Course Guide

PSYL08002
Psychology 2
2012-2013

Course Organiser
Semester 1
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Semester 2
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Ms Fiona Graham (fgraham@ed.ac.uk)

Contents
1. Course Aims and Objectives
2. Intended Learning Outcomes
3. Lecture Times and Practicals Locations
4. Lecture Content
5. Readings
6. PPLS Undergraduate Student Handbook
7. Tutorials
8. Assessment information
9. Learn
10. Useful Information
11. Common Marking Scheme
1. COURSE AIMS, OBJECTIVES AND TRANSFERABLE SKILLS
The course aims to extend the breadth and depth of topics to which students were introduced in first year. Together with the first year course, this provides a broad introduction to psychology for those who will move on to other areas of study in third year and fourth years. Information about the specific objectives of the various sections of the course is provided in the lecture summaries later in the handbook. Below are the course objectives and skills to be acquired.

- **Acquisition of information** from lectures, textbooks and journal articles will be assessed by essays written in the two degree exams, and the literature reviews in the introductory sections of practical reports.
- **Problem solving and numerical skills** will be taught through interpretation of data from class practicals, tutorial exercises and the projects carried out during the practical course, supported by sessions on methodological topics in the lecture course. They will be assessed by practical reports.
- **IT skills** will be enhanced by work in the practical sessions using computer-based statistical packages for data handling and analysis, and by internet-based research. IT communication skills will be developed by using a variety of tools to interact with the teaching team and other peers. Instruction and support for use of statistical packages will be provided during the course. Students must word-process their practical reports, and this can be carried out using public-access computers in the University.
- **Interaction and co-operative work** will be developed through work in teams during the practicals (particularly in the execution of the research projects).
- **Academic writing skills** will be taught and assessed by means of practical reports following the standard (APA) format for journal articles in psychology.

2. INTENDED LEARNING OUTCOMES
By the end of the course, students should:
- Have an understanding of the different approaches used to investigate psychological issues and the means by which psychologists obtain and evaluate evidence and draw conclusions in various areas of psychology.
- Know how to perform psychological experiments.
- Know how to carry out non-experimental research in psychology.
- Know how to interpret and draw quantitative conclusions from psychological data and how to present psychological results.
- Summarise theoretical knowledge relevant to a particular topic in a clear, well-organised manner.
3. LECTURE TIMES AND LOCATIONS (3 per week)
Monday, Tuesday and Thursday in Appleton Tower, Lecture Theatre 3 from 11.10am-12pm. Lecture hand-outs will be made available through MyEd on Learn around the time of the relevant lectures.

**SEMESTER 1 LECTURES**

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10-21 December consolidation and exams
### SEMESTER 2 LECTURE LIST

#### WEEK 6
**INNOVATIVE LEARNING WEEK** (18-22 February 2013). 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, and guest lectures. More information will follow nearer the time so please check the School website where details will be available on the PPLS Events page: [http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-18-22-february-2013](http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-18-22-february-2013)

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29 April to 24 May consolidation and exams
4. LECTURE CONTENT
ABNORMAL PSYCHOLOGY: Dr Alexander Weiss

Overview: Abnormal psychology is the branch of psychology concerned with the description, prediction, explanation, and, eventually, treatment of variations in human behaviour that are pathological. This module will cover some of the major disorders, focusing primarily on what research has to say about their biological bases and the implications they have for treatment. In addition, the module will describe several methodological approaches, ask fundamental questions about the meaning of normality, and, finally, examine how these issues have been addressed by the laws and courts.

Note: Please arrive punctually as I intend to show short video clips at the beginning of each class. While watching these videos, I expect everybody to behave with decorum.

Learning outcomes: By the end of the course, students should:
- understand how several psychiatric disorders are classified and categorised.
- know the symptoms of these same psychiatric disorders, and, where applicable, how they are categorised.
- understand how common various disorders are.
- be familiar with research findings related to causal factors and outcomes of these disorders.
- know how disorders are treated via behavioural and pharmacological therapies.
- understand how the law deals with people who have disorders.

Abnormal Psychology 1: Definition of normality/abnormality
Abnormal Psychology 2: Anxiety and affective disorders
Abnormal Psychology 3: Bipolar disorders
Abnormal Psychology 4: Eating and body dysmorphic disorders
Abnormal Psychology 5: Thought disorders
Abnormal Psychology 6: Personality disorders
Abnormal Psychology 7: Legal issues

Reference (recommended textbook)

Other references will be given during the lectures.
COGNITIVE DEVELOPMENT: Dr Karri Gillespie-Smith

Overview: This course will provide current knowledge on the development of cognitive abilities such as selective attention and face perception alongside the development of actual spoken language. The students will be able to observe that meeting these cognitive developmental milestones is essential for efficient socio-cognitive functioning and interactions in everyday life. The aim of this course is to highlight to the students that cognitive abilities are not separate components but rather a complex system of interacting components.

Learning outcomes: By the end of this course, students should:
- Show a current knowledge of how cognitive skills develop from early infancy through to adolescence.
- Recognise common elements of methodology adopted within developmental psychology.
- Understand that complex skills such as language abilities and theory of mind may only be developed when important developmental milestones are met.
- Have observed and understood the practical applications of children's cognitive processing abilities.

Lecture 1: Eye Gaze and Selective Attention
Lecture 2: Face Perception
Lecture 3: Language Acquisition
Lecture 4: Self Knowledge
Lecture 5: Theory of Mind
Lecture 6: Memory Development
Lecture 7: Atypical Cognitive Development

References
For a general introduction to Developmental Psychology the following textbook is recommended:

OR

A cognitive approach to Developmental Psychology is offered in the following textbook:

Other specific references will also be given during the lecture block.
COGNITIVE PSYCHOLOGY: Dr Andrea E Martin

Overview: The course objectives are to demonstrate the major approaches cognitive psychologists follow in their effort to understand how a person perceives, communicates, understands and remembers.

Learning outcomes: By the end of the course, students should:

- understand the logic of the different approaches to psychological study
- understand the core issues in each area of cognition
- understand some of the principal experimental paradigms.
- *have more experience thinking critically about the relationship between data and theories

We will sample the relevant chapters from Ashcraft’s Cognition (Fourth edition). For each lecture a specific reading is also provided to give a cutting-edge view of one aspect of one of the issues, and a close-up of how the more general issues play out specifically. Eysenck & Keane (5th edition) is good for further reading and revision on particular issues; it is somewhat denser than Ashcraft. Groome et al. is good for further reading from the perspective of impairment. However, general textbooks will only take you so far.

Cognitive Psychology 1: Principles of the approach
Cognitive Psychology 2: Attention & Memory
Cognitive Psychology 3: Concepts and categories
Cognitive Psychology 4: Reasoning & decision making
Cognitive Psychology 5: Speech perception
Cognitive Psychology 6: Learning & Connectionist modelling
Cognitive Psychology 7: Consciousness & human information processing

References/specific readings

HISTORICAL & CONCEPTUAL ISSUES IN PSYCHOLOGY: Dr Peter Lamont

Overview: Psychological knowledge is knowledge about how people think and behave, but it is itself the product of people (because Psychologists are people too) thinking and behaving in certain ways (doing Psychology). This has taken many different forms at different times and in different places. These different forms of psychological knowledge have been shaped by the wider social contexts in which they have been produced, and they have themselves shaped how people think and behave. In order to understand psychological knowledge, therefore, we need to understand what it has been, why it has taken the particular forms that it has, how this has affected us, and in what sense that continues to be the case.

Learning outcomes: By the end of these lectures, students should be able to demonstrate knowledge and understanding of:

- the nature of psychological knowledge
- the history of Psychology as a discipline
- how and why psychological knowledge has been constructed
- the wider implications of psychological knowledge

Lecture 1: How we see ourselves
Psychology as science, what that means and why it matters.

Lecture 2: How we used to see ourselves
A brief history of Psychology, and why we need to know our past.

Lecture 3: Why we changed our minds
The social construction of psychological knowledge, and the extent to which our social context has shaped our understanding.

Lecture 4: How this has changed us
The reflexive nature of psychological knowledge, and the ways in which it has changed what people are.

Lecture 5: What we might have been
A brief history of unorthodox psychological knowledge, and why it has been rejected.

Lecture 6: What we might be
Some ongoing conceptual matters, and what we might do with them.

Reference
METHODOLOGY & STATISTICS: Dr Elena Gherri (Semesters 1 & 2)

Overview: This series of lectures aims to provide an introduction to the analysis of psychological data in experimental psychology. It is intended as a supplement to the more detailed coverage of many of these techniques in the practical course.

Learning outcomes: By the end of this course, students should be able to understand and apply statistical concepts ranging from data distributions to analysis of variance. More specifically, students will understand how to:
- Plan an experiment avoiding possible pitfalls in experimental design
- Understand and choose the methods available for the collection, analysis and report of qualitative and quantitative data
- Formulate appropriate statistical hypothesis and understand the logic of significance testing
- Describe a set of data, both numerically and graphically
- Describe the relationship between variables using appropriate statistical tests and graphs
- Understand the main ethical issues involved in designing and running experiments

Students will gain specific knowledge of statistical techniques required for the analysis of parametric and non-parametric data: correlations and comparison of means for independent-sample, related-sample and mixed experimental designs (and the related follow-up comparisons, where appropriate).

Lecture 1: Research design & Ethics
Lecture 2: Basic Statistical Concepts (1)
Lecture 3: Basic Statistical Concepts (2)
Lecture 4: Correlations
Lecture 5: Parametric 2-group comparisons
Lecture 6: Nonparametric 2-group comparisons
Lecture 7: Frequency data
Lecture 8: One-way Analysis of Variance
Lecture 9: Follow-up comparisons
Lecture 10: Two-way Analysis of Variance (1)
Lecture 11: Two-way Analysis of Variance (2)
Lecture 12: Qualitative methods

References/Essential reading

*Please note that we have specified the 4th Edition of this book and not the most recent 5th Edition because the 5th Edition contains a number of errors in the mathematical formulas. Please make sure that you refer to the 4th Edition when revising.

AS THE TEXT BELOW IS REQUIRED FOR THE PRACTICAL ELEMENT OF THE COURSE, STUDENTS ARE EXPECTED TO PURCHASE IT.

NEUROPSYCHOLOGY: Dr Thomas Bak

Overview: The course is designed to give a brief overview of neuropsychology, understood as the study of mental functions in the context of different brain disorders. It will discuss the aims and methods of neuropsychology, the classical neuropsychological syndromes as well as the central questions that continue to puzzle the researchers trying to understand the normal brain function through the study of its dysfunction.

Learning outcomes: By the end of the course, students should:
- recognise the milestones in the history of neuropsychology
- be able to identify the central concepts, theories and methods of neuropsychology
- understand the importance of selective cognitive deficits and double dissociations
- gain familiarity with the most relevant neuropsychological syndromes, such as aphasia, agnosia, apraxia, amnesia, hemi-neglect etc.

Neuropsychology 1: The central questions of neuropsychology: a journey through time and space.

Neuropsychology 2: The methods of neuropsychology: from patient studies to neuroimaging (and back).

Neuropsychology 3: Aphasia and other language disorders: the cornerstone of neuropsychology.

Neuropsychology 4: The classical neuropsychological syndromes: agnosias, apraxias, amnesias, hemi-neglect, anosognosia, Gerstmann and Balint syndrome (and more).

Neuropsychology 5: Dementias and other progressive neurodegenerative syndromes: what can they teach us about the human mind?

References
A pleasant, fascinating, and informative way to enter the field of neuropsychology is through the books by Alexander Luria and Oliver Sacks. The cited books below offer a particularly good introduction, but student may also wish to explore other books by these two authors.


For a more in-depth study of neuropsychology, the following textbook has an updated and anatomical approach:

The two classical textbooks taking a more cognitive perspective are:

For a more clinical perspective, see:
PSYCHOLOGY OF LANGUAGE: Prof Timothy Bates/Prof Martin Pickering

Overview: The course is designed to give an overview of key issues in the psychology of language, understood as the study of the human language faculty. It will discuss the cognitive framework in this area, the behavioural evidence, the biological underpinnings, and what can be learned from both impaired and unimpaired language users.

Learning outcomes: By the end of the course, students should:

- understand the cognitive framework through which we study language
- understand evidence from both impaired and unimpaired populations
- understand the link between biology and behaviour in language
- understand key mechanisms in the psychology of language

Psychology of Language 1: Case studies in cognition: box and arrow models of the mind (TB)
Psychology of Language 2: Case studies in cognition: from associations to double dissociations in language (TB)
Psychology of Language 3: Genetics and cognition: Connecting biological and psychological levels of explanation (TB)
Psychology of Language 4: Understanding language: Perceiving and understanding words (MP)
Psychology of Language 5: Understanding sentences and texts (MP)
Psychology of Language 6: The relation between language and the world. (MP)

References


Prof Pickering’s lectures are based around this chapter: additional references will be given in the lectures.

Background reading on psychology of language (psycholinguistics) is available in all textbooks called "Cognition" or "Cognitive Psychology", for example:


More detailed background can be found in:

SOCIAL PSYCHOLOGY: Dr Alison Lenton/Prof Andy McKinlay

Overview: This course comprises 2 parts. In part 1, lectures focus on how we come to understand or explain other people, an issue referred to by social psychologists as 'person perception.' In part 2, lectures focus on 'attitudes,' one of the most important concepts in social psychology.

Learning outcomes: By the end of the course, students should have:
- an understanding of different theoretical approaches in the study of person perception
- experience of reading classic and contemporary examples of research on person perception
- an understanding of different theoretical approaches in the study of attitudes
- experience of reading classic and contemporary examples of research on attitudes
- familiarity with the various research methods upon which social psychologists draw in the conduct of their research, including experimental and correlational methods.

Social Psychology 1: Understanding others’ emotions
Here we discuss the interpretation and making of facial expressions as well as how culture and gender may qualify the standard findings (AL)

Social Psychology 2: Attributions
We discuss heuristics that explain why people do what they do (e.g., fundamental attribution error, actor/observer difference, self-serving bias) and also cross-cultural differences (AL)

Social Psychology 3: Impression formation
How do we form impressions of others? We discuss the concepts of 'trait centrality,' context effects, self-fulfilling prophecy, and the accuracy of our impressions (AL)

Social Psychology 4: Attitude development
We discuss the formation of attitudes by way of defining 'attitude' (e.g., tripartite model); also, how attitudes are measured & what determines their strength/accessibility (AMK)

Social Psychology 5: Attitude behaviour relationship
Do attitudes predict behaviour? We review models of the relationship between attitudes and behaviour, the evidence for/against the correlation between these concepts, and how these findings are used in advertising (AMK)

Social Psychology 6: Attitude change and persuasion
We discuss cognitive dissonance, attitude inoculation, the elaboration likelihood model, and various persuasion techniques (AMK)

*References
Essential Reading:


*Use the Table of Contents and/or Index to search for further information relevant to the content of the lectures. Exact page numbers are not provided to you by the lecturers, as searching for and identifying related ideas and findings is a skill you need to practice and develop on your own.
5. READINGS
There is not one recommended textbook for the lecture content of the course. Recommended reading is provided for each lecture course. However, there is a **recommended textbook** for the Methodology & Statistics element of the course, which you are encouraged to buy:


*Please note that we have specified the 4th Edition of this book and not the most recent 5th Edition because the 5th Edition contains a number of errors in the mathematical formulas. Please make sure that you refer to the 4th Edition when revising.*

There is also an **essential textbook** for the practical element of the course, which you must buy and bring along to every practical session:


6. PPLS UNDERGRADUATE STUDENT HANDBOOK
The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here: [http://www.ppls.ed.ac.uk/students/undergraduate/manage_your_courses.php](http://www.ppls.ed.ac.uk/students/undergraduate/manage_your_courses.php)

7. TUTORIALS/PRACTICALS
You are required to attend five compulsory practical sessions per semester. Further details of these are in the Practical Handbook. Registration must take place by 5pm on Wednesday of week 1. **Practical sign up will occur through the Psychology 2 Learn page.** Please note this requires prior matriculation, registration for Psychology 2 and logging in via the MyEd portal. The Teaching Coordinator, is available in room G8, Psychology, 7 George Square at the following times to help:

- Monday and Tuesday (week 1) from 12-2pm

**Practicals start in week 2.** Please ensure you select a practical slot that does not clash with your other classes (across both semesters), or any further work commitments.

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</tbody>
</table>

The practical course is structured around learning SPSS and two research experiments (one per semester). Each tutorial and practical class builds on the previous one. Therefore, it is very important that you do not miss practicals during the course of the year.

If you miss a practical for any reason, you must contact your tutor as soon as possible to explain the reason.

Students may also like to note that they may be approached to take part in experiments conducted by Fourth Year students. Although this is not compulsory, students who have taken part in such studies in the past have reported that they found it a useful experience in terms of giving a clearer idea about how experiments are designed and conducted.

8. ASSESSMENT
Your final mark is based upon exams and practical reports.

The various components of the course are weighted as follows:

- Semester 1 exam = 35%
- Semester 2 exam = 35%
- Final practical report 1 = 15%
- Final practical report 2 = 15%

Visiting students (one semester)
- Exam = 70%
- Final practical report = 30%

A student whose overall final mark is a **FAIL** (<40%) at the first attempt, must sit **BOTH** papers in the resit examination.

**Practical reports (2 submissions)**
Each final report will consist of a draft introduction and method section and a draft results and discussion section. Each initial draft write-up will be given feedback which should then be incorporated into your final report. The final report mark will contribute to your overall final mark (see p17).

Submission dates can be found in the Practical handbook and also in the table below. Guidelines on writing reports can be found in the practical handbook.

<table>
<thead>
<tr>
<th>Report submission deadlines for semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Draft Introduction and Method section</td>
</tr>
<tr>
<td>Week 7</td>
<td>Draft Results and Discussion section</td>
</tr>
<tr>
<td>Monday 26 November</td>
<td>Final report (word count up to 3,000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report submission deadlines for semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Draft Introduction and Method section</td>
</tr>
<tr>
<td>Week 8</td>
<td>Draft Results and Discussion section</td>
</tr>
<tr>
<td>Monday 1 April</td>
<td>Final report (word count up to 3,000)</td>
</tr>
</tbody>
</table>

All the above marks are provisional until confirmed by the honours Exam Board in June. These marks, together with Semester 2 exam marks, are returned to Academic Registry after the Exam Board meeting, and final marks become available on the student database shortly afterwards.

The course grade will be awarded on the basis of a combination of degree examinations and marks from practical classes. This year the course is assessed via 2 experimental reports, plus the 2 end of semester degree examinations.

**You are expected to submit work on time to avoid losing marks.** 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 reports as *early* as possible. All deadlines are given in the practical handbook so you can plan ahead, and the practical course has weekly tasks which will help you organise your time. Bear in mind you may have more than one deadline for different courses around the same time.
- complete the final report **by the Friday before** your hand in 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.**

All final reports must be word processed, and **submitted in TWO FORMATS by the deadline:**

**ONE hard copy** (type-written, double spaced, using 12 point fonts) should be placed in the box marked PSYCHOLOGY in the entrance foyer of Dugald Stewart Building You must attach a coversheet which incorporates a ‘declaration of own work’ form (copy beside the essay box).

**ONE electronic copy** must also be submitted in *Turnitin through a link in Learn. Details will be provided in week 2.*

*Turnitin is plagiarism detection software. We may submit a random sample of the project write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism.

**Practical report return**
Reports are returned after they have been marked, second-marked and moderated. Return dates are set out at the beginning of the Practical handbook.

**Penalties for late submission**
For each day (incl weekend) that work is late, the mark will be reduced by 5%. On day 6, those who have submitted no version whatsoever (neither electronic NOR hard-copy) receive a mark of zero. Those who have submitted one version only (either 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.

**Retaining records of your work**
Students must retain, until the end of the course in June, all materials and raw results used in preparation of the project reports. This means you must retain completed paperwork for each of the participants in your project. Students may be asked to demonstrate, by presenting their raw data, that they have actually carried out the experiment they describe in their project reports. Please note that the SPSS file which stores results for all participants will not be sufficient for this.

**Coursework feedback**
Feedback is provided by your tutor in your practical group discussions. Written feedback is also provided by your tutor for your draft report. This feedback is provided on marking forms that map directly on to assessment criteria so you can incorporate this feedback into your final report submission, which will also have feedback. The dates when feedback is returned are shown in the practical handbook.

If further individual feedback is sought, you may contact your tutor to discuss your coursework.
Feedback timetable for return of coursework marks

<table>
<thead>
<tr>
<th>Component of assessment</th>
<th>Submission deadline</th>
<th>*Return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Report 1</td>
<td>26 November 2011 by 2pm</td>
<td>wbg 14 January 2013</td>
</tr>
<tr>
<td>Final Report 2</td>
<td>1 April 2013 by 2pm</td>
<td>wbg 29 April 2013</td>
</tr>
</tbody>
</table>

Examination feedback
December exam marks released week beginning 28 January provides feedback for Semester 1 performance. Exam feedback will be posted on Learn in January for the semester 1 exam and June for the semester 2 exam. Please consult the University Common Marking Scheme marking criteria (p21) for detailed descriptors of the mark bands. These descriptors will provide you with further information on the standard of your work and can be used in conjunction with formal feedback in order to identify further strengths and weaknesses. Students may contact the Module Organiser of the course if they have any concerns about their performance. In exceptional cases the exam scripts may be retrieved and viewed under supervision, and provide a basis for further feedback and discussion between the lecturer and student concerned.

Feedback timetable for return of exam marks

<table>
<thead>
<tr>
<th>Component of assessment</th>
<th>Submission deadline</th>
<th>*Return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 provisional exam marks posted on the PPLS notice board</td>
<td>N/A</td>
<td>wbg 28 January 2013</td>
</tr>
<tr>
<td>Semester 2 exam marks</td>
<td>N/A</td>
<td>available from Academic Registry</td>
</tr>
</tbody>
</table>

Feedback & extensions
*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.

Structure of semester 1, semester 2 exams
There are two degree examinations, one at the end of each semester and also an August re-sit exam, each lasting 3 hours. These consist of section A where you choose 2 essay questions to answer; and section B which is a compulsory section on statistics and research methodology. The exams are based on material covered that semester (i.e. lectures and the relevant reading). You are advised to spend about 2 hours on section A and one hour on section B.

Honours Admission
Admission to Honours Psychology will normally require the achievement of a final overall mark of A, B or C grade at the first attempt (across S1 and S2 combined) together with a final overall mark of 40% or above in the statistics component (across S1 and S2 combined). **Practical reports do not count for the calculation of the statistics component.**

Please note that an email which refers to Admissions to Psychology Honours will be sent in June. If the criteria have not been met, you will receive individual emails and a letter sent to your home address outlining other available options. Letters of appeal should be sent to the Convenor of the Exam Board, Dr Sarah MacPherson, with a submission date to be informed. The decision of the Appeals Committee is final, and will be advised by the end of July.

Psychology honours students do not need to make any course choices as they are automatically enrolled for all courses in MyEd.
Structure of the August diet of exams
August re-sit exams as a 1st sit
Students who miss either exam for good reason e.g. on medical grounds, can take the exam as a first sitting, provided that they submit relevant details and documentation via their Personal Tutor, to the Special Circumstances Committee, and subject to the Board of Examiners’ approval. Students must provide appropriate medical evidence when submitting a Special Circumstances form. Students must answer questions from the paper relating to the exam they missed i.e. Paper 1 for semester 1 exam and Paper 2 for semester 2 exam.

Re-sit exams
A student whose overall final mark is a FAIL (<40%) at the first attempt, must sit BOTH papers in the re-sit examination. Coursework does not contribute towards the re-sit mark. The grade for a re-sit will be based entirely on the examination mark, unless the Board of Examiners explicitly specifies otherwise. Students who fail and have to re-sit will not normally be considered for Honours.

Exam times and venues are decided by Academic Registry and details can be found on the Academic Registry website. It is the student’s responsibility to be available until the end of the examination diet.
Am I eligible to do Psychology in Honours year?

Work out your weighted course mark:
Exam 1 mark x 0.35 = 
Exam 2 mark x 0.35 = 
Essay 1 mark x 0.15 = 
Essay 2 mark x 0.15 = 
Total: This is your weighted course mark.

Is your weighted course mark 50 or over?

Work out your average mark in the statistics component of the exam:
Exam 1 statistics component x 0.5 = 
Exam 2 statistics component x 0.5 =
Total: This is the average statistics mark.

Is your average statistics mark 40 or over?

Did you get a 'bad' mark on any component - e.g. you failed an essay, or got 0 on an exam, or anything else you're worried about?

This doesn't matter. It does NOT affect your eligibility to enter Honours.

Do you have 240 credits from your Y1 and Y2 courses? (To gain the credits for a course that you have undertaken, you must get an overall PASS mark).

Eligible to enter Honours year. Not normally eligible to enter Psychology Honours year. Contact your Personal Tutor.
9. LEARN
You should regularly check your university email and check for announcements on the course Learn page, which can be assessed from your MyEd page via http://www.myed.ed.ac.uk/

The course Learn page will provide information concerning:
- General information and announcement about the course
- Lecture notes and PowerPoint slides
- Tutorial arrangements
- Information about assessment arrangements

10. USEFUL INFORMATION
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) Biological Sciences (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 of the following core areas of Psychology:

- Cognitive Psychology
- Biological Psychology
- Social Psychology
- Developmental Psychology
- 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 all 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 (Hons) Cognitive Science
- MA Cognitive Sciences (Humanities)

**Junior honours year abroad**
The University has a number of exchange programmes which offer the possibility to study your junior honours year in Psychology abroad at an approved partner university. Exchanges are available through two schemes: The International Exchange Scheme, and ERASMUS (Europe). Selection is based principally upon academic performance. Interested students should consult their Personal Tutor and the University's International Office and its web pages.

[http://www.ed.ac.uk/studying/visiting-exchange](http://www.ed.ac.uk/studying/visiting-exchange)

Completion of the year of study abroad accrues (a normal) 120 study credits; however grades obtained abroad will not be converted. Your degree will be classified entirely on the basis of your final year performance in Edinburgh. At the moment the year of study abroad is not automatically accredited by the British Psychological Society. However, you may apply to the BPS for accreditation on an individual basis, should you require Graduate Basis for Chartered Membership (GBC). Please see the section British Psychological Society Accreditation for further information.

Students who are accepted for an exchange programme can obtain advice about the most appropriate course choices from the Psychology ERASMUS and exchange coordinator, Dr Billy Lee, b.lee@ed.ac.uk.

Please note: If you have not studied courses equivalent to Methodology 1 and Methodology 2 at your exchange institution, then you will be required to take Methodology 1 and Methodology 2 in Year 4.

**Third year course options**
Psychology honours students do not need to make any choices as they are automatically enrolled for all courses.

However, combined honours students must take Methodology 1, Methodology 2, and between 20 and 40 further credits of Psychology 3 courses (the number of credits varies according to the specific degree programme).

Students taking any combined honours degree with a Psychology component may NOT register for both PSYL10011 (Psychology of Thinking & Language) and PSYL10013 (Memory & Perception).

Combined honours students are also advised against taking the Literature Review (due to BPS accreditation requirements), unless it is by special arrangement with the Y3 Course Organiser, Prof Elizabeth Austin. Further information relating to specific combined programmes is available from [http://www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)
Exploring your career options (Janet Forsyth, Careers Adviser)

Making the most of University: Support from your University Careers Service

Your University Careers Service is here to support you from Day 1, not just in your final year when you are moving on from your undergraduate studies. We can support you in finding part-time and vacation work and volunteering opportunities to help you add value to your university experience, alongside your studies.

Whilst studying to gain the best degree you can is your priority, it’s also a good idea to take advantage of the wide range of opportunities open to you as an undergraduate. These include volunteering, taking on a role with a student society or club, study abroad, group projects, part time work, summer jobs, delivering presentations, work shadowing, to name but a few.

Getting involved with activities out with your studies has many advantages as you can:
- Develop and demonstrate skills and attributes, such as teamwork, communication, time-management, customer service etc. Employers and vocational course leaders will be looking for evidence of relevant skills from all areas of your life, not just your studies, when you come to apply for work or study.
- Broaden your horizons – new experiences can change your perspective, provide new insights, alter your outlook, encourage you to consider different opportunities and directions.
- Discover your strengths – what you’re good at, what you enjoy, how you can use these strengths to your advantage in the workplace
- Gain experience relevant to your future career direction, for example volunteering with people with mental health issues if considering clinical psychology.

Careers Service support includes:
- Part time and vacation opportunities via our SAGE (Student and Graduate Employment) database
- Support with applications and interviews for part-time and vacation work
- Volunteering opportunities nationwide and abroad
- Talking through your immediate and future plans with a Careers Adviser.

Find out more via our website www.ed.ac.uk/careers, or call in and see us on the 3rd floor of the Central Library Building to browse our information resources.

And specifically for Psychology students, check out your dedicated Psychology careers pages www.ppls.ed.ac.uk > psychology > undergraduate.

Be inspired by:
- case studies of recent psychology graduates.
- Psychology Student Employability Guide - careers, career-planning and case-studies in the psychology professions and beyond.
- options with a Psychology degree and more.

Finally – look out for notices and emails about Careers Service activity in the school of PPLS. Plans for 2012 include monthly drop-in sessions for quick career queries in DSB, the annual alumni event in February, a PPLS careers blog and sessions for specific year groups.

We look forward to working with you during your time at Edinburgh.
11. COMMON MARKING SCHEME

University of Edinburgh EXTENDED COMMON MARKING SCHEME

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

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.

Notable changes from our old criteria include:
1) More emphasis on scholarly apparatus – Failure to acknowledge sources properly via in-text references and bibliography can fail an essay.
2) A view on irrelevant material. - Students are not at liberty to answer exam questions which were not set. Irrelevant answers should normally be assigned a failing mark. 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.disability-service.ed.ac.uk

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.