding the word limit you should assume there will be consequences for excessive length. Markers use their academic judgment in deciding on the overall mark. Word limits do not include title or reference list.

Scope

A common question asked is, "How much detail (experimental or otherwise) is needed?" The answer is, of course, it depends. Often an essay can be answered either by a surface skimming of lots of different material, or by an in depth analysis of a small area. Clearly the detail required in the second is much larger than the first. In the first case the answer will centre on the logic of the results obtained, described very broadly. Of course, there may be instances where it is the detail of the experiment which must be used to show the crucial flaws in an argument. Here the detail needs to be given.

Sources

The common sources for an essay are: a) lectures and handouts; b) the course text; c) other books or articles that lecturers may refer to in handouts or in lectures and d) other sources that you may find for yourself (e.g. by searching the University Library catalogue using keywords or by following up some of the relevant references from the course textbook).

References

Whenever you refer to previous work in the text, you **must** credit the source of the information, e.g.

"Eysenck (1965) has suggested..." or "It has been suggested that extraverts are less cortically aroused than introverts (Eysenck, 1965)".

If you quote directly from a source, then the quotation must be in inverted commas and you must give the relevant page number, e.g. (Eysenck, 1965, p.25).

Then, on a separate sheet headed "References" at the end your essay, you should list (in alphabetical order by author's surname) all of the sources you have referred to in the text using the following formats:

Journal Articles:

Barch, A.M., Trumbo, D. and Nangle, J. (1957). Social setting and conformity to a legal requirement. *Journal of Abnormal and Social Psychology*, **55**, 396-398.

NB: even if you read the article online, you should provide the formal reference rather than the webpage.

Chapter in Book:

Berscheid, E. and Walster, E. (1974). Physical attractiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. Vol. 17. New York: Academic Press.

Book:

Eysenck, H.J. (1965). *Fact and fiction in psychology*. London: Penguin.

The above examples are given to illustrate different reference formats depending on the publication source. However, the Reference section of your report **should not be sub-titled**. Don't forget, only references you have mentioned in your report should be included.

Primary and secondary sources:

The **primary source** is the publication in which an empirical study was originally reported or a particular theory was first advanced. A **secondary source** is a publication that gives a second-hand (and usually selective) account of work that has previously been published elsewhere. For example, if you read a summary in Martin, Carlson & Buskist's textbook of the findings from a study that Bloggins carried out and published in a journal article, then the Bloggins article would be the primary source and the Martin, Carlson & Buskist textbook would be your secondary source. In your essay, you should reference both sources in the text using the following format: e.g. "Bloggins (1972) cited in Martin, Carlson & Buskist (2007)". For the purposes of Psychology 1 essays, you need only provide the details of the secondary source in the reference list at the end of your essay. Of course, if you have actually managed to get hold of and read the primary source, then you should refer just to that (in both the text and the reference list). The reason why it is important to refer to primary sources is that it shows you are drawing on scientific studies which have been published in the scientific literature, rather than relying on anecdote or personal experience.

Remember that a crucial feature of an essay in psychology is that it must consist of a piece of coherently argued scientific writing. It is not a piece of journalism, so do not adopt a journalistic style. Instead, refer to scientific evidence and make this explicit by citing appropriate sources.

FINALLY, DO REMEMBER THAT WE NEED CERTAIN INFORMATION ON THE FRONT SHEET OF THE ESSAY. THIS IS;

1. Your NAME
2. Your Matriculation Number.
3. Your TUTOR'S FULL NAME.
4. The title of the essay.

LECTURE OUTLINES

DIFFERENTIAL PSYCHOLOGY

Professor Ian Deary

Differential Psychology—the psychology of individual differences—describes and explains how and why people differ from each other psychologically. In other words, it is interested in what makes us individuals. The two main topics in differential psychology are personality and intelligence. Differential psychologists also study moods, attitudes, and people's interests. They study the development of intelligence and personality in children and adults, and how these change with age. This includes the contribution of genetics and environments to differences in intelligence and personality. Differential psychologists are also interested in how intelligence and personality are associated with real life outcomes, such as health, work, and education. These introductory lectures introduce the concepts of personality and intelligence, summarise the history of these topics in psychology, and present findings to demonstrate the current scientific state of the fields. The Psychology Department at the University of Edinburgh contains the largest group of differential psychologists in the United Kingdom:

www.psy.ed.ac.uk/psy_research/differential_psychology_research.php

Lecture No	Lecture
1	<i>What is differential psychology? The trait approach to personality 1</i> Measuring personality. The concept of a 'trait'. Trait models of human personality.
2	<i>The trait approach to personality 2</i> More on trait models of personality. Causes and consequences of personality traits.
3	<i>Freud and the psychoanalytic approach to personality</i> The psychodynamic approach to personality. Freud's structure of mind and personality. Psychoanalytic methods
4	<i>Humanistic-phenomenological approaches to personality</i> The personality contributions of Maslow, Rogers etc.
5	<i>Behavioural and social-cognitive approaches to personality</i> The personality contributions of Bandura, Mischel etc.
6	<i>Intelligence 1</i> Models of human intelligence differences, past and present.
7	<i>Intelligence 2</i> Intelligence testing; causes and consequences of intelligence differences

Learning Outcomes: by the end of this section, students should be able to:

- Understand the material in the lectures and the associated readings.
- Understand key psychological approaches to personality and evaluate them.
- Outline the types of research methods used in different approaches to personality.
- Summarise some relevant studies in personality.
- Understand the various models of intelligence differences that have been suggested.
- Outline the types of research methods used in intelligence.
- Summarise some findings with respect to causes and consequences of intelligence.

Main reference

Passer, M. et al. (2009). *Psychology: The Science of Mind and Behaviour*. Chapters 10 and 15.

References for additional reading

Deary, I.J. (2001). *Intelligence: A Very Short Introduction*. Oxford University Press.

Funder, D.C. (2010). *The Personality Puzzle* (5th Edition; earlier editions are OK). Norton.

DEVELOPMENTAL PSYCHOLOGY

Dr Wendy Johnson/Professor Colwyn Trevarthen

- | Lecture No | Lecture |
|------------|--|
| 1 | <p><i>Cognitive and perceptual development in infancy</i>
Visual perception and mental representation of objects in infancy. We will discuss perception of faces, patterns and contrasts, and objects, and the ability to make use of mental representations of previously viewed objects that have been hidden (WJ)</p> |
| 2 | <p><i>Development of Logical Reasoning Functions in Childhood</i>
Piaget's theoretical stages of development of logical reasoning functions in childhood and some of the tasks that have been devised to test these theories. We will explore some of the information-processing concepts that have been suggested to explain the specific brain capacities that may be under development. (WJ)</p> |
| 3 | <p><i>Learning in a Social Context</i>
Socially-oriented explanations for the appearance of Piagetian cognitive reasoning stages and how Vygotsky extended Piaget's ideas through his socio-cultural theory of cognitive development. In addition, we will explore the concept of a theory of mind and its emergence. (WJ)</p> |
| 4 | <p><i>Language Development</i>
The emergence of language capability in young children. We will discuss pre-language capacities in early infancy, the typical developmental timescale of language emergence, and distinctions between productive and receptive language capacities. We will also discuss Noam Chomsky's ideas of the innateness of human ability to acquire language and Universal Grammar and consider some evidence supporting and contradicting these ideas. (WJ)</p> |
| 5 | <p><i>Early people sense: communication and sociability of infants</i>
Infants communicate with us from birth. Changes in the first year show the motives and emotions of attachments with parents and other people, how intentions, ideas and feelings are shared in play, and how new experiences are learned, without language (CT)</p> |
| 6 | <p><i>Getting others' meanings: first steps to culture and language.</i>
At about one year infants are interested to do things with objects and actions like other people, sharing tasks. They are proud of knowing how, and ashamed of not being understood. This participation in understanding of the world with moral appraisal will lead them to learn the culture of their family, its meanings and its language (CT)</p> |
| 7 | <p><i>Inventing stories of make believe, for thinking and sharing.</i>
How dialogic creativity takes off as toddlers use all the body to generate artful culture, to solve practical problems and to grasp symbols, with both peers and adult teachers, by 'collaborative learning in intent participation' (CT)</p> |

Learning outcomes: by the end of this section, students should be able to:

- define key psychological concepts about early development and illustrate them with relevant examples
- understand basic theoretical questions and arguments about the cognitive, emotional, and social development in infancy and young childhood
- outline the types of research methods that cognitive psychologists have used to address questions about early development

- summarise some classic and some recent findings about early development, along with examples of how those findings have implications for helping young children to reach their developmental potentials
- discuss how these findings relate to theoretical questions and arguments.

Main reference

Passer et al, *Psychology: the science of mind and behaviour* (2009), chapters 12 and 13.

Other useful references

Donaldson, M. (1992). *Human Minds: An Exploration*. London: Allen Lane/Penguin Books.

Gratier, M. & Trevarthen, C. (2008). Musical narrative and motives for culture in mother-infant vocal interaction. *Journal of Consciousness Studies*, 15, 10-11, 122-158.

Smith, P.K., Cowie, H. & Blades, M. (2003). *Understanding children's development*.: Oxford: Blackwell

RESEARCH METHODS

Dr Martin Corley

Lecture No	Lecture
1	<i>What is an experiment?</i> In which we examine the various methodologies used by psychologists to establish “facts” about human behaviour.
2	<i>Probability – what is it and how do we measure it?</i> If we observe something once, how sure can we be that it will happen again?
3	<i>Types of data</i> How do we decide what kind of experiment to run? What kinds of measurements can we make?
4	<i>Generalising from data: correlations</i> How can we generalise about relationships between observations?
5	<i>Distributions</i> Patterns of results, and why averages tell you very little.
6	<i>The normal distribution</i> An idealised distribution of experimental data.
7	<i>Generalising from data: comparing means</i> How can we compare results found in different circumstances?

Learning Outcomes: by the end of this section, students should be able to:

- understand key methodological concepts, including experimental hypotheses and testability
- understand key statistical concepts, such as probability, samples and distributions, correlations, and the normal distribution
- appreciate when qualitative methods might be preferable to a quantitative approach
- define key terms such as Independent and Dependent Variables and illustrate them with relevant examples
- outline, in principle, how we arrive at a statistical inference that two means are different

Main reference

Passer et al, *Psychology: the science of mind and behaviour* (2009), chapters 2.

SOCIAL PSYCHOLOGY

Dr Sue Widdicombe

Lecture No

- 1 ***The Self in the Social World***
How do we know ourselves? Self-knowledge and self-awareness; culture and self; self motives; self-esteem; self-presentation and impression management.
- 2 ***Social Cognition and Social Thinking***
Social schemata and the construction of reality, the role of preconceptions, belief perseverance and memory, and heuristics in social judgements; clinical judgements and drivers' behaviour.
- 3 ***Social Influence***
Why and when do people conform; minority influence and social change; why and when people obey; how Milgram's insights have been applied in the real world.
- 4 ***People in Groups***
How do groups influence our behaviour? Social facilitation, social loafing and deindividuation. How do groups influence decision making? Group polarization, group think and brainstorming.
- 5 ***Prosocial Behaviour***
Why do people help others? Does altruism really exist? When do others intervene? Who is most likely to help? Can we increase prosocial behaviour?
- 6 ***Relationships: Chemistry or Communication?***
The need for affiliation; interpersonal attraction; critique of the idea that relationships are about 'chemistry'; relationships as active, two-sided processes; relationship skills and strategies; studying relationships.

Learning Outcomes: On completion of this section of the course, students should be able to:

- outline some classic and recent studies in social psychology and discuss key theoretical concepts
- discuss, illustrate and assess some of the methods used by social psychologists
- appreciate how the methods and findings of social psychological research are used to support or reject particular theories.

References

Passer et al, *Psychology: the science of mind and behaviour* (2009), chapter 14.

Additional references

- Hogg, M. A. & Vaughan, G. (2005). *Social Psychology* 4th edition). Prentice Hall, chapters 4, 7, 13 & 14.
- Baron, R. A., Byrne, D., & Branscombe, N. R. (2006) *Social Psychology*, (11th edition). Pearson Education Ltd, chapters 2, 7, 9 & 10.
- Semin, G. R. & Fiedler K. (1996) (eds.) *Applied Social Psychology*. Sage: London.
- Duck, S. (1991) *Friends, for life: the psychology of personal relationships*. (2nd edition). Harvester Wheatsheaf, chapters 3 & 4.

LANGUAGE AND THINKING

Professor Martin Pickering

Lecture No

- 1 ***Introduction to language***
The nature of language and how it is studied
- 2 ***Speaking 1***
The problem of speaking, fluency and speech errors, the “tip-of-the-tongue” state and anomia
- 3 ***Speaking 2***
Models of speaking, testing these models, the nature of dialogue
- 4 ***Concepts and categorization***
Hierarchies of concepts, prototypes, concept combination
- 5 ***Language and thought***
How are they related, colour categories across cultures
- 6 ***Decision making***
Deduction and induction, probabilistic reasoning, problem solving

Learning outcomes: By the end of this section, students should be able to:

- appreciate why psychologists are interested in the nature of language and how it is used
- understand how people speak and why they sometimes experience difficulty with it
- assess theories of how people categorize the world
- understand theories of the relationship between language and thought
- understand some of the basic mechanisms underlying thinking and why thinking sometimes appears to go awry

Main reference

Passer et al. (2009). Psychology: The science of mind and behaviour. London: McGraw-Hill. (Chapter 9)

PSYCHOLOGY OF MEMORY

Professor Robert Logie

Lecture No

- 1 ***What is memory, and how is it studied by cognitive psychologists?***
Memories and memory systems, selective memory deficits following brain damage.
- 2 ***Working Memory***
Keeping track moment to moment, working memory as a mental workspace, working memory components, evidence from neuropsychology and neuroimaging.
- 3 ***Organising and Remembering***
Memory for events and memory for knowledge, impact of expertise and memory strategies on recall. Improving memory and memory training.
- 4 ***Forgetting***
Patterns and causes of forgetting. Remembering and forgetting intentions - prospective memory and absent-mindedness
- 5 ***Memory for Important Events***
Flashbulb memories. Eye-witness memory
- 6 ***The Malleability of Memory***
Changing and implanting memories, memory as reconstructions and false memories.

Learning outcomes: by the end of this section, students should be able to:

- define key psychological concepts about human memory and illustrate them with relevant examples
- understand basic theoretical questions and arguments about the cognitive psychology of human memory.
- outline the types of research methods that cognitive psychologists have used to address questions about human memory.
- summarise some classic and some recent findings about human memory, along with examples of how those findings have implications for learning and memory in different aspects of everyday life.
- discuss how these findings relate to theoretical questions and arguments, as well as to the application of those findings to the use of memory in everyday life

Reference

Passer et al, Psychology: the science of mind and behaviour (2009), chapter 8.

BIOLOGICAL BASES OF BEHAVIOUR

Dr Michelle Luciano/Professor Sergio Della Sala

Lecture No

- 1 ***Introduction to the brain***
Its structure and major functional regions, and an overview of the techniques used to study it. (ML)
- 2 ***Deficits and diseases of the brain***
The effects of brain diseases and lesions on behaviour. (ML)
- 3 ***Introduction to neurophysiology***
Why psychologists study biology, and the ways in which our physiology can affect thoughts and behaviour. (ML)
- 4 ***Basic anatomy***
The structure and function of nerve cells, the major divisions of the nervous system as a whole, and chemical signalling within it. (ML)
- 5 ***The sensory system***
The neurological bases of the sensory system. (ML)
- 6 ***Motivation and hormones***
The effects of some hormones on behaviour. (ML)
- 7 ***The biological basis of cognition***
Information about the normal brain from damaged brain. (SDS)
- 8 ***Neuropsychological syndromes***
Clinical manifestations of cortical lesions – amnesia, neglect syndromes, apraxia and dysexecutive syndrome. (SDS)

Learning outcomes: By the end of this section, students should be able to:

- summarise the research methods used to study the brain
- outline the structure and function of the nervous system
- discuss the effect of brain damage on behaviour
- outline common neuropsychological syndromes.
- discuss biological and environmental influences on behaviour.

References

Passer et al, *Psychology: the science of mind and behaviour* (2009).

The Biological Bases lectures will draw quite widely on the whole Psychology 1 textbook. You should read all of Chapters 4, 5 and 11. However, whenever a specific topic heading arises in the lectures, you are advised to look up that topic for more detailed information (e.g. a specific sensory system, a specific hormone, a type of neuron etc). Some biologically oriented textbooks (available in the library) will be discussed for your reference in the lectures.

PERCEPTION

Dr Rob McIntosh

These lectures will build upon the foundations laid down in the Biological Bases lectures to consider the study of sensation and perception. The lectures will focus on visual perception, as by far the most well-understood of the sensory modalities. The aim will be to give a broad overview of the visual system, and the ways in which the human brain makes use of sensory data to reconstruct the visual world.

Lecture No

- 1** ***Introduction to perception***
Studying sensation; foundations of experimental psychology; Fechner's psychophysics; methods for measuring thresholds; Steven's Power Law; Signal Detection Theory
- 2** ***Building blocks of vision***
The eye and the early visual system; Hubel and Wiesel and the receptive field; feature detectors and grandmother cells
- 3** ***Seeing colour and motion***
Retinal photopigments and colour transduction; retinal colour blindness; trichomacy and opponent-process contributions to colour vision; colour constancy; direct, induced, and apparent motion; kinetic depth; biological motion; neural processes of motion detection; distinguishing self- and other-motion
- 4** ***Seeing in depth***
How do we build a 3D view of the world from a 2D retinal image; what assumptions does the brain need to make and what happens when those assumptions are wrong?
- 5** ***Seeing form***
Gestalt principles of perceptual organisation; figure-ground segregation; laws and heuristics; top-down and bottom-up influences; special objects; face perception.
- 6** ***Functional specialisation of higher vision***
What brain damage and functional imaging can tell us about the organisation of higher vision; selective visual deficits, and the core concept of modularity.
- 7** ***A spotlight on attention***
Taking notice of what we see; focussed visual attention; attention and eye movements; automatic and voluntary attention; paying attention to objects.
- 8** ***Perception and action***
Using vision to understand the world and using vision to act in the world may depend on different brain systems.

Learning outcomes: by the end of this section, students should be able to:

- understand the concept of evolutionary utility in accounting for human perceptual capacities
- appreciate that psychological phenomena may be studied at different levels of analysis
- describe the low-level mechanisms underlying perception of colour and form
- appreciate top-down (knowledge-driven) and bottom-up (data-driven) mechanisms in perception
- understand the concept of perceptual constancy, and to be able to cite examples
- understand the concept of modularity, and to be able to illustrate with examples from vision
- understand the importance of attention in perceiving the visual world

Main reference

Passer et al, *Psychology: the science of mind and behaviour (2009)*, chapter 5.

Additional references

Goldstein, E. B. *Sensation and perception* (7th edition).

Palmer, S. *Vision Science*.

MISCELLANEOUS

Out of hours working for all staff, postgraduates and students

Normal working week with servitor cover during these hours
Monday to Friday - 8.00 am to 5.30 pm

After hours working with no servitor cover during these hours
Monday to Friday - 5.30 pm to 9.00 pm
Saturday and Sunday - 9.00 am to 9.00 pm

Building entry after hours

Staff and postgraduates holding a university staff card and undergraduates (Y3/Y4 only) holding a valid matriculation card which allows access to the building, may do **normal work** in offices, computer labs and library after hours.

The Late Working book (servitor's desk by the entry door) should **ALWAYS** be signed on entering and leaving the building.

Vacate the building by 9.30 pm

Front gate locked by University Security at 10.00pm, Monday to Sunday

Research work after hours (Non-Participants)

Research work, which does not involve especially hazardous activities or the use of participants, may be carried out after hours, provided that explicit permission has been given by a supervisory member of the academic staff, after due consideration of the risks, and adequate supervision is employed.

Research work after hours (Participants)

Before any research work using participants is carried out within the department, the relevant ethical permission must be obtained. If the researcher is testing participants out of hours, then the following rules must be followed:

1. No participant may be admitted to the building less than one hour before the end of working hours. Thus, **the last participant access is 8 pm.**
2. Visitors and participants must be signed into the Visitors book on arrival, and signed out on exit.
3. Participants must be escorted from the building by the researcher (i.e. the researcher must witness them leave the building).
4. If participant payment is offered, researchers should keep no more than one payment in the testing room. This is to minimise vulnerability to financial theft.
5. It is strongly recommended that researchers testing participants after hours should not work alone, but should work in pairs or groups, to minimise personal vulnerability.

Security checks

The University security staff have the authority to ask the identity of persons found in the building outside normal working hours and to check this information against entries in the late working book.

Safety

Fire routine procedure

All students should be familiar with the action to be taken in the event of a fire and on hearing the fire alarm and with the contents of notices describing the Building Safety Policy.

1. Familiarise yourself with the fire alarm points in your area (ie close to the lecture theatres, tutorial rooms or laboratories). Most alarms operate by breaking the glass to release a button.
2. On seeing a fire, report immediately by using the University emergency telephone Number 2222 from internal phones, and to any member of staff in the area. Leave the building immediately. The Safety Officer (Mr Ken Vogel) should also be informed.
3. You should also be familiar with the escape routes in the building. These are marked FIRE EXIT with an arrow to indicate the route to take.
4. Routes to Fire Exits must not be obstructed by chairs or the storage of goods.
5. On hearing the fire alarm (a continuous siren) leave the building directly by the nearest fire exit. DO NOT wait to collect bags etc. The last person leaving any room should close the door.
6. The fire assembly point for Psychology is outside the Hugh Robson building next door to 7 George Square.
7. There is a list of fire stewards and deputies posted on the walls at various points in the building. These members of staff will check (if possible without putting themselves at risk) that an area is clear and report to the safety officer.
8. It is important to remember that safety of people takes complete precedence over tackling outbreaks of fire.

Electrical safety

All portable electrical equipment (ie equipment which plugs into a socket) is safety checked every 2 or 4 years depending on type. All tested equipment should carry a green/white test sticker, and equipment without this sticker should not be used. Obvious damage, particularly to insulation on cables, should be reported to your supervisor and the equipment repaired before further use.

First aid officers

Names and telephone numbers are displayed on notices throughout the building.

First aid room (G20) with fully stocked First Aid kit.

Other safety considerations

Safety instructions and training for any specialist procedure or equipment will be given before use. If you encounter any circumstances where your or others' safety comes into question, please speak about this to your supervisor or demonstrator. Further information on safety policy and practice can be found on the Psychology website at <http://www.psy.ed.ac.uk/HealthSafety> and on the University Health and Safety Department website at <http://www.safety.ed.ac.uk>.

Department of Psychology
School of Philosophy, Psychology & Language Sciences

Telephone/Room Numbers for 2011/2012

7 George Square
Tel 0131 650 3440 Fax 0131 650 3461
SECURITY Emergency: 2222

650 3339	Abrahams, Dr Sharon	<i>s.abrahams@ed.ac.uk</i>	S11
651 1305	Austin, Dr Elizabeth	<i>elizabeth.austin@ed.ac.uk</i>	S39
650 3441	Bak, Dr Thomas	<i>thomas.bak@ed.ac.uk</i>	S3
651 1945	Bates, Prof Tim	<i>tim.bates@ed.ac.uk</i>	F33
651 3187	Branigan, Prof Holly	<i>holly.branigan@ed.ac.uk</i>	S13
650 6682	Corley, Dr Martin	<i>martin.corley@ed.ac.uk</i>	G30
650 3433	Cunnings, Dr Ian	<i>ian.cunnings@ed.ac.uk</i>	UG45
650 3452	Deary, Prof Ian	<i>i.deary@ed.ac.uk</i>	F5
651 3242	Della Sala, Prof Sergio	<i>sergio@ed.ac.uk</i>	F6
650 3437	Donaldson, Dr Morag	<i>morag.donaldson@ed.ac.uk</i>	UG41
650 9867	Foley, Dr Jennifer	<i>jfoley@ed.ac.uk</i>	F17
650 3340	Gherri, Dr Elena	<i>elena.gherri@ed.ac.uk</i>	S41
651 1304	Johnson, Dr Wendy	<i>wjohnson@ed.ac.uk</i>	F8
650 3372	Lamont, Dr Peter	<i>peter.lamont@ed.ac.uk</i>	F34
650 3342	Lee, Dr Billy	<i>b.lee@ed.ac.uk</i>	S40
651 1328	Lenton, Dr Alison	<i>a.lenton@ed.ac.uk</i>	S5
651 1394	Logie, Prof Robert	<i>rlogie@ed.ac.uk</i>	F9
650 9862	MacPherson, Dr Sarah	<i>sarah.macpherson@ed.ac.uk</i>	S11A
651 3189	McGonigle, Dr Maggie	<i>m.mcgonigle@ed.ac.uk</i>	F29
650 3444	McIntosh, Dr Rob	<i>r.d.mcintosh@ed.ac.uk</i>	UF36
650 3955	McKinlay, Prof Andy	<i>andy.mckinlay@ed.ac.uk</i>	UF40
651 3232	Morcom, Dr Alexa	<i>alexa.morcom@ed.ac.uk</i>	S30
650 3459	Nuthmann, Dr Antje	<i>antje.nuthmann@ed.ac.uk</i>	S31
650 8482	Penke, Dr Lars	<i>lars.penke@ed.ac.uk</i>	B3
650 3447	Pickering, Prof Martin	<i>martin.pickering@ed.ac.uk</i>	S12
650 2907	Ritchie, Dr Louise	<i>louise.ritchie@ed.ac.uk</i>	B2
650 4425	Shillcock, Dr Richard	<i>r.shillcock@ed.ac.uk</i>	4.24 Informatics Forum
650 3450	Simner, Dr Julia	<i>j.simner@ed.ac.uk</i>	F31
651 1712	Sturt, Dr Patrick	<i>p.sturt@ed.ac.uk</i>	G29
650 3382	Watt, Dr Caroline	<i>caroline.watt@ed.ac.uk</i>	S33
650 3456	Weiss, Dr Alexander	<i>alex.weiss@ed.ac.uk</i>	B18
650 3411	Widdicombe, Dr Sue	<i>s.widdicombe@ed.ac.uk</i>	UF35

Semester 1		Dates for academic year 2011/12
September 12-16		Induction Week
19		Start of Teaching Block 1
October 21		End of Teaching Block 1
24		Start of Teaching Block 2
November TBC		Graduations
December 2		End of Teaching Block 2
5-9		Revision
12-21		Examinations
21		End of Semester 1
22		Winter Teaching Vacation starts
24-31		University closed
Semester 2		
January 1-3		University closed
13		Winter Teaching Vacation ends
16		Start of Teaching Block 3
February 17		End of Teaching Block 3
20-24		Innovative Learning Week
27		Start of Teaching Block 4
April 6		End of Teaching Block 4
9		Spring Teaching Vacation starts
20		Spring Teaching Vacation ends
23-27		Revision
30		Examinations start
May 25		End of Semester 2/End of Examinations
June 2012		
TBC		Graduations start
July 2012		
TBC		Graduations end