

The University of Edinburgh
SCHOOL *of* PHILOSOPHY, PSYCHOLOGY
***and* LANGUAGE SCIENCES**



Psychology 3

2009/2010

Course Organiser
Dr Billy Lee

Table of contents

	PAGE
Course details	3
Introduction	3
Course overview	3
Course structure for different student groups	3
Special circumstances	4
British Psychological Society Accreditation	4
Course aims and learning outcomes	4
Assessment and feedback	5
Timetable & semester dates	6
Lecture course details	7
Differential – Semester 1	7
Social – Semester 1	9
Biological – Semester 1	12
Psychology of Thinking and Language – Semester 2	14
Memory and Perception – Semester 2	15
Developmental – Semester 2	17
Methodology 1 – Semester 1	21
Methodology 2 – Semester 2	22
Literature Review	24
Psychology Group Project	28
Assessment details and examinations for Psychology courses	31
Assessment regulations	32
Exam skills	32
Facilities	33
Psychology library	33
Psychometric tests	33
Career options	35
Staff research interests	36
Additional Information	40
Plagiarism	40
Computing help for students	45
Change of address	45
Students with special needs	45
Examination timetable	45
Examination appeals procedure & procedure for notifying extenuating circumstances	45
Examination results	46
Extended common marking scheme (UoE)	47
British Psychological Society Accreditation	51
Safety	52
Out of hours working	53
Telephone/Room Numbers for 2009/2010	54
Semester dates for the 2009/2010 academic year	55

PSYCHOLOGY 3 – 2009/2010

COURSE DETAILS

Introduction

There will be an introduction to the course given by the Course Organiser at 2.00 pm on Tuesday September 22nd in F21, 7 George Square. Please ensure that you attend this, complete the internal registration forms and observe the deadlines for submission of these forms.

Course overview

The third year course consists of 10 modules. These comprise six Specialist topic lecture courses (Differential Psychology, Social Psychology and Biological Psychology in Semester 1, and Memory & Perception, Psychology of Thinking & Language, and Developmental Psychology in Semester 2), and Methodology 1 and 2 in semesters 1 and 2 respectively. A Literature Review runs in Semester 1 and a Group Project in Semester 2.

The credit weightings of the various course components are: Specialist topics, Methodology 1, Methodology 2, 10 units each. Group Project and Literature Review: 20 units each.

Each of the 10 modules has a designated Module Organiser (see individual course descriptions). If you have a query relating to a particular module rather than the course in general, please consult the relevant Module Organiser.

Course structure for different student groups

Single honours students

You may register for a full diet of Psychology 3 courses or substitute up to 20 credits of Psychology with Outside Courses. You may substitute EITHER U00588 (Memory & Perception) OR U00585 (Psychology of Thinking and Language) with a 10-credit outside course. Alternatively, you may substitute the Group Project or Literature Review with a 20-credit outside course, with the approval of the Y3 Course Organiser. You will be required to acknowledge in writing or by email that any deviation from the standard programme may affect your eligibility for BPS accreditation. If you wish to make any substitutions discuss this with your Director of Studies, who will be able to enroll your new courses.

Combined honours students:

Combined honours students must take Methodology 1 and between 30 and 50 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 U00585 (Psychology of Thinking & Language) and U00588 (Memory & Perception). Combined honours students are also advised against taking the Literature Review (because of BPS accreditation requirements) unless it is by special arrangement with the Course Organiser. Further information relating to specific combined programmes is available from <http://www.drps.ed.ac.uk>. **It is the responsibility of students on combined programmes, in consultation with their Director of Studies, to ensure that they are registered for courses in Psychology consistent with the Degree Programme Table for their degree.**

Intercalated medical students

You will register for three Specialist topic courses. In addition you will complete requirements of the Psychology 4 syllabus (see the Psychology 4 course handbook).

General/Ordinary degree students

For the degree of BA (Humanities and Social Science), or in the College of Science and Engineering the degrees of BSc (General) and BSc Ordinary (Psychology), you will normally take 40-80 credits worth of courses offered in Psychology 3. These will normally consist of Specialist topic courses. Students wishing to enrol on the Group Project or Literature Review should seek permission from the Course Organiser. You may select outside courses to make up the remainder of your curriculum. You should do this in consultation with your Director of Studies and the 2009/10 Degree Regulations and Programmes of Study.

Visiting Students

Full year students may select Psychology courses from the third year course (Specialist topics, Methodology 1 & 2, Group Project, Literature Review) and may substitute Psychology courses with other courses offered by the University. You should consult your Director of Studies here and at your home institution about the substitutions you wish to make, as a variety of 'outside courses' are on offer from the University. You may also substitute one course (10 credits) with a Final Year Option course in Psychology, subject to availability.

Part year Semester 1 students may select Psychology courses from: Specialist topics, Literature Review and Methodology 1. Part year Semester 2 students may select courses from: Specialist topics, Group Project and Methodology 2. One course may be substituted by a Final Year Option course, subject to availability.

Special Circumstances

A student who has experienced a serious disruption to their studies due to medical or other unforeseen circumstances may request an extension of coursework from the Y3 Course Organiser and/or submit evidence to be considered by the Board of Examiners. A medical certificate along with a Special Circumstances Form completed in consultation with your Director of Studies should be lodged with the Course Secretary, Ms Fiona Graham in the Psychology Undergraduate Teaching Office. Students whose degree is in another School and their Director of Studies is not in PPLS need to be aware that procedures may be different in their School.

British Psychological Society Accreditation

The British Psychological Society (BPS) reviews and accredits first degree courses in Psychology on the basis of two separate criteria: a) as conferring eligibility for Graduate Membership of the BPS, and b) as leading to the Graduate Basis for Registration (GBR). If you intend to undertake subsequent postgraduate training in order to qualify as a Chartered Psychologist and work as an independent professional psychologist, then you will need to obtain a qualification which gives you GBR.

All the Single and Combined Honours degrees offered by this Department are accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and giving the Graduate Basis for Registration. For Single Honours degrees (MA Psychology, BSc Biological Sciences: Psychology, BSc Psychology) all standard pathways are accredited. For all Combined Honours degrees, accreditation is conditional on students taking Methodology 1 and a selection of 3rd and 4th year courses which cover all 5 core areas of Psychology (see Additional Information). To register as a graduate member of the BPS you must obtain at least a Lower Second Class Honours and have successfully completed the Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist.

At the moment 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 Graduate Basis of Registration (GBR) on an individual basis, after graduation. 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 course during your year abroad.

The Bachelor of Medical Sciences (Psychology) is accredited for BPS graduate membership only, not for GBR. The Group Honours degree programmes in Mind and Language and in Cognitive Science are not BPS accredited (for either graduate membership or GBR). (For further details of BPS accreditation see Additional Information).

Course aims and learning outcomes

Aims:

- To develop advanced knowledge both of the core areas of Psychology and of the methodological framework which underpins psychological research.
- To develop skills in reading and critically appraising the research literature in core areas of Psychology.

There is an expectation that students will read extensively; reading lists are supplied by lecturers and it is expected that both books and journal articles will be consulted. For Single Honours students this

process is assisted by the Literature Review, which is supported by tutorials to facilitate a critical review of a specialist area of Psychology of your choosing.

Methodology is a core part of the course and is essential for the development of your research skills both this year and for your Final year. The methodology course is supported by exercises and Q&A sessions. Advanced research design and analysis skills are developed by the Project.

Learning outcomes:

- Understanding of the current state of knowledge in core areas of Psychology, including theories, research methods and research findings.
- Understanding of statistics and research methods as applied to core areas of Psychology.
- Ability to read research papers critically, and to balance conflicting evidence where necessary.

Assessment and Feedback

Details of December and May examination format, and Assessment Regulations appear under Section 2. Details of Appeals Procedures and the University Common Marking Scheme are available in Additional Information.

Examination Feedback

December exam marks released towards the end of January provide feedback for Semester 1 performance. Please consult the University Common Marking Scheme marking criteria (see Additional Information) for detailed descriptors of the mark bands. These descriptors will provide you with further information on the standard of your work. The marks remain provisional until ratification by the External Exam Board in May. 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.

Coursework Feedback

For the Methodology 1 Course, two in-class Question and Answer sessions provide an opportunity to gain feedback from a demonstrator assigned to support the lecture. Feedback on the Group Project will be provided by a comment sheet offering an analysis of your submitted report. It may form the basis for further feedback and discussion between the student and Group Project supervisor. Through weekly group meetings with your Group Project supervisor you will have the opportunity to consult on methodological issues and to monitor the progress of your project.

Feedback on the Literature Review, will be provided on a comment sheet after the May Exam Board. It may provide the basis for further feedback and discussion between the student and Literature Review supervisor. All Literature Reviews undergo a moderation process to check the marks and mark distribution of a particular project group. The moderated mark will be released towards the end of January and is provisional until ratification by the External Board in May. Three one hour tutorials in Semester 1 provide the opportunity to confer and consult, and to monitor the progress of your review.

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 deduce 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.

Coursework extension

Where special circumstances are responsible for a serious interruption of study, you may contact the Course Organiser for an extension of the stated deadline. An extension for honours work is a serious matter, and can be granted only in exceptional circumstances. You will be asked to submit a medical certificate, or other documentary evidence to Fiona Graham in the Psychology Undergraduate Teaching Office. You should ask your DoS to submit a Special Circumstances Form if the interruption has significantly affected any other components of study.

SEMESTER 1 and 2 TEACHING DATES

Semester 1:

Tuesday 22nd September – Friday 4th December 2009.

Semester 2:

Monday 11th January – Friday 26th March 2010.

No formal teaching in the week beginning 22nd March, which is left clear for reading.

Continues Monday 19th April – Friday 28th May (exam and consolidation period).

Teaching will start at the scheduled start time for each class. Students should be in their seats well in advance of this time.

SEMESTER 1 TIMETABLE

Day	Lecture Topic	Time	Venue
Monday	Differential (U00581)	2 – 3.50 pm	F21
Tuesday	*Social (U00582)	2 – 3.50 pm	F21
Thursday	Methodology 1 (U00651)	4.10 – 6 pm	WRB G08
Friday	Biological (U00464)	2 – 3.50 pm	F21

*In week 1 this lecture is replaced by an introductory meeting at 2pm on Tuesday 22nd September, in F21, 7 George Square

SEMESTER 2 TIMETABLE

Day	Lecture Topic	Time	Venue
Monday	Psychology of Thinking & Language (U00585)	2 – 3.50pm	F21
Tuesday	Memory & Perception (U00588)	2 – 3.50pm	F21
Thursday	Methodology 2 (U00654)	4.10 – 6 pm	F21
Friday	Developmental (U00587)	2 – 3.50pm	F21

Designated weeks for Literature Review tutorials are weeks 3, 5/6, and 7/8 in Semester 1. Project groups meet in Semester 2, normally weekly, at times negotiated with the supervisor.

Students should note all deadlines for completion of items of work, including non-assessed elements such as the methodology exercises, and plan their time accordingly. Exams take place in weeks 12 – 13 of Semester 1 (psychology topics – Differential, Social, Biological and Methodology 1) and weeks 12 – 17 of Semester 2 (psychology topics – Psychology of Thinking & Language, Memory & Perception, Developmental Psychology and Methodology 2).

Students are expected to be present in Edinburgh during teaching weeks. The Brain Quiz is a component of the Biological Psychology degree exam and attendance is a requirement of the course. Students should refrain from committing to any holiday etc. arrangements during exam periods until the exam timetable has been confirmed by the Registry. Alternative exam scheduling is NOT available to accommodate holiday arrangements.

The relevant sections of this handbook provide information on exam administration, feedback, timetables, notification of results, and grounds for appeals. A rigorous system of checks and balances, which involves check marking, moderation, external examiners, and exam boards is in place to ensure the highest standards of assessment and feedback on the course. In addition, staff are usually very happy to be approached for specific feedback within their area of expertise. However, except in extraordinary circumstances, requests for degree exam marks to be reviewed will not normally be considered.

LECTURE COURSE DETAILS – SEMESTER 1

DIFFERENTIAL PSYCHOLOGY – Course code: U00581

**Monday 2.00-3.50pm
Room F21, 7 George Square**

Course Organiser: Dr Elizabeth Austin

Lecturers: Dr Elizabeth Austin, Professor Ian Deary, Dr Wendy Johnson, Dr Martha Whiteman

Week	Content	Lecturer
1	Public holiday	
2	Personality traits – recap and update	IJD
3	Personality throughout the lifespan	MW
4	Personality and health	MW
5	The biology of personality	WJ
6	Personality pathology	WJ
7	Social approaches to personality	MW
8	Personality, stress and coping	EJA
9	Traits and states	EJA
10	Personality and performance	EJA

Aim: To provide an understanding of the current status of research on personality traits: their structure, aetiology and impacts.

Objectives: To provide a framework for understanding how personality is conceptualised and studied. To show how the study of normal and abnormal personality overlap. To outline how personality:

- is shaped by biological and environmental factors,
- is related to brain biology,
- develops and or/stabilises in adulthood, and
- relates to stress and health.

Learning outcomes: By the end of the course, you should be able to discuss critically the personality trait approach to the study of personality. You should also understand and be able to discuss the structure of personality traits, including personality disorders; putative causes of personality differences; biological underpinnings of personality; personality stability and development; and the associations between personality traits, stress, coping and health.

Reading list

The main textbook for the course is:

Matthews, G., Deary, I.J. & Whiteman, M.C. (2003). *Personality Traits*. 2nd Edition. Cambridge: Cambridge University Press.

Additional and/or background reading

- American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders*. 4th edition. Washington, D.C. American Psychiatric Association.
- Costa, P.T., & McCrae, R.R. (2005). *Personality Traits in Adulthood: A Five-Factor theory perspective*. New York: Guilford Press.
- Costa, P.T., & Widiger, T. *Personality Disorders and the Five Factor Model of Personality*. Washington, D.C. American Psychiatric Association.
- Funder, D.C. (2001). *The Personality Puzzle*. 2nd Edition. London: W.W. Norton & Company.
- Hampson, S.E. (1988). *The Construction of Personality*. London: Routledge.
- Johnstone, E.C., Freeman, C.P.L., & Zealley, A.K. (1998). *Companion to Psychiatric Studies*. Edinburgh, Churchill Livingstone. (Chapter 21).
- Larsen, R.J., & Buss, D.M. (2002). *Personality Psychology*. New York: McGraw-Hill.
- Livesley, J. (1995). *The DSM-IV Personality Disorders*. London: Guildford.
- Plomin, R., DeFries, J., McClearn, G., & McGuffin, P. (2001). Behavioral Genetics. New York: Worth. (Chapter 12.)
- Stelmack, R.M. (Ed.). (2004). *On the Psychobiology of Personality*. Amsterdam: Elsevier.
- Tyrer, P., & Stein, G. (1993). *Personality Disorder Reviewed*. London: Gaskell.

References to required and recommended journal articles will be provided in the lectures.

SOCIAL PSYCHOLOGY – Course code: U00582

Tuesday 2-3.50pm
Room F21, 7 George Square

Course Organiser: Dr Alison Lenton

Lecturers: Dr Sara Hodges, Dr Billy Lee, Dr Alison Lenton

Aims: To provide an up to date review of and encourage critical thinking about some important concepts and findings in contemporary social psychology, including how social psychology can be applied to real world issues.

Objectives: To introduce central themes and provide a review of literature in the following areas: (1) the self in relation to others, (2) applications of social psychology to legal issues, (3) the role of nonverbal behavior in interpersonal relationships and emotional communication.

Week	Content	Lecturer
1	<i>Course admin meeting</i>	BL
2	Know the self, knowing others I: social comparison	SH
3	Know the self, knowing others II: projection	SH
4	Social psychology and the law I: eyewitness testimony/police interrogation	AL
5	Social psychology and the law II: justice/jury decision making	AL
6	Social psychology and the law III: death penalty/sexual harassment	AL
7	<i>No lecture – learning consolidation</i>	AL
8	Nonverbal behaviour I: Empathy and imitation	BL
9	Nonverbal behaviour II: Personality and relationship	BL
10	Nonverbal behaviour III: Video and discussion	BL

Outcomes: By the end of the course you should be able to:

- understand how perceptions of other people are influenced by perceptions of the self, for both cognitive and motivational reasons
- discuss the role of social cognition, attitudes and attributions in legal contexts, using research evidence
- discuss the role of nonverbal behaviour in interpersonal relationships and emotional communication

References

**While you are expected to read all of the below, the asterisks denote readings to which you should give additional attention.*

Dr Sara Hodges (lectures 2-3)

*Alicke, M. D., & Govorun, O. (2005). The better-than-average effect. In M.D. Alicke, D.A. Dunning, & J. I. Krueger, *The self in social judgment* (pp. 85-106). New York: Psychology Press.

*Ames, D. R. (2004). Strategies for social inference: A similarity contingency model of projection and stereotyping in attribute prevalence estimates. *Journal of Personality and Social Psychology*, 87, 573-585.

Anderson, C., Srivastava, S., Beer, J. S., Spataro, S. E., & Chatman, J. A. (2006). Knowing your place: Self-perceptions of status in face-to-face groups. *Journal of Personality and Social Psychology*, *91*, 1094-1110.

Birch, S. A. J., & Bloom, P. (2007). The curse of knowledge in reasoning about false beliefs. *Psychological Science*, *18*, 382-386.

*Gilovich, T., Kruger, J., & Savitsky, K. (1999). Everyday egocentrism and everyday interpersonal problems. In R. M. Kowalski & M. R. Leary (Eds.), *The social psychology of emotional and behavioral problems: Interfaces of social and clinical psychology* (pp. 69-95). Washington, DC: American Psychological Association.

*Kruger, J., Windschitl, P. D., Burrus, J., Fessel, F., & Chambers, J. R. (2008). The rational side of egocentrism in social comparisons. *Journal of Experimental Social Psychology*, *44*, 220-232.

Van Boven, L., & Loewenstein, G. (2005). Cross-situational projection. In M. D. Alicke, D. A. Dunning, & J. I. Krueger, *The self in social judgment* (pp. 43-64). New York: Psychology Press.

Weinstein, N. D., & Klein, W. M. (1995). Resistance of personal risk perceptions to debiasing interventions. *Health Psychology*, *14*, 132-140.

Dr Alison Lenton (Lectures 4-7)

*Bargh, J. A., Raymond, P., Pryor, J., & Strack, F. (1995). Attractiveness of the underling: An automatic power sex association and its consequences for sexual harassment and aggression. *Journal of Personality and Social Psychology*, *68*, 768-781.

*Diamond, S. S. (1992). Instructing on death: psychologists, juries, & judges. *American Psychologist*, *48*, 423-434.

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science*, *17*, 383-386.

Kassin, S. M., Goldstein, C. C., & Savitsky, K. (2003). Behavioral confirmation in the interrogation room: On the dangers of presuming guilt. *Law and Human Behavior*, *27*, 187-203.

*Loftus, E. (1996). *Eyewitness testimony*. Cambridge, MA: Harvard University Press. [Chapters 2-5]

Hartwig, M., Granhag, P.A., & Strömwall, L.A. (2007). Guilty and innocent suspects' strategies during a police interrogation. *Psychology, Crime and Law*, *13*, 213-227.

Hastie, R. (1993). *Inside the juror: The psychology of juror decision making*. New York: Cambridge University Press. [Chapters 4, 8]

*Pennington, N., & Hastie, R. (1992). Explaining the evidence: Tests of the story model for juror decision making. *Journal of Personality and Social Psychology*, *62*, 189-206.

Van den Bos, K. (2003). On the subjective quality of social justice: The role of affect as information in the psychology of justice judgments. *Journal of Personality and Social Psychology*, *85*, 482-498.

*Van den Bos, K., Vermunt, R., & Wilke, H. A. M. (1997). Procedural and distributive justice: What is fair depends more on what comes first than on what comes next. *Journal of Personality and Social Psychology*, *72*, 95-104.

Wiener, R. L., Hurt, L., Russell, B. Mannen, K., & Gasper, C. (1997). Perceptions of sexual harassment: The effects of gender, legal standard, and ambivalent sexism. *Law and Human Behavior*, *21*, 71-93.

Dr Billy Lee (lectures 8-10)

Baumeister, R. F. & Sommer, K. L. (1997). What do men want? Gender differences and two spheres of belongingness: Comment on Cross and Madson (1997). *Psychological Bulletin*, *122*, 38-44.

*Bavelas, J. B., Black, A., Lemery, C. R. & Mullett, J. (1986). "I show how you feel": Motor mimicry as a communicative act. *Journal of Personality and Social Psychology*, *50*, 322-329.

*Chartrand, T. L. & Bargh J. A. (1999). The Chameleon Effect: The perception-behaviour link and social interaction. *Journal of Personality and Social Psychology*, *76*, 893-910.

*Coats, E. J. & Feldman, R. S. (1996). Gender differences in nonverbal correlates of social status. *Personality and Social Psychology Bulletin*, *22*, 1014-1022.

*Fraleigh, R. C. and Shaver P. R. (1998). Airport Separations: A naturalistic study of adult attachment dynamics in separating couples. *Journal of Personality and Social Psychology*. *75*, 1198-1212.

*Hall, J. A., Smith LeBeau, L., Gordon Reinoso, J. & Thayer, F. (2001). Status, gender, and nonverbal behaviour in candid and posed photographs: A study of conversations between university employees. *Sex Roles*, *44*, 677-692.

*Niedenthal, P. M., Brauer, M., Halberstadt, J. B. & Innes-Ker, A. H. (2001). When did her smile drop? Facial mimicry and the influences of emotional state on the detection of change in emotional expression. *Cognition and Emotion*, 15, 853-864.

*Sonnyby-Borgstrom, M. & Jonsson, P. (2004). Dismissing-avoidant pattern of attachment and mimicry reactions at different levels of information processing. *Scandinavian Journal of Psychology*, 45, 103-113.

Tucker, J. S. & Anders, S. L. (1998). Adult attachment style and nonverbal closeness in dating couples. *Journal of Nonverbal Behavior*, 22, 109-124.

BIOLOGICAL PSYCHOLOGY – Course code: U00464

Friday 2 – 3.50pm
Room F21, 7 George Square

Course Organiser: Dr Thomas Bak

Lecturers: Dr Thomas H Bak, Dr Sarah MacPherson

Aims: This series of lectures introduces a range of topics which illustrate possible biological approaches to the study of mental processes and the 'evolution of mind'.

Objectives: To give an understanding of the range of biological approaches that can be applied to the study of mental processes and brain function. The topics covered range in specificity and level of analysis, and include communication and intelligence in nonhuman primates, broader aspects of the evolution of animal cognition, and the neurobiology of memory and emotion. Through the Brain Quiz and the associated homework with brain models, the course also aims to teach and assess knowledge of the anatomy of the human brain in a context which allows it to be related to analyses of brain function.

Outcomes: By the end of this course, you should be able to

- understand the role of the evidence from animal behaviour in current debates about human nature and its genetic and environmental determinants
- recognise the main stages in the evolution of the nervous system in animals
- give at least two examples to explain the way in which 'comparative' studies (of the abilities of animals) can contribute to questions about the origins of human abilities
- explain the similarities and differences between communication and social structure in different species
- describe with illustrations the functional and anatomical organisation of the human brain
- give at least two examples of different techniques which support the importance of the role of the hippocampus in spatial memory
- explain the contribution of model/simple systems to understanding the nature of synaptic plasticity
- understand what is meant by 'cognitive mapping' and its importance in models of memory

Week	Content	Lecturer
1	Brain video and model distribution	SMacP
2	The neurobiology of memory	SMacP
3	Why should a psychologist be interested in animal behaviour	THB
4	Cognitive maps and spatial memory	SMacP
5	The neurobiology of emotion	SMacP
6	No class, revision for Brain Quiz	
7	Brain Quiz	THB
8	Unity and diversity in the animal kingdom	THB
9	Do we over or underestimate animals' capacities?	THB
10	What (if anything), makes us uniquely human?	THB

References

Dr Thomas H Bak

Shettleworth, S.J. (1998). *Cognition, Evolution and Behaviour*. Oxford: Oxford University Press.
Byrne, R. (1995). *The Thinking Ape. Evolutionary Origins of Intelligence*. Oxford: Oxford Press.
Macphail, E.M. (1998). *The Evolution of Consciousness*. Oxford: Oxford University Press.

McFarland, D. (1998). Animal Behaviour. Pearson Prentice Hall (3rd Edition).

Dr Sarah MacPherson

Carlson, N.R. (2007). Physiology of Behavior. Allyn and Bacon (9th Edition).

Rose, S. (2003). The Making of Memory. Random House.

Squire, L. & Kandel, E.R. (2000). Memory: From Mind to Molecules. W.H.Freeman.

LeDoux, J. (1998). The Emotional Brain: The Mysterious Underpinnings of Emotional Life. Phoenix.

Brain Quiz

The Brain Quiz assesses your knowledge of functional neuroanatomy based on the self-paced audio-tutorial using the model BRIAN distributed in Week 2. Additional material can be obtained from the departmental brain video shown in Week 2. You are also expected to be familiar with the methods used in investigating brain function in experimental neuroscience and these are described in Chapter 5 of the 9th Edition of Carlson's Physiology of Behaviour (Methods and Strategies of Research, pp 134-167). There are multiple copies of this book available in both the departmental and main libraries. You will also find a similar chapter in the earlier editions of Carlson and this has changed little since the 5th edition.

The quiz will last for 45 minutes and will consist of a number of slides of BRIAN in which you are asked to identify particular features. Other questions may ask you about common methods of investigating brain function or to draw sections of the brain. The Quiz will be held in Week 7 and counts for 25% of your Final Course Mark. Attendance at the quiz is a course requirement and failure to attend will mean an automatic mark of zero for this component of your assessment. The class will be divided into two halves (details posted in lectures) alphabetically with the first half attending at 2pm and the second half at 3pm.

LECTURE COURSE DETAILS – SEMESTER 2

PSYCHOLOGY OF THINKING AND LANGUAGE – Course code: U00585

Monday 2 – 3.50pm
Room F21, 7 George Square

Course Organiser: *Dr Martin Corley*

Lecturers: *Dr Martin Corley, Dr Patrick Sturt,*

Aims: To illustrate core issues in cognitive psychology through a discussion of communication, concepts, and mental representations

Objectives: To examine the routes from language input to conceptual understanding, and from concept to language. To address the issue of 'concepts' directly: what do we mean when we talk about the meaning of a word or utterance? To examine the effects that our mental representations have on our efforts to make sense of the world around us, and solve problems in the real world.

Outcomes: By the end of this series of lectures you should be able:

- to critically assess the experimental evidence for and against current cognitive theories
- to explain two or three major issues of dispute, and demonstrate why these issues are important within cognitive psychology.

Week	Content	Lecturer
1	Understanding words	PS
2	Understanding sentences	PS
3	Producing words	PS
4	Producing sentences	PS
5	No lecture – learning consolidation	
6	Knowledge-lean problems	MC
7	Knowledge-rich problems	MC
8	Expertise	MC
9	Bayesian reasoning	MC

References

- Anderson, J.R. (2005). *Cognitive psychology and its implications* (6th Edition). New York, NY: Worth.
- Brosnan, M.J. (Ed.) (1996). *Cognitive functions: Classic readings in representation and reasoning*. Dartford: Greenwich University Press.
- Eysenck, M.W., & Keane, M.T. (2005). *Cognitive psychology* (5th Edition). Hove: Psychology Press.
- Harley, T.A. (2008). *The psychology of language: From data to theory* (3rd Edition). Hove: Psychology Press.
- Levelt, W.J.M. (1989). *Speaking: from intention to articulation*. Cambridge, MA: MIT Press
- Robertson, S.I. (2001). *Problem solving*. Hove: Psychology Press.

MEMORY AND PERCEPTION – Course code: U00588

Tuesday 2- 3.50pm
Room F21, 7 George Square

Course Organiser: Dr Alexa Morcom

Lecturers: Dr Alexa Morcom, Dr Julia Simner

Course Summary: The first half of the course is concerned with the means by which knowledge is learned, how it is organised in long-term memory, and how it is used within working memory in moment to moment interaction with the world. The second half of this course examines how human observers perceive sensory phenomena. Examples from neuroimaging as well as studies of behaviour will be considered. Throughout the course there will be reference to how certain types of unusual populations (e.g. people with brain damage and people with synaesthesia) have altered perception, long-term memory and working memory, and how the study of such altered function also can inform our understanding of memory in general.

Week	Content	Lecturer
1	Introduction to Memory Systems/ Working Memory	AM
2	Memory and Cognitive Control	AM
3	Episodic and Autobiographical Memory	AM
4	Procedural and Implicit Memory	AM
5	Memory: Key concepts	AM
6	Eye/ Light/ Brain	JS
7	Colour/ Depth/ Size	JS
8	Touch/ Taste/ Smell	JS
9	Multi-sensory integration	JS
10	Perception: Key concepts	JS

Essential Reading: Dr Julia Simner/ Perception:

Goldstein, E. B. (2007). *Sensation and Perception* (7th Edition). Belmont, CA: Thomson Wadsworth.

The following chapters correspond to Lectures 6-9:

- Lecture 6, Eye/ Light/ Brain – Chapters 2-4
- Lecture 7, Colour/ Depth/ Size – Chapters 7 & 8
- Lecture 8, Touch/ Taste/ Smell – Chapters 14 & 15
- Lecture 9, Multi-sensory integration – Chapters 2-4
- For Lecture 9 also Grossenbacher, P.G. & C.T. Lovelace (2001), Mechanisms of synesthesia: cognitive and physiological constraints, *Trends in Cognitive Sciences (TiCS)* 5 (1): 36-41

Essential Reading: Dr Alexa Morcom/ Memory:

Eysenck, M.W., & Keane, M.T. (2005). *Cognitive Psychology: A Student's Handbook* (5th Edition). Hove: Psychology Press. Chapters 6, 7, and 8.

Further reading will include material from Baddeley, A.D., Eysenck, M.W., Anderson, M.C. (2009). *Memory*. Hove: Psychology Press. Additional, specific references will be supplied at lectures and on WebCT.

For both sections of the course, students are expected to take the initiative in following up on references and to read material on lecture topics that goes beyond the precise content of the lectures and of the recommended textbooks.

**DEVELOPMENTAL PSYCHOLOGY: LANGUAGE AND COGNITION ACROSS THE LIFESPAN –
Course code: U00587**

**Friday 2 – 3.50 pm
Room F21, 7 George Square**

Course Organiser: Dr Maggie McGonigle

Lecturers: Dr Morag Donaldson, Dr Maggie McGonigle, Dr Alexa Morcom,

Aims:

This course is in three parts, each focusing on the issue of ‘what develops’ and (in the third part) ‘what declines’ during the human lifespan. The first part concentrates on classic and contemporary theories that strongly emphasise the role of language in cognitive development and the acquisition of knowledge, with a particular focus on what may be ‘human specific’. The second part then focuses on the role of language in relation to social cognition and in particular the contrast between theories that emphasise social pragmatic versus linguistic constraint-based factors in semantic and syntactic development of children. The interplay amongst linguistic, cognitive and social aspects of development is also explored in relation to research on theory of mind. Finally, the course continues by introducing factors other than language that are central nevertheless to knowledge, semantics and social cognition, such as information processing and episodic and working memory – both from the standpoint of their growth and, in particular, their decline during ageing

Outcomes:

- To enhance awareness of the complexities of the language/thought relationship in human evolution and development.
- To be familiar with some of the main theoretical positions that give language a leading role in the shaping of human thought.
- To know how evidence from non-humans has affected the language/thought debate.
- To be aware of the relationship between social development and social cognition (Theory of Mind).
- To understand the difference between social pragmatic versus linguistic constraint-based theories of language development.
- To understand how grammatical development is influenced by semantics and the understanding of communicative intent.
- To know how normal ageing affects general cognitive mechanisms such as processing speed as well as its specific effects on memory
- To understand the decline in cognition in terms of working and episodic memory and the executive functions that develop during childhood

Week	Content	Lecturer
1	Language and thought: two classic accounts	MMG
2	Language as thought: some contemporary viewpoints	MMG
3	Non-human language and challenges to the contemporary view	MMG
4	<i>No lecture – reading consolidation</i>	
5	Social relationships and theory of mind	MLD
6	Development of word meaning: social and cognitive approaches	MLD
7	Development of grammar: relationships with semantic and pragmatic development	MLD
8	Cognitive and brain ageing: a lifespan perspective	AM

Week 1 Language and thought: two classic accounts (MMG)

Aims: To review two classic but entirely different views on the relationship between language and thought during human development. The lecture first presents the views of Vygotsky that language and thought become inextricably intertwined during development – a precursor to experimental traditions that rely on language as a tool for analyzing cognition. This is then contrasted with Piaget's view: that the close mapping of language and thought is itself a late product of development, leading to the Genevan experimental tradition of emphasizing the behavioural roots of knowledge instead.

Outcomes: To understand the nature of the difference between the views of Vygotsky and Piaget regarding the role of language in development.

References

Vygotsky, L.S. (1986). *Thought and language*. (newly revised). MIT Press.

Inhelder and Piaget, J. (1964). *The early growth of logic in the child*. Routledge and Kegan Paul.

Week 2 Language as thought: some contemporary viewpoints (MMG)

Aims: To understand why the language/thought issue is still a matter of heated debate. This lecture summarises the theoretical stances that have emerged since Chomsky's ground-breaking theory of syntax. These are illustrated via the writings of Jackendoff, Pinker and Fodor and Pylyshyn, in which language is argued to be inseparable from human thought from birth.

Outcomes: To understand these positions, and how and why they differ from those of modern day connectionists.

References

Pinker, S. (1998). *How the mind works*. Allen Lane. (Chapter 2)

Pinker, S. (1999). *Words and Rules*. Phoenix. (Chapter 1)

Jackendoff, R. (1993). *Patterns in the mind: Language and human nature*. Harvester Wheatsheaf. (Chapters 8 and 14)

Fodor, J. & Pylyshyn, Z. (1988). Connectionism and cognitive architecture. A critical analysis. *Cognition*, 28, 3-71. (selected pages)

Week 3 Non-human language and challenges to the contemporary view (MMG)

Aims: To expand the review of the language/ thought issue by considering evidence from animal 'language'. A review of ape language studies will be presented - with video-taped examples, and with particular emphasis on the achievements of the bonobo, Kanzi in comparison with a three year old child. The recent debate between Hauser, Chomsky and Fitch versus Pinker and Jackendoff will be reviewed.

Outcomes: To understand how the language/thought issue has evolved in response to evidence from animals.

References

Savage-Rumbaugh, S., & Rumbaugh, D. (1993). The emergence of language. Chapter 3 in K. Gibson and T. Ingold (Eds) *Tools, language and cognition*. (esp. p. 90 ff on Kanzi)

Savage-Rumbaugh S., Shanker, S.G., & Taylor., J.G (1998) *Apes, language and the human mind*. OUP. Chapter 1 (Kanzi)

Hauser, M.D., Chomsky, N., & Fitch, W.T. (2002). The faculty of language: What is it, Who has it, and How did it evolve? *Science*, 298, 1569-1579

Pinker & Jackendoff (2005) *Cognition*, 97(2), 211-225.

Week 4 Time to catch up on reading

Week 5 Social relationships and theory of mind (MLD)

Aim: To consider the interplay between the development of social relationships (with parents, siblings and peers) and the development of social reasoning/cognition (Theory of Mind).

Outcomes: To be familiar with contemporary research on the development of social relationships and of Theory of Mind and to understand the different ways in which these aspects of development interact.

References

Carpendale, J and Lewis, C. (2006). *How children develop social understanding*. Oxford: Blackwell. Especially Chapter 4
Dunn, J. and Brophy, M. (2005). Communication, relationships, and individual differences in children's understanding of mind. In J.W. Astington and J.A. Baird (eds.) *Why language matters for theory of mind*. Oxford: Oxford University Press.

Week 6 Development of word meaning: social and cognitive approaches (MLD)

Aim: To compare and evaluate social and cognitive explanations of how children learn the meanings of words. The social-pragmatic approach postulates that children's word learning is guided by their understanding of communicative intentions in social interactions, and so it emphasises relationships amongst semantic development, the development of social communication and of theory of mind. The constraints approach postulates that children make use of conceptual constraints/biases and/or grammatical knowledge in working out what new words mean, and it therefore emphasises semantic development's relationships with cognitive development and with grammatical development.

Outcomes: To understand the key features of social-pragmatic and constraint-based explanations of semantic development. To be able to evaluate these explanations using evidence from contemporary research.

References

Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, Mass.: MIT Press. (Especially chapters 4 and 8).

Messer, D. J. (1994). *The development of communication: from social interaction to language*. Chichester: Wiley. Chapter 8.

Tomasello, M. (2001). Perceiving intentions and learning words in the second year of life. In M. Tomasello and E. Bates (eds.) *Language Development: the Essential Readings*. Oxford: Blackwell. (Chapter 8.)

Week 7 Development of grammar: relationships with semantic and pragmatic development (MLD)

Aims: To characterise the ways in which children's grammatical abilities change in the course of development, with particular reference to how relationships between grammatical and semantic abilities change developmentally. To consider how children's understanding of communicative intentions and social contexts interacts with their developing grammatical abilities.

Outcomes: To be able to summarise key developmental changes in children's comprehension and production of grammatical constructions. To understand and evaluate theoretical arguments and research evidence regarding the nature of the interplay amongst grammatical, semantic and pragmatic aspects of development.

References

Bates, E. and Goodman, J.C. (2001). On the inseparability of grammar and the lexicon: evidence from acquisition. In M. Tomasello and E. Bates (eds.) *Language Development: the Essential Readings*. Oxford: Blackwell. (Chapter 10.)

Huttenlocher, J., Vasilyeva, M. & Shimpi, P. (2004). Syntactic priming in young children. *Journal of Memory and Language*, 50, 182-195.

Tomasello, M. (2003). *Constructing a language: a usage-based theory of language acquisition*. Cambridge: Cambridge University Press. (Chapters 4 and 5.)

Week 8 Cognitive and brain ageing: a lifespan perspective

Aims: To review the ways in which cognitive abilities decline or are sustained with ageing. To consider different theories of brain and cognitive function in ageing, and how these can account for changes in different cognitive domains. To explain and evaluate general accounts of cognitive ageing, such as a decline in processing speed or fluid intelligence. To contrast these with specific accounts of cognitive ageing, such as a decline in memory or executive function. To understand these changes in the context of how abilities develop in childhood.

Outcomes: To understand the general and specific accounts of cognitive and brain ageing in the context of lifespan development. To evaluate to what extent these theories differ from one another and to what extent they are compatible with one another.

References: For general reading, F.I.M Craik and T. Salthouse (eds.) (2008). *The handbook of aging and cognition*. 3rd ed. New York : Psychology Press.
(Specific references to follow).

Week 9 Memory ageing and cognitive ageing

Aims: To characterise the ways that memory changes in ageing and describe the kinds of memory that are affected and those that are preserved. To consider the relationship between memory ageing and the decline in executive functions, in the context of the development of these faculties in childhood. To examine the possible brain bases of these lifespan changes.

Outcomes: To understand the key effects of ageing on memory and executive function. To evaluate neural and processing theories of how and why these changes occur.

References: For general reading, F.I.M Craik and T. Salthouse (eds.) (2008). *The handbook of aging and cognition*. 3rd ed. New York : Psychology Press.
(Specific references to follow).

Week 10 Open forum discussion to raise points from lectures/reading

METHODOLOGY 1 – Course code: U00651 (SEMESTER 1)

**Thursday 4.10 – 6 pm
William Robertson Building, G.08**

Course Organiser: Dr Alex Weiss

Lecturers: Dr Timothy Bates, Dr Wendy Johnson, Dr Alexander Weiss

Demonstrator: Mark James Adams

This course is taught using a combination of lectures and practical exercises. The course of lectures and the exercises are compulsory for all single and combined honours students. Together with Methodology 2, the content of the course is designed to provide students with the full range of methodology skills required for research and project work in psychology.

Methodology 1 focuses on inferential statistical approaches to data analysis. The goals are to provide students with the skills to both conduct and interpret inferential statistics in the context of psychological research. Practical exercises using SPSS are included and acquiring skills in using this package is an important aspect of the course. In order to derive full benefit from these, each exercise should be completed using the computers in the University public-access laboratories in advance of the timetabled question and answer session. You are strongly encouraged to purchase the book by Field listed in the references, or a similar SPSS-based text, to assist with completing the exercises.

Learning outcomes

- Understanding of the theory underlying the statistical techniques covered in the course.
- Ability to perform SPSS analyses on data using the statistical techniques covered in the course.
- Ability to choose appropriate analyses for different types of datasets.

Week	Content	Lecturer
1	ANOVA	WJ
2	ANOVA II	WJ
3	ANOVA Practical Session	MJA
4	Regression I	AW
5	Regression II	AW
6	Regression Practical Session	MJA
7	Factor Analysis I	TB
8	Factor Analysis II	TB
9	Factor Analysis Practical Session	MJA

METHODOLOGY 2 – Course code: U00654 (SEMESTER 2)

Thursday 4.10 – 6 pm
Room F21, 7 George Square

Course Organiser: Dr Sue Widdicombe

Lecturers: Dr Elizabeth Austin, Dr Morag L Donaldson, Dr Wendy Johnson, Dr Graham MacKenzie, Dr Billy Lee, Dr Julia Simner, Dr Caroline Watt, Dr Sue Widdicombe

This course is lecture-based and the course of lectures is compulsory for all single honours students. Together with Methodology 1, the content of the course is designed to provide students with the full range of methodology skills required for research and project work in psychology.

Methodology 2 focuses on qualitative and experimental approaches to research design and implementation. Students will gain exposure to a wide array of research methods used in psychological research.

Learning outcomes:

- Understanding of experimental design issues in psychological research, including issues associated with the gathering of both quantitative and qualitative data.
- Understanding and use of the concept of statistical power.
- Understanding of the data analysis methods covered in the course

Week	Content	Lecturer
1	Scale construction I	WJ
2	Scale construction 2	WJ
3	Discourse analysis	SW
4	Research with children and special groups	MLD
5	Qualitative research	BL
6	Power analysis	EA
7	Single-case studies I	JS
8	Single-case studies 2	JS
9	(tbc)	GMack
10	Meta-Analysis	CW

INFORMATION AND REFERENCES FOR METHODOLOGY 1 & 2

References

The courses will be structured round a small number of key texts; chapter references and supplementary material will be provided by individual lecturers. The text on 'discovering statistics' by Field is particularly recommended.

Aron, A., & Aron, E. N. (1999). *Statistics for Psychology*. Upper Saddle River: Prentice Hall.
Field, A (2005). *Discovering Statistics Using SPSS for Windows*. Thousand Oaks: Sage.
Field, A., & Hole, G. (2003). *How to design and report experiments*. Thousand Oaks: Sage.
Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont: Duxbury Press.

Hair, J.F., Anderson, R.E., Tatham, R L., & Black, W.C. (1998). *Multivariate Data Analysis*. Upper Saddle River: Prentice Hall.
Tabachnick, B.G. & Fidell, L.S. (2000). *Using Multivariate Statistics*. New York: HarperCollins.
Willig, C. (2001). *Introducing Qualitative Research in Psychology: Adventures in theory and method*. Buckingham: Open University Press.

Resources for the exercises

Instructions and data files for the exercises for Methodology 1 will be made available at lectures.

The department has a subscription to a site giving access to a useful on-line SPSS guide. This is located at

<http://www.statsguides.bham.ac.uk/>

PSYCHOLOGY LITERATURE REVIEW – Course code U00576 (SEMESTER 1)

Course Organiser: *Dr Thomas H Bak*

Students will either choose from a selection of topics provided by teaching staff (available at <http://www.psy.ed.ac.uk/teaching/ug/y3> and issued to students at the introductory meeting) or suggest their own topic. In the latter case you must establish that a member of staff is prepared to supervise the topic which you choose; this should be done early in Semester 1. The literature review topic must be one for which there is either an existing psychological literature or one in which students can use their psychology background to inform them of progress in the topic. Assessment is by means of a 5,000 word critical review.

Students should collect a literature review choice form from Karen Fleet and contact potential supervisors. List six reviews in order of preference on the form; these must all be with **different** supervisors, and submit the form via a box in the Psychology library by **Thursday noon, 24th September**. You will be assigned your highest preference topic possible, given constraints on group sizes for the tutorials. **Students who do not submit a form by the above deadline will be assumed to be prepared to be assigned a topic.**

Guidance on tutorials and preparation

Three tutorials will be offered at times negotiated with your supervisor. It is recommended that the first one takes place in week 3, the second in week 5/6 and the last one in week 7/8. Please note that attendance of the tutorials is a requirement of the course. The tutorials will guide you through the stages of your literature review. The process will not be identical for all topics and students. However, you might use your tutorials to discuss the following:

Tutorial 1

Title Proposal and Abstract: To be submitted before the first tutorial. You will agree with your supervisor a working title that reflects your intended review area and purpose. The Abstract should summarise the main themes and delineate specific issues to be investigated. In the tutorial you will discuss inclusion and exclusion criteria for your proposed review.

Tutorial 2

Discussion of Key Articles: By this tutorial you will have identified some of the key articles around which your review will be based. These may include a recent review article, a seminal research paper, or perhaps a series of articles on an unresolved issue. Bring these articles with you and be prepared to discuss how your review will be insightful, original, or significant.

Tutorial 3

Structure and Presentation: By now you will have read nearly all the articles that comprise your review. This tutorial will focus on writing and presentational issues and you will plan how to logically structure your expertise into a coherent review paper.

Please note that supervisors do not read drafts of students' work.

Deadline and format

TWO copies of reviews must be submitted **by 4 pm on Thursday 26th November** to Fiona Graham via the essay box in the concourse. The submission deadline **must** be observed. Failure to comply with the deadline without good reason will incur marks penalties as follows:

- up to 5 working days, 5 marks per working day will be deducted.
- more than 5 working days late a mark of zero will be given.

Word limits and extensions for coursework

All literature reviews should provide a stated word count (excluding references) on the front cover. 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 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.

Where special circumstances are responsible for a loss of study time, you may contact the course organiser for an extension of the stated deadlines. An extension for honours work is a serious matter, and can therefore be granted only in extraordinary circumstances. You will be asked to submit a medical certificate or other document as evidence of a significant interruption of study. This should be submitted to Fiona Graham in the Psychology Undergraduate Teaching Office. You should ask your DoS to submit a Special Circumstances Form if the interruption has significantly affected any other components of study.

Feedback

Provisional marks for the Literature Review will be released for feedback purposes by the course secretary at the end of January. These marks will be subject to ratification by the Final Exam Board in May.

Learning outcomes

- Ability to use bibliographic databases to identify a core literature to review.
- Appreciation of the importance of different methodologies in the topic area, with understanding of issues (as appropriate to topic) such as experimental design and power/sample size.
- Ability to critically appraise an area and suggest profitable avenues for future research.

Further information on format, content and assessment of literature reviews

Length

The Literature Review must not exceed 5,000 words in length, exclusive of **References**.

Format

The Review must be submitted in typewritten or word-processed form (double spaced, 12 point font) - 2 copies required.

References

All work referred to in the body of the Review should be listed in a **References** section at the end. In listing references, the format employed by BPS publications must be used (see below).

Footnotes

Do not use these.

General

The aim of the exercise is to write a paper, which provides a **critical review** of the literature on a topic in psychology. So you first need to find a topic which interests you, and on which a manageable amount of literature has been written. Your topic should be neither too broad nor too narrow. Each staff member is asked to nominate three topics for review. You are encouraged to discuss suitable areas with staff members, but only after familiarising yourself with their particular research interests as outlined on the departmental website <http://www.psy.ed.ac.uk>.

- If one and only one book/journal paper has been written on some topic, there is little point in trying to review that - that would be a review of one piece of literature, rather than a review of an area of literature. As a rule of thumb, it is difficult to write a review on a topic which has less than twelve relevant publications. You must decide what is an appropriate number of references - your mark does not depend on the absolute number.
- At the same time, try to avoid being over-ambitious, trying to review too broad an area - e.g., a review of the work on 'maternal deprivation' in man and animals from Bowlby and Spitz to the present day. Here, the literature is too vast, and so you could not possibly consult even a substantial part of it at first hand. It is important to avoid writing something which is just an improved version of a first-year essay in which you present material culled **second-hand** from textbooks and review papers. Rather, you should show that you can draw **your own** conclusions from a reasonable body of original work you have consulted directly.
- If there are important published reviews in your chosen area, you should be careful not to simply précis these – you have to come to your own view of the literature, and it is important to be able to **show** that you have done so. For example, you might be better to cover in detail work published

since a major review (using it only as the background to your survey) rather than running the risk of just regurgitating the previous author's conclusions.

- You should report and discuss literature which you have read and digested yourself. You should not lift 'your' list of references, to support some point in your argument, straight from somebody else's article, nor (normally) report another author's summary of references that you have not consulted yourself. There may be some cases in which it is appropriate to report on material you have not been able to get hold of, but if you **do** need to do this you must make clear (e.g. by quotation marks, by an appropriate phrase in your text, etc.) that this part of the review is second-hand, and where it comes from. Also, in the **References** section of your review, make it clear which articles **have not** been read first-hand, e.g. by adding "(not consulted)" or "cited by X, 19xx". The important thing is to identify clearly which of the references you have not seen directly, so the reader can be sure that everything else is material you have read first-hand.

Some useful hints on defining a topic area and on the other steps in writing a literature review can be found in Chapter 2 ('Steps in writing the library research paper') in Sternberg, R.J. (1995), *The Psychologist's Companion*, 3rd edition. Cambridge: Cambridge University Press.

Before writing your Review, consult your allocated supervisor. On one side of A4, set out the title of your Review, and an Abstract: **one** paragraph, which sets out the main points you intend to make in your Review. On the other side, list your **Key** References (say half-a-dozen essential publications on your chosen topic). This will allow a member of staff to indicate: (a) Seems fine, (b) Too broad - why not curtail it along these lines; (c) Too narrow - why not broaden it along these lines. Since the Literature Review is equivalent to an Examination essay, the staff member will **not** be allowed to give you more detailed feedback when you have completed a draft of the review.

Leave one copy of your outline with the member of staff concerned, and submit a second copy to Fiona Graham in the Psychology Undergraduate Teaching Office.

Above all, remember that:

- We are **not** looking for evidence that you have read an area of literature which you then recount: in 1987 Smith conducted a study which showed ... ; then in 1988 Brown did a study ... However, in 1989 Jones ... This comes across as a catalogue.

- What we **are** looking for is evidence of critical thought. Having read this area of literature, do you understand the issues? You need to say not only what studies (or what main studies) have been done, but also indicate the claims. And what are the counterclaims? How are we to interpret competing results and claims? What are the main methodological issues in this area? What are the main theoretical issues? Are there any applied issues? And so on. What is absent in the literature? Would another perspective have been more appropriate? Other's comments on the research?

So, it is intended to be a critical, evaluative, thoughtful exercise, which gives you a chance to demonstrate to your reader that you can read up on a topic, think about it, and identify the main issues **for yourself**.

When writing your Review, provide an **Abstract** of not more than 150 words. Indicate your topic and the structure of your Review in an **Introduction**; then feel free to use sections and section headings if this helps to reveal your Review's structure and organisation; provide a **Conclusions** section at the end; then list your **References** in the BPS format:

Miller, G.A. (1966). *Psychology: The Science of Mental Life*. Harmondsworth: Penguin.

Shepherd, R., & Gale, A. (1982). EEG correlates of hemispheric difference during a rapid calculation task. *British Journal of Psychology*, 73, 69-80.

Finally, what is the connection between the Literature Review and the Honours Project in 4th Year? If a student wants to complete a Project in an area related to the Literature Review, this is acceptable (provided a member of staff agrees to supervise the Project: the usual rule). It is more usual (and gives the student a more diverse learning experience) to complete a Review in one area, and conduct

a Project in a quite different area. **Students who choose a 4th year dissertation topic which overlaps their literature review topic should note that it is NOT permissible to re-submit any part of the text of their literature review within the dissertation; the two pieces of work, literature review and dissertation, are required to be distinct.**

Support materials

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available to give you guidance on conducting and writing up a library based research project/literature review. In addition a selection of literature reviews carried out in previous years is available in the Psychology library. The following references might also be useful:

Collins, S.C. & Kneale, P.E. (2001). *Study skills for psychology students: a practical guide*. London: Arnold.

Hart, C. (1998). *Doing a literature review: releasing the social science research imagination*. London: Sage.

Heffernan, T.M. (2000). *A Student's guide to studying psychology*. Hove: Psychology Press

Sternberg, R. J. (1993). *The Psychologist's companion: a guide to scientific writing for students and researchers*. Cambridge: CUP (especially Chapter 2).

LITERATURE REVIEW MARK SCHEME

Marks are assigned within the following categories, which are equally weighted.

1. Selection of what to review. Are the inclusion/exclusion criteria for the literature covered valid? Do the selected papers cover the stated topic well? Is the number of references included about right? Are there any obvious gaps in coverage, arbitrariness, or lack of coherence in the selection of material? (Possible problems: too much literature being covered leading to lack of coherence, too little being covered for the review task to be challenging.)

2. Presentation/clarity. Is the choice of topic well-motivated in the introduction? Is the review logically structured? Are both the background to the topic and the actual research findings clearly described? Is the level of detail appropriate? Could a reader non-expert in the area learn from this review?

3. Understanding of statistical/methodological issues. Are statistical/methodological issues discussed clearly? Does the student show a proper appreciation of issues (as appropriate to topic) such as experimental design, power/sample size, sampling etc? Does the discussion of the results of studies reviewed show understanding of the how the data were analysed? Are design/analysis issues treated in sufficient detail?

4. Demonstration of critical skills. Are the results of research in the topic area critically evaluated rather than merely summarised? Is this piece of work a truly critical review rather than a one-sided description/presentation of a particular theoretical perspective? Is there identification of weaknesses and strengths in theory, methodology, interpretation etc., both at the level of individual studies and in the field as a whole? How well is the problem of dealing with contradictory research findings and assessing where the balance of the evidence lies dealt with? Is there evidence of independent thinking?

5. Quality of discussion and conclusions. Is there a clear and well-argued summary of what this literature shows and also of problems, unresolved questions within the topic area? Does the discussion include good suggestions for work that needs to be done to move the area forward?

PSYCHOLOGY GROUP PROJECT – Course code U04277 (SEMESTER 2)

Course Organiser : Dr Alison Lenton

The project provides students with experience of group-based collaborative research work. Students will design and conduct a psychological study in an area relevant to the research interests of the staff member who supervises the project. Project results are submitted in the form of a journal article.

Projects provide an opportunity for students to engage in discussion with a staff member for approximately one hour each week (time, place and frequency of meetings are arranged with the project supervisor). **Meeting times for the first project group tutorials will be posted on the Y3 noticeboard** which is situated outside the departmental library. Subsequent ones are negotiated with the supervisor. These meetings are intended to function as a tutorial equivalent. Students will be required to spend approximately three hours per week across the semester for successful completion of data collection, analysis and write-up of the work.

Learning outcomes:

- Gain experience of collaborative team research.
- Further develop existing skills in designing and conducting psychological research.
- Further develop existing skills in analysis and writing up of research results.
- Gain experience of working with electronic bibliographic databases.

Project assignment

In week 7, an announcement of the project list's availability will be sent to students via email (the project list will be posted online here: <http://www.psy.ed.ac.uk/teaching/uq/v3>).

Students should select four projects from this list and enter these on the choice form available in a box in the departmental library, by **noon on Thursday of week 8 (12th November)**. The course organiser will try her best to ensure that all students are assigned to one of their four preferred projects (note: visiting undergraduates who are attending in semester 2 only will be assigned to projects on an availability basis). Group sizes are approximately 8-10 students per project. Students who do not hand in their choice selections on time will be deemed available for *any* project. Completed forms should be posted in a box in the dept library – group allocation lists will be posted on the Psychology 3 notice board by Thursday of week 9. Any queries regarding group allocation should be directed to the Group Project Course Organiser.

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available to give you guidance on conducting and writing up projects. The following references might be useful:

- Collins, S.C., & Kneale, P.E. (2001). *Study skills for psychology students: a practical guide*. London: Arnold.
- Bell, J. (1993). *Doing your research project*. Buckingham: Open University Press.
- Field, A., & Hole, G. (2003). *How to design and report experiments*. Thousand Oaks: Sage.
- Forshaw, M. (2004). *Your undergraduate psychology project: a BPS guide*. Oxford: Blackwell.
- Heffernan, T.M. (2000). *A Student's guide to studying psychology*. Hove: Psychology Press
- Sternberg, R.J. (1993). *The Psychologist's companion: a guide to scientific writing for students and researchers*. Cambridge: CUP (especially Chapter 3).

Time management and group communication

Supervisors schedule regular meetings with their group. It is however also important that groups communicate with each other e.g. by email, and meet at other times in order to progress the project rather than simply relying on meetings arranged with the project supervisor. There are bookable group study rooms available in the Main Library. It is important that the data-gathering phase of the project is completed well in advance of the hand-in deadline, allowing sufficient time for data entry, analysis, and writing the report.

Project report

Each student writes up an individual project report of no more than 3,000 words, which should be typed or word-processed and should be in the form of a journal article. Supervisors can provide help with general issues of report structure, but do not read drafts of student's work.

Each student MUST produce their own INDEPENDENT report. In particular, although project groups will generally wish to discuss data-analytic strategies, with guidance from the supervisor, all data analyses presented in a student's project report must be performed independently. Evidence of collaboration between groups of students at the writing-up stage will be referred to the Course Organiser in the first instance and if found to fall within the definition of plagiarism, will be referred to the University Academic Misconduct Officer.

TWO copies of the project should be submitted **by 4pm on Thursday 18th March 2010**, to Fiona Graham in the Psychology Undergraduate Teaching Office via the essay box in the concourse. Failure to comply with the deadline without good reason will incur marks penalties as follows:

- up to 5 working days, 5 marks per working day will be deducted.
- more than 5 working days late a mark of zero will be given.

Word limits and extensions for coursework

All group projects should provide a stated word count (excluding references) on the front cover. 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 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.

Where special circumstances are responsible for a loss of study time, you may contact the course organiser for an extension of the stated deadlines. An extension for honours work is a serious matter, and can therefore be granted only in extraordinary circumstances. You will be asked to submit a medical certificate or other document as evidence of a significant interruption of study. This should be submitted to Fiona Graham in the Psychology Undergraduate Teaching Office. You should ask your DoS to submit a Special Circumstances Form if the interruption has significantly affected any other components of study.

Marking guidelines for Projects

<p>Student exam number:</p> <p>Supervisor:</p> <p>The overall mark is the sum of the section marks.</p>	<p>Mark per section (out of 20)</p>
<p>1. Background and literature review Does this section give an appropriate background to the study? Is it critically argued, presenting important information about methodology and implications of previous studies? How compelling is the rationale for the present study: do the research questions and/or hypotheses follow logically from the literature reviewed?</p>	
<p>2. Methods Are the methods clearly justified? Are the methods original and/or an improvement on the norm? Is the section clearly laid out? Does it describe the selection and recruitment of subjects, the procedures and measures of the investigation, and the strategy for analysis (if the analysis strategy is not here, is it explained in the results section)? Are the planned analyses appropriate to the topic (i.e., will the analyses test the chosen hypotheses or research questions)?</p>	
<p>3. Results Does the presentation of results follow the analysis strategy? Are the results relevant to the hypotheses/research questions? Are the analyses conducted and presented competently, and are the results clearly and logically presented? Do the results strike a good balance between explaining and showing all the necessary and important findings (qualitative or quantitative) with the help of clear tables or figures, without including excess text, unnecessary analyses, or redundant tables or figures?</p>	
<p>4. Discussion Is the section more than just a re-statement of the results section? Is it clear that the implications of the findings are understood? Are the results discussed with reference to other studies in the field? Are the present study's strengths and weaknesses insightfully discussed? Are the conclusions justified, and any recommendations for future research sensible?</p>	
<p>5. Overall assessment: style of writing; independence of student Is the thesis well laid out? Are claims in the text supported by citations? Is the writing grammatical, with correct paragraph structure, complete sentences, proper spelling and punctuation? How well does the text flow? How original and insightful was the project and the write-up? How independent was this student? Is there one standard style of referencing followed, and is it applied consistently throughout? Is the reference section complete?</p>	

Total Mark out of 100

Marker's signature.....

ASSESSMENT DETAILS AND EXAMINATIONS FOR PSYCHOLOGY COURSES

Course	Exam	Credits	Details
Differential Psychology	Semester 1	10	Exam (2hrs) in three sections. Answer two questions, from different sections.
Social Psychology	Semester 1	10	Exam (2 hrs) in three sections. Answer two questions, from different sections.
Biological Psychology	Semester 1	10	Final mark 25% from Brain Quiz, 75% from exam. The exam will contain a short notes section (25 marks) and an essay section. Students choose one essay (50 marks).
Methodology 1	Semester 1	10	Exam (2hrs) Answer 3 compulsory questions
Memory & Perception	Semester 2	10	Exam (2 hrs) in two sections. Answer one question from each section, with a choice from three questions in each section.
Psychology of Thinking & Language	Semester 2	10	Exam (2hrs) Answer two questions, from different sections.
Developmental Psychology	Semester 2	10	Exam (2hrs) in three sections. Answer two questions from different sections. Section 1 refers to lectures 1-3, Section 2 refers to lectures 5-7 and Section 3 refers to lectures 8-9.
Methodology 2	Semester 2	10	Exam (2hrs) with choice of essay questions. Answer two questions
Literature Review	Submitted by 4pm on 26th November 2009	20	
Group Project	Submitted by 4 pm on 18 th March 2010	20	

Assessment regulations

The Undergraduate Assessment Regulations are available at:

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

The following points, derived from these regulations, are particularly relevant to 3rd year students:

- 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 (i.e. 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 May/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.)

Exam skills

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available for those who want to develop their exam essay writing skills. The two references below might be of some use in developing your own exam skills:

Collins, S.C., & Kneale, P.E (2001) *Study skills for psychology students: A practical guide*. London: Arnold.

Heffernan, T.M. (2000). *A Student's guide to studying psychology*. Hove: Psychology Press

FACILITIES

PSYCHOLOGY LIBRARY

Psychology is extremely fortunate in having its own library in part supported by the Stirling-Boyd bequest and the Drever Fund and staffed during term-time by a full-time librarian, Mrs Karen Fleet. The collection is used extensively by third and fourth year students and by postgraduates and the academic staff. All students must register with the librarian before using this facility. Access is by matriculation card. This library space is now shared with Philosophy, (after formation of the School of PPLS, the Haldane and Psychology libraries have amalgamated).

Of particular benefit to students is the extensive collection of reprints used in the lecture courses, and multiple copies of key texts. All books in the departmental library are also housed in the main university library. In addition there are a number of journals which are uniquely located here. There is also a resource room with computing and video facilities.

PSYCHOMETRIC TESTS

Many students will wish to use psychometric tests in their research projects. Psychology houses a store of tests, and students may borrow some of these tests from the Librarian, Karen Fleet. Some general information about choosing and locating tests is given below, together with some information about specific types of test, e.g. personality.

General points on test location and selection

There are various ways of locating tests. As well as looking at the list of tests held by the department, you can do a keyword search (e.g. 'anxiety', 'anger', 'body image') on databases accessible via the library website (<http://www.lib.ed.ac.uk>) such as Web of Science and also try searching the web using appropriate keywords. There are a number of web sites which give information on psychometric tests, for example the APA site <http://www.apa.org/science/testing.html> has links to various sources of test information. Tests fall into two categories: those that are made freely available by researchers and commercial tests. A reference to the first type of test is usually a book chapter or journal article; for the second type it will be to a manual published by a commercial organisation. Full details of freely available (public domain) tests can be usually be found by consulting the relevant article; if full details are not given, you may be able obtain extra materials (e.g. a list of test items) by contacting the author by email. It is not usually possible to fund the purchase of additional commercial tests; you should consult your supervisor about the availability of funds to do this (often a literature search will produce a public domain equivalent of a commercial test).

Personality

You should know the personality dimensions you wish to assess and have some rationale for assessing them. First, second and third year Psychology courses all include lectures on personality, and you may wish to consult your notes to remind you of the main personality dimensions and models. If you are interested in the dimensions of extraversion, neuroticism and/or psychoticism then the Eysenck Personality Questionnaire (EPQ) or its revised form (EPQ-R) is recommended. The short form of the EPQ-R (which is suitable for most student projects) is in the public domain and, therefore, is free (Reference: S.B.G. Eysenck, H.J. Eysenck & P. Barrett. [1985]. A revised version of the psychoticism scale. *Personality and Individual Differences*, 6, 21-29.). A public domain version suitable for use with children is also available (Corulla, W. J. [1990]. A revised version of the psychoticism scale for children. *Personality and Individual Differences*, 11, 65-76.) If you are interested in agreeableness, conscientiousness and/or openness to experience in addition to extraversion and neuroticism then you will require a measure of the Five Factor Model of personality. The trait-descriptive adjectives developed by Goldberg are in the public domain and are recommended for this purpose (L. R. Goldberg, [1992]. The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4, 26-42; copies of this paper are available from the librarian). A shorter scale derived from the Goldberg adjectives can be photocopied in the Main Library (Saucier, G. [1994]., Mini-markers: a brief version of Goldberg's unipolar Big-Five markers. *Journal of Personality Assessment*, 63, 506-516). There are also additional Five Factor Model test items available on Goldberg's Web site, <http://ipip.ori.org/ipip/>). Another way to assess the Five-Factor Model is via a set of 80 adjective pairs (McCrae, R.R. & Costa, P.T., Jr. (1985). Updating Norman's "Adequate Taxonomy": Intelligence and personality dimensions in natural language questionnaires. *Journal of Personality and Social Psychology*, 49, 710-721. The NEO-PI-R and the NEO-FFI (by

Costa and McCrae) are also available in the department but, in common with all the other personality tests provided, are under copyright and a published booklet is needed for each subject. Costs may be high if you wish to use published tests such as these, so think carefully about your project.

If you wish to study individual differences in aggression, The Aggression Questionnaire is in the public domain and has good psychometric characteristics (Reference: A.H. Buss & M. Perry. [1992]. The aggression questionnaire. *Journal of Personality and Social Psychology*, 63, 452-459.)

For the trait of Sensation-Seeking, various forms of Zuckerman's sensation-seeking scale are in the public domain, but beware of old versions with outdated wording. A copy of the latest (1994) version of this scale is available in the department.

Intelligence

The main division in these tests is between those which must be individually administered and those which may be given to groups. Individually administered tests generally require more training than do group tests. Of the individual tests, the Wechsler Adult Intelligence Scale-Revised (WAIS-R) is still the Rolls Royce of intelligence test batteries and is suitable for most adult samples. It has 11 subtests. For samples of children the Wechsler Intelligence Scale for Children-III (WISC-III) provides a similarly detailed assessment, and the WPPSI will test even younger children. These batteries require some investment of time for familiarisation and training, and they take up to two hours to administer. Short forms may be used to save time.

Group tests of intelligence take less time and less skill to administer. The Raven's Progressive Matrices series will give a measure of non-verbal intelligence for children (the Coloured Progressive Matrices), normal adults and older children (the Standard Progressive Matrices) and brighter adults (e.g. students; the Advanced Progressive Matrices). The recently-added SPM-plus is designed to assess both the normal and brighter range. The Mill Hill Vocabulary Scales are partners to the Raven tests and measure verbal IQ in children (Junior test) or adults (Senior test). The Cattell Culture Fair Test is also group-administered, and has various versions for testing non-verbal intelligence in different ability ranges. Strongly recommended for verbal and non-verbal ability testing in normal or bright adults is the Alice Heim test range; the AH4 is suitable for average ability samples, and the AH5 and AH6 tests are suitable for groups of higher than average ability, such as students.

Memory

Many tests of memory are not proprietary and may be devised by consulting a reference which describes the test. For this reason, the department stores few tests of memory. There are hundreds of memory tests assessing different aspects of memory in different modalities. Your project supervisor will probably indicate which test is most appropriate for your study. For many purposes the Auditory Verbal Learning Test (AVLT) is useful, and may be found in: M.D. Lezak, *Neuropsychological Assessment* (Second Edition), Oxford University Press. This test is relatively brief and tests many aspects of memory. For a more extensive assessment of memory functions the department has the second edition of the Wechsler Memory Scales (WMS).

Mood (non-clinical)

There are lots of different mood scales. If you wish to assess general non-clinical mood states you are recommended to use one of the more recent scales which assesses two or three dimensions. The UWIST Mood Adjective Checklist is convenient, comprehensive and free, and may be constructed by reading the appropriate reference carefully: G. Matthews, D.M. Jones & A.G. Chamberlain (1990), Refining the measurement of mood: the UWIST Mood Adjective Checklist, *British Journal of Psychology*, 81, 17-42.

Depression, anxiety and other clinical scales

The department has a number of clinical scales and students are welcome to inquire about the suitability of these for their projects. Students are particularly encouraged to make use of the package called Assessment: A Mental Health Portfolio. This package contains a number of tests, all of which may be photocopied as often as required. In addition, all of these tests have some supporting literature, norms and scoring instructions. The package includes measures of,
Global psychological distress
General Health Questionnaire-12

Anxiety

Fear Questionnaire
Mobility Inventory for Agoraphobia
Clinical Anxiety Scale
Padua Inventory

Depression

Inventory for Depressive Symptomatology
Hospital Anxiety and Depression Scale

Interpersonal Difficulties

Social Activities and Distress Scale
Inventory of Interpersonal Problems
Golombok Rust Inventory of Sexual Satisfaction

Habit Disorder

Morgan-Russell Assessment Schedule
Body Shape Questionnaire
Short Alcohol Dependence Data Questionnaire

Psychological Adjustment to Illness

McGill Pain Questionnaire

Stress, Coping and Social Support

Hassles and Uplifts Scales
Significant Others Scale
Coping Responses Inventory

Exploring Your Career Options (*Sharon Maguire, Careers Adviser*)

You may feel that it's too early to start thinking about your options after graduation but now is the ideal time to start doing just that. Whether you are considering a career as a professional psychologist or something unrelated just having a degree in psychology is not enough – employers will be looking for other skills and experience too. You need to give yourself plenty of time to generate ideas, to research different careers and very importantly to gain relevant work experience. Making informed decisions about your future takes time and effort so start your research, thinking and planning **now** (if you have not already done so), so your future does not take you unawares.

So what can you do?

- ◆ If you think you may be interested in a career as a professional psychologist use the British Psychological Society website to explore the different areas and research relevant postgraduate courses (www.bps.org.uk).
- ◆ Use the **Careers Information Centre** (33 Buccleuch Place) and **website** (www.careers.ed.ac.uk) to generate and research other career ideas or to explore options for further study.
- ◆ Talk through your ideas and plans with a **Careers Adviser** via the daily drop-in sessions, or **book an appointment** to discuss options (in person at reception or by 'phone on 650 4670).
- ◆ Apply for an internship or vacation work in an area of work that interests you. Use the SAGE database of vacation work opportunities on our website (www.careers.ed.ac.uk/SAGE), and the vacation work section of our website (look under 'job-hunting'), to find opportunities.
- ◆ Browse our website (go to Students > What's going on) to find out what's going on including a variety of **talks and workshops** on **job-seeking skills** and **career insight courses**.
- ◆ Work through our online Career Planning Programme, www.careers.ed.ac.uk/cpp to help you identify factors that are important to you in your career and what you have to offer an employer.
- ◆ Use **Prospects Planner** to generate career ideas by reflecting on your skills, interests, abilities and motivators, and how these relate to different occupations. It is available via the web at www.prospects.ac.uk (go to 'what jobs would suit me' in the 'jobs and work' section).

- ◆ Attend the **Careers Fair** – 7th & 8th October, Adam House – to talk to employers about internships and graduate jobs. There's also a Travel and Volunteering Fair on 29th October which may be of interest. See www.careers.ed.ac.uk/fairs for details.
- ◆ Also use SAGE to look for part-time work during semester or volunteering opportunities to gain additional experience.

So, **explore your options now!** Use your time productively to ensure you make **informed** decisions about **your** future.

Staff Research Interests

Details of the departmental personnel and facilities are updated regularly on the departmental website: www.psy.ed.ac.uk

Sharon Abrahams, PhD, DClinPsy

s.abrahams@ed.ac.uk

Is interested in clinical cognitive neuropsychology and in particular changes in executive and memory functions in neurodegenerative disease (motor neurone disease, frontotemporal dementia, Alzheimer's disease); memory and the hippocampus/medial temporal lobes (temporal lobe epilepsy, surgery, anoxia); functional and structural magnetic resonance imaging.

Elizabeth Austin, MA, DPhil

elizabeth.austin@ed.ac.uk

Is interested in emotional intelligence; effects of individual differences in personality and attitudes on health, well-being and behaviour; factors affecting student academic success and subject choice: psychometrics and statistical modeling.

Thomas H Bak, MD, Dr med (Freiburg/Germany)

thomas.bak@ed.ac.uk

Is interested in different aspects of neuropsychology, in particular in disorders of language and their relation to other cognitive functions. Has worked with a range of neurological diseases including stroke and various types of neurodegeneration.

Tim Bates BA., MA (Hons), PhD (Auckland)

tim.bates@ed.ac.uk

Works on individual differences in cognition, intelligence, & personality, especially the genetics and evolutionary basis of human reasoning and language (IQ, dyslexia, & SLI). He has additional experience in neuropsychology (hemi-spatial neglect).

Holly Branigan, BA (Hons), MSc, PhD

holly.branigan@ed.ac.uk

Is interested in the processes and representations underlying language production. Particular areas of interest include how speakers tailor their utterances to suit their audience (for example in human-computer interaction), how the properties of a given language constrain production processes, and how speakers in a dialogue mutually influence each other.

Martin Corley, MA, PhD

martin.corley@ed.ac.uk

Is interested in the production and comprehension of errors and hesitation in speech (e.g., consonant substitutions, filled pauses such as *um*). Under what conditions do such errors arise, what do they tell us about the process of speech production, and can listeners profit from their non-arbitrary distribution? He is also interested in the timecourse, and depth, of readers' semantic interpretations of written text.

Ian Deary, BSc, MB ChB, PhD, MRCPsych, FBA, FRSE, FRCPE

i.deary@ed.ac.uk

Is interested in the causes and consequences of individual differences in intelligence, cognitive ageing; cognitive epidemiology; effects of medical disorders on cognitive functions; personality; psychometrics.

Sergio Della Sala MD, MSc, PhD, FRSA, FBPsS, FRS

sergio@ed.ac.uk

Is interested in cognitive neuropsychology, in particular in amnesia, visuo-spatial and representational neglect, apraxia and the cognitive deficits of Alzheimer's Disease

Morag Donaldson, MA, PhD

morag.donaldson@ed.ac.uk

Is interested in the development of language, both in children who show typical development and in those with (specific) language impairments. A major focus is on semantic development (e.g., characterising how word meaning develops with age). A particular interest is in how children deploy cohesive devices (causal connectives such as *because*, verb-phrase anaphors such as *do it*) in wider discourse contexts.

Fernanda Ferreira, BA (Hons), MA, MSc, PhD

fernanda.ferreira@ed.ac.uk

Is interested in how people understand and produce spoken language. A major focus is people's use of information about the sound of an utterance to uncover its meaning, including intonation, stress, pauses, and even disfluencies (ums and repeats). Another focus is the generation of such information by speakers under both normal and time-pressured circumstances.

John M Henderson, BSc, MSc, PhD

john.m.henderson@ed.ac.uk

Is interested in visual cognition: How is information about the visual world acquired, identified, retained in memory, and manipulated by the cognitive system to support thought and guide behaviour? Two themes are vision in the context of naturalistic scenes, and vision as an active process. Topics include visual selective attention, eye movement control, scene recognition, visual short- and long-term memory, and the integration of vision and language.

Wendy Johnson, PhD

wjohnson@staffmail.ed.ac.uk

Is interested in how transactions between genes and environment contribute to both consistencies among individuals and individual differences in developmental processes across the lifespan. She focuses particularly on the development and structure of intelligence, personality, and academic achievement, the relation between personality and intelligence, and the contribution of intelligence to life outcomes such as health, lifestyle, and well-being.

Peter Lamont, MA, PhD

peter.lamont@ed.ac.uk

Is interested in the history of psychology and parapsychology (e.g. how have they sought scientific status?), discursive psychology of beliefs about the paranormal (e.g. how do people justify belief/'scepticism'?), and the psychology of magic and psychic fraud (e.g. how do pseudo-psychics convince others?)

Billy Lee, MA, DPhil

b.lee@ed.ac.uk

Is interested in interpersonal perception and relationship; video-based techniques to examine non-verbal communication and relational behaviour during dyadic interactions; empathy, projection and attachment processes between strangers and romantic partners.

Alison Lenton, MA, PhD

a.lenton@ed.ac.uk

Is interested in prejudice and stereotyping; social judgments (e.g. judgements of sexual intent); mate choice process satisfaction.

Robert Logie, BSc PhD FRSE FRSA FBPsS

rlogie@staffmail.ed.ac.uk

Is interested in theoretical and applied aspects of human memory, and particularly working memory; visual-spatial working memory; mental imagery; dual task and multitask performance; healthy ageing; focal brain damage; Alzheimer's disease.

Sarah MacPherson, MA, PhD

sarah.macpherson@ed.ac.uk

Is interested in frontal lobe functions such as memory, executive abilities and social cognition. In particular, she is interested in the effect of healthy adult ageing and brain damage on these functions (e.g. focal frontal lobe lesions and frontotemporal dementia).

Maggie McGonigle, MA, PhD

m.mcGonigle@ed.ac.uk

Is interested in applying computer based sequential learning techniques to normal human development and neurodevelopmental disorders; in particular to the study of executive dysfunction in childhood autism.

Rob McIntosh, BSc, PhD

r.d.mcintosh@ed.ac.uk

Is interested in the neural bases of visual perception and visually-guided action in humans. One major strategy is to study people that have developed deficits in these abilities following brain damage (conditions such as visual neglect, visual agnosia, optic ataxia). These neuropsychological investigations are complemented by research into the control of simple goal-directed actions in neurologically normal people.

Andy McKinlay, BA, MA, PhD

andy.mckinlay@ed.ac.uk

Is interested in social identity, especially 'problem' identities such as those associated with membership of socially excluded groups. This involves work on the experimental analysis of social identities and their impact on other's attitudes. He is also interested in discourse and conversation analysis, and their utility in exploring matters of identity.

Alexa Morcom, MB, PhD

alexa.morcom@ed.ac.uk

My main research interest is in the cognitive neuroscience of human memory and cognitive control. Key questions concern how we form new memories for specific events and later retrieve them, and how memory changes as we age. I combine behavioural methods with the techniques of functional magnetic resonance imaging (fMRI) and electroencephalographic event-related potentials (EEG/ERPs). Measuring people's brain activity while they carry out particular kinds of memory-related processing enables us to understand better both its neural underpinnings and the processing itself. Recent work has linked changes in dopamine neurotransmission with age-related memory decline. Current work focusses on the relationship between working memory and long-term memory, and the relationship between episodic encoding and retrieval.

Martin Pickering, BA, BChir, PhD

martin.pickering@ed.ac.uk

Is interested in language comprehension during reading, particularly how people come up with appropriate interpretations (e.g., why can we infer 'reading' or 'writing' from the *author/student began the book?*) A second major interest concerns people's tendency to repeat themselves and others in language production (e.g., people tend to use passives if they or their interlocutors have just done so). This work informs the development of a general theory of dialogue.

Richard Shillcock, BSc, D.Phil

r.shillcock@ed.ac.uk

Is interested in the interaction between language and the brain, in both normal and impaired cases. Richard is working on a connectionist model of reading which reflects the division between brain hemispheres, and aims to encapsulate data about the reading of text and words obtained from normal readers and dyslexics. A secondary research interest is in visual attention, and its impairments

Julia Simner, BA, MA, DPhil

j.simner@ed.ac.uk

My research is in the area of language processing and sensory integration, and synaesthesia. Synaesthesia is an inherited condition that gives rise to a 'merging of the senses'. For example, colours may be perceived from sounds, or shapes experienced from tastes. Synaesthesia can cause a direct crossing of the senses, or be mediated by higher level processing, such as language. The aim of my research is to examine the cognitive, linguistic, and developmental basis of synaesthesia, and what the condition might tell us about the functioning of memory and language more generally.

Patrick Sturt, BA, MA, DPhil

patrick.sturt@ed.ac.uk

Research interests cover a wide range of topics relating to the moment-by-moment processes of human sentence comprehension. In his experimental work he uses on-line techniques (predominantly eye-tracking during reading), to investigate the time-course of the computation of grammatical and anaphoric relations. In his theoretical and modeling work, he concentrates on theories of incremental parsing and dynamic grammar formalisms.

Caroline Watt, MA, PhD

caroline.watt@ed.ac.uk

Is interested in experimenter effects in parapsychology, particularly in studies of direct mental interaction with living systems; the psychology of paranormal experiences and beliefs.

Alexander Weiss, BA, MA, and PhD.

alex.weiss@ed.ac.uk

Is interested in the causes and correlates of personality in primates (especially the great apes) and older humans, such as genetic and environmental factors, depression, well-being, and morbidity and mortality. He is also interested in multivariate statistics and behaviour genetics.

Martha Whiteman, BA, MSc, PhD.

m.whiteman@ed.ac.uk

Is interested in relationship amongst psychological, physical and social factors and disease; determinants of quality of life in old age; social and psychological factors in health-related behaviours; stress, personality and well being.

Sue Widdicombe, BSc, DPhil.

s.widdicombe@ed.ac.uk

Is interested in conversation and discourse analysis, in their utility in exploring matters of identity and in applying conversation analysis (e.g. to therapy). She is interested in personal and social identity and sense of self, and cultural variations in self conception and individuality, with particular reference to youth cultures, religious and Arab identities and individuality. She is also interested in critical social psychology.

ADDITIONAL INFORMATION

PLAGIARISM

Please read the following sections regarding plagiarism. Each piece of work submitted will require the following form to be attached (copies will be available in the department).

Declaration of own work

This sheet must be filled in (each box ticked to show that the condition has been met), signed and dated, and included with all assessments - work will not be marked unless this is done.

This sheet will be removed from the assessment before marking.

Name: _____ Matric No.: _____

Course/Programme: _____

Title of Work: _____

I confirm that all this work is my own except where indicated, and that I have:

- Clearly referenced/listed all sources as appropriate
- Referenced and put in inverted commas all quoted text of more than three words (from books, web, etc)
- Given the sources of all pictures, data etc. that are not my own
- Not made any use of the essay(s) of any other student(s) either past or present
- Not sought or used the help of any external professional agencies for the work
- Acknowledged in appropriate places any help that I have received from others (eg fellow students, technicians, statisticians, external sources)
- Complied with any other plagiarism criteria specified in the Course handbook
- I understand that any false claim for this work will be penalised in accordance with the University regulations

Signature: _____

Date: _____

Please note: If you need further guidance on plagiarism, you can:

- Consult your course book
- Speak to your course organiser or supervisor
- Check out <http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>

What plagiarism is and why the University takes it seriously

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 the following url:

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

Guidelines on good practice

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Psychology. The University's general guidance for students about plagiarism can be found at:

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

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.

The key to avoiding plagiarism is to make sure that you give correct references for anything that you have taken from other sources to include in your academic work. This might include, for example, any ideas, theories, findings, images, diagrams or direct quotations that you have used. In Psychology, we expect you to use the American Psychological Association referencing system. You should use this system to signal, within the text of your work, the origins of any material taken from another source, even if you have put it into your own words. If you take any material word for word from another source it is essential that you make it clear to your reader that this is what you have done.

If you take material from another source, change a few words and then include the reference you may still have committed a plagiarism offence because you have not made it clear to your reader that you have essentially reproduced part of the original source. You should either express the ideas fully in your own words and give the reference or else use clearly labelled direct quotes. Bear in mind that if you include too many direct quotes in your work this may reduce your grade, as the marker will find it difficult to see evidence of your own understanding of the topic. You must also include a references section at the end of your work that provides the full details of all of the sources cited within the text. You should be aware that, for work done in your other subject areas, you might be expected to use a different referencing system.

As referencing is something which students often find confusing, here is a series of examples of correct referencing and of different forms of plagiarism to set you on the right track.

A guide on using information from literature sources

1. The following is a direct quote from an original source: S. van Heyningen (1982) "Similarities in the action of different toxins", in "Molecular Action of Toxins and Viruses", (P. Cohen and S. van Heyningen, eds.) Elsevier, Amsterdam.

Cholera toxin is a simple protein easily purified from culture filtrates of *Vibrio cholerae*. Its main biological property, as discussed in Chapter 2, is to activate adenylate cyclase in all types of eukaryotic cell. It has a complicated subunit structure (reviewed in detail in [1,2]). There are five B-subunits of molecular weight 11,600; they have been sequenced and have one intrachain disulphide bond. There is also one A-subunit (molecular weight 27,000). Subunit A is secreted by the *V. cholerae* as a single polypeptide chain, and can be isolated as such if care is taken to minimize proteolysis during the purification. It is however rapidly cleaved into two peptides A1 and A2, which are linked by a disulphide bond. Peptide A1 has a molecular weight of about 22,000 and has been partially sequenced, while the molecular weight of peptide A2 is about 5,000.

If you are quoting a passage such as this, you must enclose it in quotation marks and give the author's surname, the date of publication and the page number in the main body of your essay/report, as well as including full reference details in the reference list at the end of your piece of work.

2. The next example is a use of that quote in an essay, and is an example of pure plagiarism – cheating. A few trivial changes have been made, but the text is almost unaltered and no acknowledgement has been made of this fact.

Cholera toxin is a protein easily purified from culture filtrates of *Vibrio cholerae*. Its main biological property is to activate adenylate cyclase in all types of eukaryotic cell. It has a complicated subunit structure with five B-subunits of Mr 11,600. There is also one A-subunit (Mr 27,000). Subunit A is secreted by the *V. cholerae* as a single polypeptide chain, which can be isolated as such if proteolysis during the purification is kept to a minimum. It is however rapidly cleaved into two peptides A1 and A2, which are linked by a disulphide bond. Peptide A1 has Mr about 22,000 and has been partially sequenced, while peptide A2 has Mr about 5,000.

3. This is another example that is also plagiarism. Reference has been made to the original source, but it is not explained that it has been copied almost directly from the original.

Cholera toxin is a protein easily purified from culture filtrates of *Vibrio cholerae* (van Heyningen, 1982). Its main biological property is to activate adenylate cyclase in all types of eukaryotic cell. It has a complicated subunit structure with five B-subunits of Mr 11,600. There is also one A-subunit (Mr 27,000). Subunit A is secreted by the *V. cholerae* as a single polypeptide chain, which can be isolated as such if proteolysis during the purification is kept to a minimum. It is however rapidly cleaved into two peptides A1 and A2, which are linked by a disulphide bond. Peptide A1 has Mr about 22,000 and has been partially sequenced, while peptide A2 has Mr about 5,000.

4. Nobody could accuse the following of plagiarism, since the writer makes it quite clear that the material has been copied; however the writer couldn't expect to get much credit for this "copy and paste" job, which shows no evidence of any thought or understanding.

Cholera toxin is an interesting protein with a complex structure. Van Heyningen (1982) has explained that it is "a simple protein easily purified from culture filtrates of *Vibrio cholerae*. Its main biological property is to activate adenylate cyclase in all types of eukaryotic cell. It has a complicated subunit structure. There are five B-subunits of molecular weight 11,600; they have been sequenced and have one intrachain disulphide bond. There is also one A-subunit (molecular weight 27,000). Subunit A is secreted by the *V. cholerae* as a single polypeptide chain, and can be isolated as such if care is taken to minimize proteolysis during the purification. It is however rapidly cleaved into two peptides A1 and A2, which are linked by a

disulphide bond. Peptide A1 has a molecular weight of about 22,000 and has been partially sequenced, while the molecular weight of peptide A2 is about 5,000".

5. The following is not wonderful, because careful examination could show that the writer had used only one source (guess which?), but it is not plagiarism, and it is not cheating.

Cholera toxin is an interesting protein that can be purified quite easily from the medium in which *Vibrio cholerae* is grown; it is an activator of the enzyme adenylate cyclase in eukaryotic cells, and has a complex structure (van Heyningen, 1982). The protein is made up of five single-chain B-subunits (molecular weight 11,600), whose sequence shows them to have one disulphide bond, and an A-subunit (molecular weight 27,000), which can be isolated from the *V. cholerae* medium as a single chain if proteolysis is avoided, but is easily cleaved into two peptides A1 (molecular weight about 22,000) and A2 (about 5,000).

(To show that we practice what we preach, we should acknowledge that this section on plagiarism is based on guidelines produced by the Edinburgh School of Biology and on the University's guidelines on plagiarism. The idea for the illustration of using information from literature sources comes from Dr David French, Department of History, University College London, whose own text used an example more relevant to History).

Further guidance on these issues can be found at:

<http://dissc.tees.ac.uk/Plagiarism/Plag-4.htm>

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

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 - co-operating 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 “for students”).

Computing help for students

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>

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

Second and third year students should also use these contacts if they wish for help with aspects of computer use that are not covered by departmental training.

Fourth year students who have specialised requirements in connection with their projects should approach their supervisor to ask which member(s) of departmental staff can be approached for help.

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 by emailing studentrecords.hss@ed.ac.uk.

Students with special needs

Students with special needs are advised to discuss their needs with their Director of Studies and to make themselves known to the Disability Office at the earliest opportunity:

<http://www.disability-office.ed.ac.uk/>

email: Disability.Office@ed.ac.uk

6 South College Street, Edinburgh (Tel: 0131 650 6828).

Students who think they may be dyslexic or who received special examination arrangements prior to entry should also speak to their Director of Studies in the first instance. It is important to do this as early as possible in the academic year to allow time for special examination arrangements to be implemented should these be recommended.

Examination timetable

Students are responsible for ascertaining their examination times. Examination timetables are published by 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 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.

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

Examination results

As soon as the results for degree examinations are available, they will be issued by Registry to students via the Edinburgh Student Portal (MyEd). In addition, lists showing final honours degree classes (for Psychology 4) will be posted on the department of Psychology noticeboards. Please do not telephone Registry or departmental staff to ask for your results. It is not University policy to divulge results over the 'phone, and phone calls slow down the processing of results. In cases of exceptional difficulty, you should consult your Director of Studies. Psychology 4 students will be notified towards the end of the second semester of the date when the final honours results will be posted on the noticeboard. Year 1-3 results are usually available from Registry via the Edinburgh Student Portal sometime in mid June but it is not possible to specify exact dates.

Psychology 3 honours students' results contribute to their final degree class at the end of Year 4. Results from the December exam diet are provisional until they have been considered and approved by the Examination Board which meets in the summer. Interim results for December will be made available during the second semester.

Resit examinations (for non-honours courses) usually take place during August. Students are strongly advised to avoid making holiday plans etc. which might conflict with resit examinations until they know their April/May examination results. ***NB: There are no resit examinations for honours level courses. However, Year 3 Honours 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.***

University of Edinburgh Extended Common Marking Scheme

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.

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-office.ed.ac.uk/guidelines/markingscems.cfm>) 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 and 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 Extended Common Marking Scheme, Edinburgh: University of Edinburgh CHSS UGSC.

British Psychological Society Accreditation

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 Registration (GBR), 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 GBR. 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/membership/grades/chartered-psychologist/how-to-become-chartered.cfm>

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

Single Honours

MA (Hons) Psychology
BSc (Hons) Psychology (non-biology)
BSc (Hons) Biological Sciences (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 course, 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 GBR 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 course (as well as taking the Dissertation in Psychology).

The following honours degree programmes are **not** accredited as conferring eligibility for GBR:

Individual Subject Combinations (i.e. Combined Honours programmes other than those listed above)
BMedSci (Hons) Psychology
MA (Hons) Mind and Language
MA (Hons) Cognitive Science

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 (i.e. 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 Sq.
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 (i.e. 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

Psychology has several university-trained First Aid officers, whose name and telephone numbers are displayed on notices throughout the building.

First Aid room (G20)

This is based in G20, with a 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>.

OUT OF HOURS WORKING (ALL STAFF, POSTGRADUATES, STUDENTS)

Normal Working Week (Servitor cover during these hours)

Monday to Friday - 8.00 am to 5.30 pm

After Hours Working (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

Vacate the building by 9.30 pm

Front gate locked by university Security at 10.00pm each evening Monday to Sunday

Building entry after hours

Staff and postgraduates holding a university staff card and undergraduates (3rd and 4th years only) holding a valid matriculation card which allows access to the building, may do **normal work** in offices, computer labs and the library out of hours.

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

Research work after hours (Non-Participants)

(All staff researchers, postgraduates, students)

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)

(All staff researchers, postgraduates, students)

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.

Department of Psychology
School of Philosophy, Psychology & Language Sciences

Telephone/Room Numbers for 2009/2010

7 George Square
Tel 0131 650 3440 Fax 0131 650 3461
SECURITY Emergency: 650 2257

Phone	ACADEMIC TEACHING STAFF		Email Address	Room
503339	Abrahams , Dr Sharon	MSc in HCN CO	s.abrahams@ed.ac.uk	S11
511305	Austin , Dr Elizabeth	Teaching Director	elizabeth.austin@ed.ac.uk	S39
503441	Bak , Dr Thomas		thomas.bak@ed.ac.uk	S3
511945	Bates , Prof Tim	Professor of Psychology <i>On sabbatical Semester 2</i>	tim.bates@ed.ac.uk	G24
513187	Branigan , Dr Holly	MSc Psycholinguistics CO (M/Tu/W/Th)	holly.branigan@ed.ac.uk	F34
503454	Brown , Dr Louise	Teaching Fellow	louise.brown@ed.ac.uk	G28
506682	Corley , Dr Martin	PhD/PG Adviser	martin.corley@ed.ac.uk	G30
503452	Deary , Prof Ian	Prof of Differential Psychology Director, Centre for Cognitive Ageing & Cognitive Epidemiology	i.deary@ed.ac.uk	F5
513242	Della Sala , Prof Sergio	Head of Psychology Professor of HCN	hodpsych@ed.ac.uk sergio@ed.ac.uk	F6
503437	Donaldson , Dr Morag		morag.donaldson@ed.ac.uk	UG41
509864	Ferreira , Prof Fernanda	Professor of Language & Cognition	fernanda.ferreira@ed.ac.uk	S13
513272	Finucane , Dr Anne	Teaching Fellow	a.finucane@ed.ac.uk	F23
509867	Foley , Dr Jennifer	Teaching Fellow	jfoley@ed.ac.uk	F13
511304	Johnson , Dr Wendy	RCUK Fellow	wjohnson@staffmail.ed.ac.uk	F1
503372	Lamont , Dr Peter	Y1 CO MSc History & Theory of Psychology CO	peter.lamont@ed.ac.uk	B3
503342	Lee , Dr Billy	Y3 CO	b.lee@ed.ac.uk	S40
511328	Lenton , Dr Alison		a.lenton@ed.ac.uk	S5
511394	Logie , Prof Robert	Professor of HCN <i>On sabbatical Semester 1</i>	rlogie@staffmail.ed.ac.uk	F9
509862	MacPherson , Dr Sarah	Y2 CO	sarah.macpherson@ed.ac.uk	S11A
513189	McGonigle , Dr Maggie		m.mcgonigle@ed.ac.uk	F29
503444	McIntosh , Dr Rob	<i>On sabbatical Semester 2</i>	r.d.mcintosh@ed.ac.uk	UF36
503451	McKenzie , Dr Graham	Teaching Fellow	graham.mackenzie@ed.ac.uk	S26
504643	McKinlay , Dr Andy	<i>On sabbatical 2009/10</i>	andy.mckinlay@ed.ac.uk	UF40
511907	Morcom , Dr Alexa	RCUK Fellow	alexa.morcom@ed.ac.uk	1.8, 1 GS/ S4
503459	Nuthmann , Dr Antje		antje.nuthmann@ed.ac.uk	S31
503447	Pickering , Prof Martin	Professor of Psychology of Language & Communication Research Adviser (Psychology)	martin.pickering@ed.ac.uk	F33
503453	Shillcock , Dr Richard	(also Cog Sci 504425) Vision Lab	r.shillcock@ed.ac.uk	B4
503450	Simner , Dr Julia		j.simner@ed.ac.uk	F17
511712	Sturt , Dr Patrick	Y4 CO	patrick.sturt@ed.ac.uk	G29
503446	Vigentini , Mr Lorenzo	Teaching Fellow	lorenzov@holyrood.ed.ac.uk	F11
503382	Watt , Dr Caroline		caroline.watt@ed.ac.uk	S33
503456	Weiss , Dr Alexander	MSc - Psychology of Individual Differences CO	alex.weiss@ed.ac.uk	B18
503411	Widdicombe , Dr Sue		s.widdicombe@ed.ac.uk	UF35

Semester dates for the 2009/10 academic year

Academic Year 2009/10		
September 2009		Academic Year 09/10
14-18		Induction week
21		University closed - Autumn holiday
22	Semester 1	Start of Teaching
October 2009		Academic Year 09/10
30		End of Teaching Block 1
November 2009		Academic Year 09/10
2		Start of Teaching Block 2
		Winter graduations (to be confirmed)
December 2009		Academic Year 09/10
4		End of teaching
7-18		Examinations
18		End of Semester 1
21	Vacation	Winter vacation commences
25-26		Public holidays - Christmas Day and Boxing Day
January 2010		Academic Year 09/10
1-2		Public holidays - New Year's Day and day after
8		Winter vacation ends
11	Semester 2	Start of Semester 2 / start of teaching
February 2010		Academic Year 09/10
19/22		End of Teaching Block 3 / start of Block 4
March 2010		Academic Year 09/10
26		End of teaching
29	Vacation	Spring Vacation Commences
April 2010		Academic Year 09/10
2		Good Friday *
5		Easter Monday *
16		Spring Vacation ends
19		Examinations / Spring holiday *

May 2010		Academic Year 09/10
17		University closed - Victoria Day
18		University closed - public holiday
28		End of Semester / end of examinations
31	Vacation	Summer Teaching Break commences
June 2010		Academic Year 09/10
(26 - 3 Jul)		Graduations (to be confirmed)