Course Guide

Psychology 4
2013-2014

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School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. Course Aims and Objectives

The general aim of courses offered in Final Year Psychology is to provide students with an opportunity to acquire specialist knowledge and high level academic skills in a research-rich environment across a range of areas within psychology. You should be able to tailor this teaching in relation to your individual interests, academic backgrounds, and preferred ways of working.

The lecture course consists of 22 options from which final honours candidates select those they wish to study, the number selected being dependent on the degree taken (single or combined honours, etc). These options are specialist courses which are closely related to staff members’ current research interests and vary in method of presentation, breadth vs. depth of coverage and in their detailed aims and objectives. Details of these courses can be found later in the handbook. In many courses, there are student presentations and seminars, and it is the expectation that if you have selected a course, you are willing to provide this input as a course requirement.

The tutorial course involves group tutorials, with different members of teaching staff, across two blocks of teaching. The aim of these tutorials is to get students to think critically about psychology in general, to provide practice in presentation, discussion and essay-writing skills, and to provide opportunities for students to explore in depth important issues that arise both from the staff member’s fourth year option and other areas of psychology (eg questions that might be set on a general or essay paper). While the course is likely to be helpful in writing the general paper, providing such help is not its focus. Further information about this course can be found later in the handbook.

The Honours thesis is based on an original research project, normally undertaken as a member of a pair but written up as individual separate theses. The aim of the research project and thesis is to give students experience of the challenges and practicalities of undertaking a significant piece of research; to give them the opportunity to apply, combine and extend the research skills learned in earlier years; and to provide practice in the written presentation of research material, particularly relevant for those intending to continue in psychology.

2. General Structure of Year 4 Classes

In 4th year, we offer a set of courses which are grouped below under the broad headings of the core curriculum in psychology advocated by the British Psychological Society (www.bps.org.uk). Each course consists of 10 hours of teaching. Combined honours students should ensure that they select courses which will enable them to complete the requirements for the Graduate Basis of Registration in their degree by taking at honours level (year 3 or year 4) courses which cover biological, differential, social, developmental and cognitive psychology.

The following table classifies the 4th year courses into the five broad areas above. Combined honours students should consult their Personal Tutor or the Course Organiser to ensure that
they are taking a set of courses that covers the requirements. Many courses cover more than one core area.

**Biological:**
1. Clinical Neuropsychology: a cognitive perspective
2. Consciousness & Perceptual Awareness
3. Frontal Lobe Functions
4. Human Working Memory
5. Memory, Ageing and the Brain
6. Moral Judgement & Behaviour
7. Multisensory Integration

**Cognitive:**
1. Consciousness & Perceptual Awareness
2. Human Cognitive Abilities
3. Human Working Memory
4. Intelligence, Personality & Health
5. Marxist Psychology
6. Memory, Ageing and the Brain
7. Moral Judgement & Behaviour
8. Multisensory Integration
9. Psycholinguistics of Language Production
10. Sentence Processing and Psycholinguistics

**Individual Differences:**
1. Basic Tendencies of Personality
2. Causes and Consequences of Personality
3. Emotions & Emotional Intelligence
4. Human Cognitive Abilities
5. Intelligence, Personality & Health
6. Marxist Psychology
7. Parapsychology
8. Psychological Therapies

**Social:**
1. Critical Social Psychology
2. Emotions & Emotional Intelligence
3. History of Unorthodox Psychology
4. Intelligence, Personality & Health
5. Mind, Body and Consciousness
6. Moral Judgement & Behaviour
7. Parapsychology
8. Psychological Therapies

**Developmental:**
1. Children with Language Impairments
2. Development of Core Domains of Thought
3. Memory, Ageing and the Brain

The Tutorial Course (PSYL10090) is compulsory for single honours students and optional for combined honours and intercalated medical students. Students take two blocks of tutorials, each with a different tutor, across the two semesters (Blocks 2 & 3).
3. **Intended Learning Outcomes**
The skills that students should develop during a degree in Psychology are listed below. This forms part of the programme specifications for Psychology degrees, which are available at: [http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php](http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php)

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

All lectures are in S1, 7 George Square except for:

Consciousness & Perceptual Awareness (George Square Lecture Theatre)
Psychological Therapies (Old College, Lecture Theatre 183)
Psycholinguistics of Language Production (Medical School Sydney Smith Lecture theatre, Doorway 1)

**SEMESTER ONE**

**BLOCK ONE - Weeks 1-5** (week commencing 16 September 2013)

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>CODE</th>
<th>COURSE</th>
<th>STAFF</th>
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<tbody>
<tr>
<td>Mon</td>
<td>1400-1550</td>
<td>PSYL10018</td>
<td>Critical Social Psychology</td>
<td>Dr Sue Widdicombe</td>
</tr>
<tr>
<td>Tues</td>
<td>11.10-13.00</td>
<td>PSYL10100</td>
<td>Moral Judgement &amp; Behaviour</td>
<td>Dr A Moore</td>
</tr>
<tr>
<td>Thurs</td>
<td>0900-1050</td>
<td>PSYL10091</td>
<td>Development of Core Domains of Thought</td>
<td>Dr Joanne Williams</td>
</tr>
<tr>
<td></td>
<td>1110-1300</td>
<td>PSYL10064</td>
<td>Causes and Consequences of Personality</td>
<td>Prof Tim Bates</td>
</tr>
<tr>
<td></td>
<td>1400-1550</td>
<td>PSYL10041</td>
<td>Clinical Neuropsychology: A Cognitive Perspective</td>
<td>Dr Sharon Abrahams</td>
</tr>
<tr>
<td></td>
<td>1610-1800</td>
<td>PSYL10025</td>
<td>Mind, Body &amp; Consciousness</td>
<td>Dr Billy Lee</td>
</tr>
<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10006</td>
<td>Human Working Memory</td>
<td>Prof Robert Logie</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10092</td>
<td>Marxist Psychology</td>
<td>Dr Richard Shillcock</td>
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Week 6 Dissertation preparation and reading

**BLOCK TWO – Weeks 7-11** (week commencing 28 October 2013)

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<tr>
<td>Mon</td>
<td>0900-1050</td>
<td>PSYL10075</td>
<td>Frontal Lobe Functions</td>
<td>Dr Sarah MacPherson</td>
</tr>
<tr>
<td>Mon</td>
<td>1110-1300</td>
<td>PSYL10026</td>
<td>Parapsychology</td>
<td>Dr Caroline Watt</td>
</tr>
<tr>
<td>Tues</td>
<td>0900-1050</td>
<td>PSYL10027</td>
<td>Psycholinguistics of Language Production</td>
<td>Prof Holly Branigan</td>
</tr>
<tr>
<td>Tues</td>
<td>1110-1300</td>
<td>PSYL10095</td>
<td>Memory, Ageing and the Brain</td>
<td>Dr Alexa Morcom</td>
</tr>
<tr>
<td>Thurs</td>
<td>1400-1550</td>
<td>PSYL10099</td>
<td>Consciousness &amp; Perceptual Awareness</td>
<td>Dr David Carmel</td>
</tr>
<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10061</td>
<td>Sentence Processing &amp; Psycholinguistics</td>
<td>Dr Patrick Sturt</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10063</td>
<td>Basic Tendencies of Personality</td>
<td>Dr Alex Weiss</td>
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**SEMESTER TWO**

**BLOCK THREE - Weeks 1-5** (week commencing 13 January 2014)

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<thead>
<tr>
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<tbody>
<tr>
<td>Mon</td>
<td>1400-1550</td>
<td>PSYL10078</td>
<td>History of Unorthodox Psychology</td>
<td>Dr Peter Lamont</td>
</tr>
<tr>
<td>Tues</td>
<td>1110-1300</td>
<td>PSYL10098</td>
<td>Emotions &amp; Emotional Intelligence</td>
<td>Prof Elizabeth Austin</td>
</tr>
<tr>
<td>Wed</td>
<td>1400-15.50</td>
<td>PSYL10101</td>
<td>Intelligence, Personality &amp; Health</td>
<td>Dr C Gale</td>
</tr>
<tr>
<td>Thurs</td>
<td>1110-1300</td>
<td>PSYL10097</td>
<td>Multisensory Integration</td>
<td>Dr Elena Gherri</td>
</tr>
<tr>
<td>Thurs</td>
<td>1400-1550</td>
<td>PSYL10033</td>
<td>Psychological Therapies</td>
<td>Dr Ethel Quayle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Clinical Psychology)</td>
</tr>
<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10094</td>
<td>Human Cognitive Abilities</td>
<td>Dr Wendy Johnson</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10014</td>
<td>Children with Language Impairments</td>
<td>Dr Morag Donaldson</td>
</tr>
</tbody>
</table>

Week 6 **INNOVATIVE LEARNING WEEK** (17-21 February 2014). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, a Gaelic festival and guest lectures. More information will follow nearer the time so please check the School website where details will be available.
The course will be divided into 5 sessions, each lasting for 1 hour and 50 minutes. While the majority of time will be devoted to lectures, students are encouraged to ask questions throughout. The texts used will consist of assigned articles. Each set of readings includes at least one review article and several articles that purport to support countering theories related to the topic. Most articles are available via the main library or psychology library. For those articles that are not, they can be obtained via Learn. Please email me if you have trouble obtaining them.

Learning outcomes:
At the end of the course, students should be able to critically evaluate theory and research into:
- Personality in animals
- Personality development and cross-cultural studies of personality
- Genetic and evolutionary factors in personality

Class topics:
1. Traits: Philosophical and scientific thinking, challenges, their importance in daily life, their importance as evolutionary characters
   Required:

Optional:

2. Genetic and environmental influences on personality
   Required:

Optional:

3. Life-span development
Required:

Optional:

4. Personality and culture
Required:


**Optional:**


5. **Personality in nonhuman animals**

**Required:**


**Optional:**


**Assessment**

**Semester 1 visiting students:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart
Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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

All other students: 100% examination (April/May diet)
CAUSES AND CONSEQUENCES OF PERSONALITY (PSYL10064)
Lecturer: Professor Tim Bates (tim.bates@ed.ac.uk)

Aims
• Understand research on causes and consequences of individual differences.
• Discuss these findings: how does behaviour emerge, how does it change?
• Foster critical appraisal, independent reading and informed judgment.

Learning outcomes
By the end of the course you should be able to discuss, critically and in depth, any findings in individual differences, within an integrative framework of expectations.

Lecture content
Before attending each lecture, you should download and read the required articles so we can discuss them.

Week 1: Overview of personality theory

Week 2: Facets (of conscientiousness): What is buried inside the 5 domains?

Week 3: Values (and Openness): How do values affect behaviour?

Week 4: Well-being (and Eudaimonia): What is a good life given Human nature?

Week 5: Self-control (and impulsivity): Applications of individual differences in work and life.

Each session includes an hour or more of lecture material, but substantial time will be in a discussion format, critically examining issues raised in research papers. You will be expected to have read around the topics, and to have your own questions and ideas about the material. You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination.

Reading
Required and optional readings will be linked from my university home page or directly from: http://timbates.wikidot.com/causes-and-consequences
You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination. The readings are complementary to the lectures.

Journals in which a lot of important material is covered are:
• Psychological Science
• Journal of Personality
• Journal of Personality and Social Psychology (JPSP)
• Personality and Individual Differences (PAID)
• Intelligence
• European Journal of Personality
• Journal of Research in Personality
• Personality and Social Psychology Review
• Journal of Personality Assessment

Assessment
Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.
TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

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All other students: 100% examination (April/May diet)
Aim
To describe and evaluate research that addresses the issue of why some children have difficulty acquiring spoken language.

Learning outcomes
After completing the course, you should be able to:
1. describe the various types of difficulties that some children have in acquiring spoken language
2. evaluate a range of theoretical accounts of these difficulties, drawing on relevant evidence from empirical research
3. discuss the educational implications of research on children with language impairments

Overview
While the vast majority of children acquire spoken language with remarkable speed and facility, some children experience significant difficulties with language development, despite their development appearing to be relatively typical in other respects. In this course, we will examine some key features of the difficulties encountered by children with “specific” language impairments (SLI) and will evaluate contrasting explanations for SLI (e.g. linguistic module deficits, perceptual deficits, working memory limitations). In doing this, we will consider three main aspects of linguistic development – lexical, grammatical and pragmatic/discourse skills. We will also consider the extent to which impairments in spoken language during childhood are likely to persist into adolescence and how these impairments may impact on literacy skills and socio-emotional development. An adequate theory of language development must be able to account for different/delayed patterns as well as for more typical developmental patterns. Therefore, research on children with language impairments is pertinent to a number of fundamental theoretical issues (e.g. modularity, nativism), as well as having significant practical implications for the education of these children.

Topics & Key References (additional references will be given at start of course)

1: What is language impairment and why is it interesting?

2: Lexical development in children with language impairments.

3: Grammatical development in children with language impairments.
4: Development of pragmatic & discourse level skills in children with language impairments.

5: Outcomes for children with language impairments.

Format of course
Independent reading and thinking are essential to your success on this course. The classes are designed to support and guide your reading. Although the classes include some lecturing to provide you with an overall framework, there will also be an emphasis on interactive learning. Each class will include opportunities for discussion and participation, using a variety of formats. To help you participate effectively in class discussions, you will be asked to read a particular paper and think about some questions before coming to each class.

Preparation for first class:
(a) Read one of the following:
(b) Look at some of the videos on the YouTube RALLI channel (Raising Awareness of Language Learning Impairments):
http://www.youtube.com/user/RALLIcampaign?feature=watch
(c) Come prepared to discuss what language impairment is and why it is interesting.

Assessment
100% examination (April/May diet)
Aims and objectives
This option introduces the student to Clinical Neuropsychology with teaching on the tools and methods for clinical neuropsychological assessment. This is undertaken through examination of the profile of impairment of a selection of focal neuropsychological disorders and focusing on the dementias. The pattern of cognitive dysfunction in disorders such as semantic dementia, frontal lobe syndromes, amnesia and Alzheimer’s Disease will be studied and explained using cognitive models of memory, semantic organisation and behaviour control.

Learning outcomes
Students will gain knowledge of:
• Clinical neuropsychological assessment and neuropsychological tests used within a clinical setting
• Neuropsychological presentation of a range of clinical neurological disorders including the dementias
• Students will be able to apply cognitive models to explain profiles of cognitive and behavioural dysfunction

Teaching will consist of lectures, video case presentations, workshops and student presentations

Lecture 1 - Clinical Neuropsychology: The importance of assessment

References

General References on Neuropsychological Tests

Lecture 2 - Memory Disorders and Amnesia

References

Lecture 3 - Alzheimer’s Disease

References

**Lecture 4 - Semantic Dementia**

**References**


**Lecture 5 - Behavioural disorders and dysfunction of the orbitofrontal cortex**

**References**


**Assessment**

**Semester 1 visiting students:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

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**All other students:** 100% examination (April/May diet)
Aims and Learning outcomes

- Familiarity with a range of phenomena used to investigate consciousness and awareness
- An understanding of the methodological difficulties involved in designing experiments to investigate subjective experience
- An ability to distinguish and interpret studies employing objective and subjective measures of awareness
- Knowledge of current theories of consciousness and its neural correlates

Overview

The sense of being conscious - both of ourselves and of the world around us - is a central aspect of our psychological makeup. It is well established, however, that a great deal of perceptual processing can be accomplished without awareness. This raises several questions that have been the focus of intense research in recent years:

- What neural activity distinguishes conscious and non-conscious perceptual processes?
- What factors determine whether a percept will reach awareness or not?
- How does consciousness interact with faculties such as attention and memory?
- What sorts of neural activity determine states of consciousness (wakefulness, sleep, coma, vegetative state)?

In this course we will discuss new findings on the above questions, and the theoretical debates they have triggered regarding the nature of consciousness. We will also delve into the fierce ongoing arguments on methodological issues regarding the best ways to rigorously assess people’s subjective experience.

Sample reading


Assessment

Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

All other students:

- **One assignment (20%)**: Students will work in groups of 4-5, and will submit individual slide presentations. Assignment deadline 4pm, Monday 25 November 2014 (Week 11). Marks will be returned on Monday 16 December.

- **One essay (80%)**: Maximum length 3000 words. A choice of essay topics will be provided. Essay deadline 4pm, Thursday 16 January 2014 (Week 1, Semester 2). Marks will be returned on Thursday 6 February (Week 4, Semester 2).
TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

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Aims

- To introduce key themes and debates within 'critical social psychology' concerning social psychology's methods, the nature of social psychological knowledge, its implicit assumptions about the nature of self and cognition, and the often hidden values in and politics of research.
- To look at discursive psychology and (critical) discourse analysis as alternatives to experimental social psychology, and how these approaches may lead us to reconceptualise key social psychological concepts.

Learning Outcomes

You should be able to do at least three of the following:

- Describe and assess social psychology's claim to be a science, and evaluate its use of experiments.
- Discuss social psychology's paradigm, conceptual and moral/political crises.
- Apply arguments from science studies, social construction, Foucault's work, and ‘the turn to language’ to evaluate social psychology's methods.
- Describe psychology's contribution to the ‘government of individuals’.
- Describe and discuss different kinds of discourse analysis as alternative social psychological approaches.
- Describe and assess efforts to reconceptualise self, cognition and other key social psychological concepts.

Overview

Should social psychology be a science and what does it mean to claim that it is? Should social psychologists do experiments? Why do we think scientific knowledge is ‘better’? Is social psychology really social? Are there hidden values in research? Why does current social psychological theory focus on cognitive processes to explain social phenomena? What are the implications for our understanding of people? This course will address these questions and more! We will use ideas and arguments from other disciplines (such as studies of science, social constructionism, Foucault, and ‘the turn to language’) to examine the basis and nature of social psychological knowledge, how it affects individuals' lives, the role of language, and assumptions about self that underpin psychological theory and research. Finally, we will ask whether social constructionism or discourse analysis can provide an alternative approach for social psychologists. If so, what kind of discourse analysis? We'll also ask whether we need a new ‘theory of self’? What would a ‘non-cognitive’ social psychology be like? Should social psychology be political? This course will include lectures and weekly group work such as group discussions, and small group presentations and debates. These are aimed at developing and consolidating your understanding of the literature.

Weeks | Content
--- | ---
1 | Crises in Social Psychology
2 | Critical Tools
3 | Deconstructing Social Psychology: Foucault, practice and knowledge
4 | Language and Discourse: Reconstructing Social Psychology
5 | Self and Cognition: problems and alternatives
References

Assessment
Marks for this course will be made up as follows: (1) 80% exam in April/May diet (one essay in 1.5 hours) and (2) a choice of two out of the three following course work options (20%): (i) essay plan (max. 500 words); (ii) critical summary of a key article (500 words); and (iii) presentation (in Word or PowerPoint: max. 500 words). The short assessments are designed to be useful learning and thinking exercises, and will provide the opportunity for feedback.

Coursework submission deadline 4pm, Thursday 31 October November
Marks will be returned on Thursday 21 November (Week 10)

Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

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Aims
To explore the nature and development of different 'domains' of knowledge through infancy and childhood.

Learning outcomes
Following the course, students will be able to:
1. Interrogate a variety of contemporary domain-specific theories of cognitive development
2. Critique empirical studies of the development of children's naïve concepts in psychology (Theory of Mind), biology (animals, inheritance and illness concepts) and physics (children’s understanding of solid objects, motion, and gravity)
3. Consider current trends in research on children’s naïve concepts
4. Discuss the practical implications of domain-specific cognitive development for both typically and atypically developing children (e.g. children with autism)

Overview
The first lecture introduces a variety of theoretical perspectives on the organization and acquisition of children's knowledge. The following three lectures examine, in detail, three areas of knowledge that have been highlighted by some theorists as 'core domains of thought': naïve physics; naïve psychology; and naïve biology. This knowledge is naïve in the sense that it is developed without explicit teaching. Finally, the fifth lecture explores the practical implications of domain-specific cognitive development by examining training intervention studies and research with children who are developing atypically. Lectures will consider current trends in research and discuss ongoing research projects. Each lecture will also feature a class discussion around a recent or key research paper. The reading material for these discussions will either be an extension of, or a different perspective on, the topic covered in that week's lecture.

Lectures
1. Domains, modules and theories: Theoretical accounts of the development of naïve knowledge during infancy and childhood.
2. Children as physicists: What do children know about physics?
3. Everyone’s a psychologist: How do children understand other people’s minds?
4. Animals, germs and genes: Children’s understanding of the living things.
5. Naïve knowledge and education: Bridges and barriers to learning.

Key References

Assessment

Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

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All other students: 100% examination (April/May diet)
Course summary
This course will review the main topics in research on human emotions and some recent findings on individual differences in emotional dispositions and capabilities. The review of emotions research will include: definition and function of emotions, basic and complex emotions, dimensional and categorical models of emotion, emotion perception, models of emotion-processing, social aspects of emotions. The individual differences topics will centre on the relatively new construct of emotional intelligence (EI), but will also include other approaches to emotion-related dispositions and capabilities, for example personality/affect relationships, emotion regulation, and coping. The coverage of EI will include controversies relating to its existence and measurement, for example whether it is more appropriate to view EI as part of the intelligence or the personality domain.

Learning outcomes
- Understanding of the main theories of the nature and function of emotions, and of the criticisms that have been made of these theories.
- Understanding of the main models of emotion processing.
- Understanding of the current status of the theory and measurement of EI and of the controversies that have arisen during the development of this construct.
- Understanding of how research findings on EI can be linked to other approaches to individual differences in emotional dispositions and capabilities, and to results from research on emotions.

Lectures
2. Studies and theories of emotion processing. Appraisal and coping.
3. Individual differences approaches to emotional dispositions and capabilities. Personality and emotion; emotion regulation, coping.
4. Trait and ability models of EI. Measurement approaches, validation studies, critiques of the EI construct and of current measures.
5. Further EI results and models. Is there a ‘dark side’ to EI? Empathy and other constructs related to EI.

Reading
A list of relevant journal articles will be provided for each lecture. Some books which will be useful for the course are listed below.

Assessment
Essay (maximum length 3000 words). A choice of essay topics will be provided on Learn. Submission deadline 4pm, Thursday 27 February 2014 (Week 7)
Marks will be returned on Thursday 20 March 2014 (Week 10)
TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
FRONTAL LOBE FUNCTIONS (PSYL10075)
Lecturer: Dr Sarah MacPherson (sarah.macpherson@ed.ac.uk)

Aims and objectives: The course will provide an overview of the role that the frontal lobes of the brain play in complex behaviour. Evidence from neurological patients will be the main focus although functional neuroimaging of healthy individuals will be related where possible. Specific areas include disorders of executive function, memory and social cognition that arise after lesions in specific regions of the frontal lobes and associated structures. Different theoretical views of frontal lobe function will also be discussed.

Learning Outcomes
On successful completion of this course, students should be able:

- To discuss the impairments typically associated with frontal lobe damage.
- To describe the neuropsychological assessment of executive functions, memory and social cognition in a clinical setting.
- To discuss the experimental tests of frontal lobe functions used within neuropsychological research.
- To demonstrate knowledge of current theories of frontal lobe function.
- To critically analyse the impact of research using brain damaged patients and the neuroimaging of healthy individuals on current theories of frontal lobe function.

Each session will include a lecture; however, there will also be time set aside for small group discussions.

Lecture 1 - Frontal lobe specialisation and assessing frontal lobe functions

References

General References for Neuropsychological Tests

Lecture 2 - Frontal lobes, planning and cognitive control

References

**Lecture 3 - Frontal lobes, emotion and behaviour**

**References**


**Lecture 4 - Frontal lobes and the control of memory**

**References**


**Lecture 5 - Frontal lobes and confabulation**

**References**


**Assessment**

**Semester 1 visiting students:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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

**All other students:** 100% examination (April/May diet)
Aims and objectives
This course explores the history of unorthodox psychological knowledge. It focuses upon Psychology’s ‘occult doubles’ (phrenology, mesmerism, psychical research, parapsychology) and the role of marginal figures (such as mesmerists and psychics) in shaping what people have thought. It also considers the longstanding controversies about Freud. In the process, it considers key historical and conceptual issues, such as how certain kinds of psychological knowledge come to be seen as valid or not, and the implications of this for how we think about psychological matters.

Learning outcomes
By the end of the course, students will be able to demonstrate knowledge and understanding of:
- the historical development of (orthodox and unorthodox) psychology; the problem of demarcation in science and the concept of boundary-work; the role of social processes in the construction of psychological knowledge; the contribution of history to psychology.

Lectures:
1. Science, society and the case of phrenology
2. Mesmerism
3. Psychical research
4. Parapsychology
5. Freud, and other sources of controversy

Reading:
**Lecture 1**

**Lecture 2**
Alternatively, see Winter’s articles on more specific topics:

**Lecture 3**

Lecture 4

Lecture 5

Further reading, on more specific areas, will be provided during lectures.

Assessment
100% examination (April/May diet)
Aim
To explore the structure, development, and content of human cognitive abilities.

Objectives
• To review cognitive ability research and the evidence it provides for theories about the development, structure, and biological basis of human intelligence
• To discuss this evidence and its implications for educational and occupational policy
• To foster critical thinking, independent reading, and ability to integrate theoretical concepts with realworld outcomes and practical applications

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

• Evaluate critically and in depth the major theories of the structure of intelligence and its development
• Discuss the state of our understanding of the biological basis of human intelligence
• Demonstrate understanding of how human abilities impact educational, occupational, and other social outcomes
• Discuss how and to what degree these associations and their biological underpinnings could be used to develop better educational programs and to help people find occupations suited to their abilities

Each session will include both lecture and discussion, critically examining issues raised in lecture and readings. You will be expected to bring discussion questions to class and to participate in addressing the discussion questions raised by your classmates. You may be asked to give short presentations of research papers or point-counterpoints on specific issues during class.

Course Content
Lecture 1: Structure and Content of Cognitive Ability: Theoretical and Historical Perspectives
Lecture 2: Life-Span Development of Cognitive Ability
Lecture 3: Heritability and the Biological Basis of Cognitive Ability
Lecture 4: Education, Social Class, and the Culture of Cognitive Ability
Lecture 5: The Roles of Attention, Emotion, and Motivation in Cognitive Ability

Sample Reading


**Text:**


**Assessment**

Essay (maximum length 3000 words). A choice of essay topics will be provided.

Submission deadline 4pm, Thursday 27 February 2014 (Week 7)

Marks will be returned on Thursday 20 March 2014 (Week 10)

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
Aims and objectives
The aim of this course will be to examine the concept of Human Working Memory, viewed as the means by which we hold information on a temporary basis and manipulate and transform that information. The course will cover the major theoretical perspectives, drawing on behavioural studies of healthy adults and children, of adults with impairments of working memory following brain damage, and research using brain imaging techniques. There will also be an examination of the role of working memory in everyday cognition.

Learning outcomes
• To demonstrate a knowledge of current theories of human working memory.
• To be able critically to evaluate the experimental evidence for each of the above theories
• To understand the ways in which different sources and different types of experimental evidence might be used to test and develop theories of human working memory.

Core Text
The following references give some background to the material that is planned for each lecture. However, these lists will be updated during the lecture course to reflect recent research on each of the topics.

Lecture 1 – Working with memory moment to moment.
References

Lecture 2 – Working memory as a limited resource for thinking and memory.
References
Lecture 3 – Working memory as multiple resources

References

Lecture 4 – Working memory in the brain

References

Lecture 5 – Visual Working Memory and Mental Imagery

References
Logie, R.H., Brockmole, J. & Jaswal, S. (2011). Feature binding in visual working memory is
unaffected by task-irrelevant changes of location, shape and color. Memory and Cognition, 39, 24-36.

Assessment

Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm Friday 13 December 2013 (Week 12).

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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

All other students: 100% examination (April/May diet)
Aim
To describe and evaluate research on the role that intelligence and personality traits may play in determining health across life.

Objectives
• to review research in the new field of cognitive epidemiology that shows that higher intelligence in youth is associated with a lower risk of premature death.
• to consider evidence on various pathways through which higher intelligence might be linked to lower mortality, namely via socioeconomic advantage, improved disease or injury prevention, better disease or injury management, better mental health or 'body system integrity'.
• to evaluate research on the links between major personality traits and specific health outcomes and consider by what means personality might influence health.

Learning outcomes
By the end of the course students should be able to:
• demonstrate understanding of some basic epidemiological concepts, such as causation and confounding.
• describe and appraise current evidence linking intelligence and risk of specific health outcomes.
• describe and appraise current evidence linking major personality traits and risk of specific health outcomes.
• evaluate some hypothesised mechanisms underlying these findings, drawing on relevant evidence.

Learning methods and resources
Each session will include a lecture but time will also be set aside for discussion of issues raised in the lecture and course reading. A list of recommended reading for each lecture is given below. Most articles are available via the main library. Those articles that are not available via the library can be obtained via Learn. Please email me if you have problems obtaining them. Students are encouraged to ask questions throughout the sessions. No prior knowledge of epidemiology is assumed; the course will provide an introduction to relevant epidemiological concepts.

Lecture content
Week 1: Introduction to cognitive epidemiology. Intelligence as a predictor of death.
This session will introduce students to the field of cognitive epidemiology and to some basic concepts and methods of epidemiological research. We will consider the evidence that lower intelligence is a risk factor for earlier death and examine potential explanations for this link.

References:
Week 2: Intelligence and physical health
In this session we will consider whether intelligence is linked with specific somatic health problems and look at the evidence that intelligence might be a risk factor for unintentional injury. We will discuss potential mechanisms that might help to explain these associations.

References:

The following reference is also relevant to the lectures in Weeks 4 and 5:
Deary IJ, Weiss A, Batty GD. (2010) Intelligence and personality as predictors of illness and death; how researchers in differential psychology and chronic disease epidemiology are collaborating to understand and address health inequalities. Psychological Science in the Public Interest 11:53-79.

Week 3: Intelligence and mental health
In this session we will examine the evidence on the relationship between intelligence and various manifestations of mental distress, including diagnosed mental disorders, symptoms of anxiety and depression, attempted suicide, and somatization.

References:
Weeks 4 & 5: Personality, disease and mortality
In these sessions we will examine research on whether personality traits are linked to risk of death and other health outcomes and explore the mechanisms that might underlie any associations.

References
Deary IJ, Weiss A, Batty GD. (2010) Intelligence and personality as predictors of illness and death; how researchers in differential psychology and chronic disease epidemiology are collaborating to understand and address health inequalities. Psychological Science in the Public Interest 11:53-79.

Assessment
100% examination (April/May diet)
We will explore the impact of Marxist philosophy on psychological theory and practice. We will predominantly be concerned with the psychology of language and higher cognition, but the intellectual and scientific conclusions will apply across all of Psychology.

"Please explain what is meant by a significance level of .05" is an interview question commonly used in assessing someone for a psychology teaching or tutoring job. And psychologists are rightly concerned with the proper use of statistics. But "Please explain your philosophical views on causality … or explanation … or abstraction" is a question very few psychologists are ever asked over their whole career. It represents a profound crisis for our field if psychologists do not know the philosophical status of the entities they are counting or putting into their theories and models.

And as Frederick Engels wrote: "(People who) imagine that they are emancipating themselves from philosophy when they ignore or abuse it … in the long run … prove after all to be prisoners to philosophy, but, unfortunately, for the most part philosophy of the very worst quality … of the worst vulgarized relics of the worst philosophical systems."

Everyone operates with a set of philosophical assumptions, both inside and outside the laboratory, even if they are unaware of those assumptions and cannot articulate them. This course is all about exploring those assumptions in Psychology, from neuropsychology to education practice.

Marxism has been an influential philosophy, not least concerning scientific practice, for the last 150 years. Marxists see the world as a single totality based in movement and change, and emphasize the interconnectedness, mediatedness, complexity and specificity of that world. They prioritise the role of activity and practice, and the social and historical construction of individual cognition. The interaction of two human brains is the site of the greatest complexity we know; understanding cognition is all about making abstractions from that complexity, and Marxists have a carefully worked-out position on just this issue.

We will look at theoretical positions and empirical research directly influenced by Marxism, studying the contribution of particular psychologists, exploring particular issues, reconstructing particular debates, and studying philosophical dimensions of psychological theories and models.

There are no course requirements of previous knowledge of philosophy or cognitive modelling.

Learning outcomes
On successful completion of the course, students will:
1. Acquire a working literacy in general philosophical terminology useful for psychologists.
2. Acquire a basic understanding of Marxist theory relevant to understanding natural phenomena, cognition, and the emergence of the individual.
3. Acquire an understanding of how to apply a Marxist perspective in the study of language and cognition.
4. Develop critical powers concerning the philosophical and ideological assumptions present in research.

Topics and readings
Each week will begin with a 50-minute lecture. Depending on the size of the group, the second part of each weekly session may contain elements of seminar work, small-group work, and discussion of the assessment topics. All readings will be available on Learn for this course.
Week 1: Introduction to dialectical materialism and the implications for Psychology


Further background reading
(This book, in which the subject matter of particular chapters is very clearly flagged, will be useful throughout the course.)

Week 2: Philosophical issues in cognitive modelling

Further background reading
(This collection of fragments, mostly unpublished during Engels’ lifetime give a flavour of scientific and philosophical debate at the time.)

Week 3: The materialist program for language research, from Vygotsky onwards


Further background reading

Week 4: The Meshcheryakov Experiment: Soviet work on the education of blind-deaf children
30-minute film, in class, on the education of blind-deaf children, in Russia in the 1990s.

Further background reading

Week 5: The history of the debate on IQ and human nature

Further background reading
(A very recent review, plus peer commentaries, addressing some of the complexities of the relationship between genetics and psychology.)

Assessment
Students will take a psychological phenomenon of their own choosing and, during the course, produce: (a) a short (e.g. 10-20 articles) annotated bibliography of research papers on that topic, to demonstrate knowledge of the topic, and introduce a non-expert psychologist to the topic; (b) a 2000-word exploration of the assumptions embedded in that research (relevant to the dialectical materialist approach developed in the course), (c) a 1000-word discussion of how that research topic might be advanced within the perspectives of the course.

Semester 1 visiting students: Essay (maximum length 3000 words) as above. Submission deadline 4pm Thursday 14 November 2013 (Week 9).

All other students: 4pm Thursday 14 November 2013 (Week 9)
Marks will be returned on Thursday 5 December 2013 (Week 12)

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
MEMORY, AGEING AND THE BRAIN (PSYL10095)
Lecturer: Dr Alexa Morcom (alexa.morcom@ed.ac.uk)

Aims
To examine cognitive neuroimaging research into episodic memory in normal ageing

Objectives
1. To understand age-related differences in forming and retrieving memories for events
2. To relate these differences in memory function to differences in brain function
3. To evaluate different theories which attempt to explain age-related memory decline

Overall learning outcomes
After following this course, students should be able:

- To understand the principal brain changes that occur in ageing
- To discuss how these may give rise to episodic memory decline via changes at encoding and retrieval
- To critically evaluate the four main theories discussed on the course in the light of the evidence

Overview of course
The fact that older people are less able to remember events than younger people is well known, and has been studied for many years. The advent of brain imaging has prompted new interest in age-related decline in episodic memory, and generated new questions about it. This course will consider how brain changes are thought to give rise to memory problems as people get old, in the absence of dementia. There will be a special emphasis on cognitive neuroimaging approaches, particularly functional magnetic resonance imaging (fMRI/MRI), but no prior specialist knowledge is assumed.

Our starting point will be four main theories of neurocognitive ageing which make predictions which neuroimaging and behavioural studies can jointly test. We will consider three main ways in which these theories can be put to test: by examining age differences in episodic memory encoding and retrieval, by asking to what degree strategic aspects of memory are specifically impaired, and by assessing the degree to which age differences are specific to certain brain regions. In the last seminar, we will also ask whether functional imaging data provide any basis for optimism about older brains’ ability to compensate for cognitive decline.

Additional readings and resources will be posted on Learn. There will be opportunities for questions and feedback in class and in the weekly office hour.

Lecture Topic
1 Memory and brain ageing: questions and theories
2 The Frontal Lobe Theory of ageing
3 Hippocampal Ageing and the Associative Deficit Hypothesis
4 Generalised theories of age-related cognitive decline
5 Deterioration and compensation in ageing: Good news?

Note: Each week’s seminar will comprise a lecture as well as group discussions based on the course readings. Students are expected to read each week’s key references beforehand and to do self-directed reading around the material and examples covered in class.

Background reading
The following are recommended for revision or background reading on cognitive ageing and cognitive neuroimaging approaches to episodic memory.


**Week 1. Memory and brain ageing: questions and theories**

This seminar will introduce the four main neurocognitive theories of memory decline in normal ageing. To begin to evaluate these theories, we will look at the ways that their predictions can be put to test in cognitive neuroimaging and behavioural studies.

**Class discussion**

Small group discussion will focus on one quite general recent review of cognitive and brain ageing, and one meta-analysis of functional imaging studies of ageing. The aim is to get to know the terminology and some of the main issues and results in the field.

**Outcome**

To understand the main ideas of the four main theories, and how cognitive neuroimaging studies can address them.

**Key references for discussion**


**Other references**


**Week 2. The Frontal Lobe Theory of ageing**

What is the evidence for West’s (1996) theory that episodic memory decline in ageing is part of a more general picture with prominent executive function decline caused by deterioration of the prefrontal cortex (PFC)? The lecture will give an overview of how neuroimaging (and neuropsychological) have addressed this.

**Class discussion**

Small group discussion will focus on two example studies whose results speak to the frontal lobe hypothesis, one of episodic encoding and one of episodic retrieval.

**Outcome**

To understand how PFC deterioration might impact on episodic memory encoding and retrieval, and know about some of the evidence for and against this theory.
**Key references for class discussion**


**Other references**


**Week 3. Hippocampal Ageing and the Associative Deficit Hypothesis**

Memory for associations is particularly affected in older adults and false recognition increases. What is the evidence that decline in the functioning of the hippocampus contributes to age-related memory decline? Or can these problems be explained by strategic impairment alone? These two related hypotheses will be considered in the lecture and class discussion.

**Class discussion**

Small group discussion will examine two example studies which focus on possible effects of hippocampal impairments in normal ageing.

**Outcome**

To evaluate evidence that decline in the functioning of the hippocampus as well as the PFC contributes to episodic memory impairment in normal ageing.

**Key references for discussion**


**Other references**


**Week 4. Generalised theories of age-related cognitive decline**

Ageing does not just affect memory and executive function: this week we will consider whether memory decline can only be understood as part of a bigger picture, and whether it can be fully explained by generalised neural and cognitive changes. The lecture will examine two such theories, the cognitive slowing hypothesis and the dedifferentiation account.

**Class discussion**

Small group discussion will focus on two example studies which attempt to test a generalised theory of age-related cognitive decline. We will focus on implications for episodic memory.

**Outcome**

To understand how generalised cognitive and neural changes could give rise to apparently selective cognitive impairments, and evaluate evidence that such changes underlie the memory decline in normal ageing.

**Key references**


**Other references**

Week 5. Decline and compensation in ageing: Good news?
Perhaps the most striking finding in the cognitive neuroscience of ageing has been ‘over-recruitment’ – the tendency of older adults to recruit brain regions during task performance that are not engaged in the young. It is also one of the more controversial issues. We will consider the main accounts of over-recruitment and ask whether it is really good news for cognitive ageing. We will also return to the four initial questions.

Class discussion
Small group discussion will focus on one specific study of episodic memory and one meta-analysis which attempt to test the compensation hypothesis using brain-behaviour correlations in older adults. We will also discuss Reuter-Lorenz & Lustig’s (2005) short review of support for the compensation hypothesis.

Outcome
To critically evaluate the notion that ageing brains may adapt to compensate for underlying neural deterioration, using evidence from functional neuroimaging studies.

Key references

Other references

Assessment:
Students will write a 3000-word essay in the style and format of a review in Current Directions in Psychological Science. This essay will present a selective review of an important issue raised in the course.

Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

All other students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 16 January 2014 (week 1)
Marks will be returned on Thursday 6 February 2014 (Week 4)

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
MIND, BODY, AND CONSCIOUSNESS (PSYL10025)
Lecturer: Dr Billy Lee (b.lee@ed.ac.uk)

Aims
The course introduces the hard problem of human consciousness and its context within contemporary psychology. It examines the role of the 'ghost in the machine' and related concepts including the Homunculus Fallacy, Cartesian Theatre, Chinese Room, and Inverted Spectrum. Participants will have the opportunity to engage with phenomenological psychology and to debate and explore its ramifications. The course provides the opportunity to explore literature on embodiment, lived experience, intersubjectivity, the unconscious, and authenticity. Each two hour lecture consists of a practical and a theoretical period. In the practicum participants work together in small groups on structured tasks that offer the opportunity to experience the phenomenon under examination. In the theoretical period the course leader will introduce and summarise the topic, and some designated students will present short summaries of their readings.

Learning outcomes
By the end of the course participants will have both a theoretical and an experiential understanding of some distinctive features of human consciousness and be able to:

• identify the distinctive features of phenomenological psychology and to critique experimental psychology and the cognitive neurosciences.
• evaluate notions of embodiment, lived experience, intersubjectivity, the unconscious, and authenticity in human experience.
• formulate applications of phenomenological psychology and be able to give a coherent account of psychological phenomena in phenomenological terms.

Lectures

Week 1: The Hard Problem
What is special about 'I' ? Why 'I' is not just another 'object' in the world.

Week 2: Lived Experience
What is first personal givenness of experience? Is it physical, metaphysical?

Week 3: The Lived Body
Phenomenology. Difference between the body–subject and body–object.

Week 4: Self and Other
Intersubjectivity. The being for itself, being for others, and being with others.

Week 5: Authenticity
What is consciousness of self? Why is the unconscious unconscious?

References
The Hard Problem
Lived Experience

The Lived Body

Self and Other

Authenticity

Assessment
Assessment is by a final examination in the April/May diet (75%) and five coursework assignments (25%). To pass the final examination students will need to identify the key features of phenomenological psychology, and formulate a phenomenological account of an everyday experience selected at the examination. A coursework assignment based on each lecture must be submitted within two weeks of that lecture. This will be a 500 word reflection on the participant’s lived experience, relating this to their learning from the lecture and practicum.
**Semester 1 visiting students only:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
MORAL JUDGEMENT AND BEHAVIOUR (PSYL10100)
Lecturer: Dr Adam Moore (amoore23@staffmail.ed.ac.uk)

Short Description of the Course
Morality is critical to our lives, with differences in what people think is moral or not, and differences in what people do in moral situations, profoundly affecting individual and collective wellbeing, social harmony, and political and economic policy. This course will examine the factors affecting moral behaviour, including helping behaviours, charitable donation, exploitation of others, corporate malfeasance, and hypocrisy. It will also look at the major contemporary models of moral judgment and reasoning, and the evidence both for and against them. Throughout the course we will ask where the focus of morality is: the individual or the situation.

The course will be divided into 5 sessions, each lasting for 1 hour and 50 minutes. While the majority of time will be devoted to lectures, students are encouraged to ask questions throughout and there will be group discussion(s) as class size allows. The texts used will consist of assigned articles. Each set of readings includes at least one generally accessible paper and several experimental articles that purport to test theories/findings related to the topic. Most articles are available via the main library or psychology library. For those articles that are not, they can be obtained via Learn. Please email me if you have trouble obtaining them.

Learning Outcomes:
Students should be able to identify key streams of research in the study of moral behaviour and judgment, discuss empirical findings that test key models of explanation in these areas, and identify factors that play a role in how human beings perceive and react to moral situations.

Lectures
1. Models of moral judgement; rationalism, intuition, & dual process models.
2. Models of moral judgement cont.; intuitionism, personality, politics, & protected values.
3. Moral behaviour; sensemaking, social influences on (im)moral action, & corporate wrongdoing.
4. Moral behaviour cont.; the bystander effect, charitable giving, activism.
5. Moral behaviour cont.; mass atrocities, psychic numbing, & public policy.

References:

Assessment
Participation: 10% - Class discussions in which students will either lead or moderate the evaluation of assigned papers (for those with exemptions, a short written response will be substituted).
Coursework: 35% - Four 1-2 page reading responses analysing assigned papers and reacting to highlighted issues.

Exam: 55%.

**Semester 1 visiting students only:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
This course aims to provide an overview on how the senses work together to create a stable and coherent representation of the body and the external world. Covering a variety of methodologies, this course will describe and evaluate the results of recent research on multisensory integration. First, the neural mechanisms underlying multisensory integration will be outlined. We will then examine the perception of multisensory events, the advantages afforded by the ability to combine different sensory modalities and the key determinants of intersensory interactions. Another key question addressed will be how multisensory interactions are linked to and modulated by attention. We will specifically consider the latest evidences assessing the role of exogenous and endogenous attentional mechanisms on crossmodal processes. In addition, we will also focus on recent research concerning how multisensory information is used to create multiple spatial representations of our body parts and of the spaces within which they can act. We will see how these representations that are used by the brain to guide body movements through space show a considerable degree of plasticity. Finally, we will consider how the cortical system for perception may become radically reorganized after sensory deprivation or crossmodal rerouting of sensory projections and evaluate this surprising degree of cross-modal plasticity that characterize cortical processing.

**Learning Outcomes:**

On successful completion of this course, students will be able to demonstrate knowledge of:

- the brain mechanisms underlying multisensory integration
- the perceptual and behavioural consequences of multisensory integration and the key determinants of these intersensory bindings
- the role of attention in crossmodal and multisensory integration.
- the multisensory brain's representation of the body and of peripersonal space
- cortical plasticity across sensory modalities and the effects of sensory deprivation

**References:**

The following references give some background to the material that is planned for each lecture. However, these lists will be updated during the lecture course to reflect recent research on each of the topics.

**Lecture 1. Multisensory Integration**

- Unimodal sensory systems:
  - Or any other biological psychology text book

- Multisensory integration:
Lecture 2. Multisensory perception

Lecture 3. Crossmodal attention and multisensory integration

Lecture 4. Multimodal representation of space and the body

Lecture 5. Crossmodal plasticity and sensory deprivation

Assessment:
Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline, 4pm Thursday 27 February 2014 (week 7)
Marks will be returned on Thursday 20 March 2014 (Week 10)

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
General Description
The course assumes that most students have had little or no previous exposure to research in parapsychology. Parapsychology is defined as the scientific investigation of apparent new means of communication or influence between the organism and its environment, known as ‘psi’. The course does not presume that psi exists, but treats this as a scientifically-testable hypothesis and reviews the findings of laboratory psi research. Moving out of the lab, we also examine people’s real-life ‘paranormal’ experiences and beliefs, and the models that have been put forward to understand these. Finally, we consider the wider scientific implications of parapsychology.

Option Aims
• To provide an overview of the principal methods, findings, and issues in parapsychology.
• To encourage critical thinking about scientific claims, in parapsychology and beyond.

Learning Methods and Resources
The course will be primarily taught in lecture format, with students being expected to read each week’s key references beforehand. These are listed below. Materials (summary handouts; powerpoint slides; podcasts; list of recommended readings) are posted on Learn. Further general background readings, downloads, FAQs, links, etc. are available at:

http://www.koestler-parapsychology.psy.ed.ac.uk/cwatt/
and
http://www.koestler-parapsychology.psy.ed.ac.uk/

The Koestler Parapsychology Library (Room G5) contains parapsychology journals and conference proceedings that cannot be found online, as well as an extensive collection of books, undergraduate dissertations, and postgraduate theses on parapsychological topics.

Learning Outcomes
Students will become familiar with:
• the main methods used for controlled laboratory testing of claims of anomalous information transfer or influence;
• the findings of meta-analytic reviews of ganzfeld-ESP, PK-RNG, and DMILS research;
• the phenomenology of spontaneous paranormal experiences and the models that have been proposed to explain why people have these experiences;
• the methodological challenges involved in testing claims of anomalous communication or influence;
• factors leading to scientific controversies, and ways to help resolve controversies.

Course Content and References

Week 1: What is Parapsychology?
Terminology. Different approaches to research in parapsychology, and their advantages and disadvantages. History of parapsychology and psychical research.
Week 2: Experimental Procedures
ESP research methods. Choices in ESP testing. PK research methods. Methodological considerations – eliminating error, leakage, artefact, fraud.

Week 3: ESP and PK Research Findings
Replication and meta-analysis in parapsychology. ESP research findings: The ganzfeld debate. PK-RNG research findings. EDA-DMILS research findings.

Week 4: Understanding Paranormal Experiences
The phenomenology of paranormal experiences. Measuring and categorising belief in the paranormal. Four theories of belief in the paranormal.

Week 5: Theories and Implications of Parapsychology
The major theories of psi (psychological and physical theories). The implications of parapsychology: methodological; experimenter effects; metaphysical.

Assessment
Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

All other students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm Thursday 16 January 2014 (week 1)
Marks will be returned on Thursday 6 February 2014 (Week 4)

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
Aims
• To introduce and guide independent study of current research literature in the psychology of language production, with reference to monologue and dialogue contexts.
• To examine a variety of methods of investigating language production.
• To explore and contrast different theoretical approaches to language production.
• To encourage the making of connections between language production and other aspects of human cognition and behaviour.
• To encourage critical and analytic thinking.

Learning outcomes
By the end of the course you should:
• be familiar with models of language production;
• understand the experimental and other evidence that supports the various models;
• be familiar with major experimental techniques for investigating language production;
• be able to apply your knowledge to wider discussion of how people use language.

Overview
Language production is a deceptively complex task. In this option, we will consider how people are able to rapidly retrieve and combine words to form grammatical utterances, both with and without the presence of a listener. We will begin by considering the fundamental processes that are involved in producing utterances. We then focus on how these processes might be affected by the presence of a listener, by examining current research on language production in dialogue.

Lectures
1. Methodological issues and overview. We will start off by considering why language production is difficult. We then consider some of the methodologies that have been developed to study language production, before discussing the various stages of processing that have been identified, and how they might fit into a model of language production.

Reference

2. Lexical processing. We discuss how speakers choose and retrieve the right words, and how this process may sometimes go wrong.

Reference

3. Syntactic processing. We consider how speakers put together individual words to make complex sentences, and the factors that may affect this process.

Reference

4 and 5. Production in dialogue. We explore how language production occurs in dialogue, and the extent to which speakers may be cooperative, adapting their utterances to fit their audience, or selfish, focusing primarily on their own needs.
Reference

Further detailed references will be provided during the course.

Assessment
Semester 1 visiting students: Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

All other students: A choice of essay topics will be provided. Submission deadline 4pm Thursday 16 January 2014 (week 1). Marks will be returned on Thursday 6 February 2014 (Week 4).

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
Lecture Content

1 History of psychological therapies:
   - Pre-scientific forms of psychotherapy
   - Scientific revolution
   - Essential theoretical models
     - Psychodynamic
     - Behavioral
     - Cognitive-Behavioral
     - Humanistic

2 Therapy, social control and treatment effectiveness
   - Social changes and psychotherapy (privilege, access and coercion)
   - IAPT
   - What works for whom

3 The scientific status of psychotherapies
   - Evidence-based science
   - Practice and Research relations
   - Critical evaluation of effectiveness

4 Therapeutic relationships
   - The therapeutic stance
   - Issues of power
   - Ethical conduct

5 Emerging therapeutic models
   - New paradigms for a new millennium
   - New models and state of evidence:
     - IPT
     - Positive psychology
     - 3rd generation

Learning outcomes
By the end of the course, students will:
- have gained an understanding of the emergence of psychotherapy models in Western cultures
- have critically considered the place of psychotherapy as a agent of social change
- have considered the scientific status of psychotherapies across the life-span
- have examined challenges to the role of the therapeutic relationship
- have considered the emerging therapeutic paradigms

References
Edition. Guilford Press

Assessment


Assessment
100% examination (April/May diet)
Aims and objectives
This course will describe and elucidate current theories of sentence comprehension in the light of evidence from a range of experimental techniques. The course aims to give an appreciation of the role of different sources of information relevant to the task, including grammatical, semantic and pragmatic information. We will also look at the interface between sentence comprehension and working memory.

Learning outcomes
After the course, students will:

- Have an understanding of the notions of syntactic structure and syntactic ambiguity.
- Appreciate a number of experimental techniques that are used to study the detailed time-course of written and spoken language comprehension.
- Understand and be able to evaluate the main theoretical claims and experimental evidence surrounding the use of grammatical and non-grammatical information in sentence comprehension.

Lecture 1 - Introduction to sentence structure and ambiguity
This lecture will cover some basic background on syntactic analysis. We will show how syntactic ambiguity corresponds to a choice between different syntactic structures, for a given sentence or sentence fragment. The lecture will also introduce competing theories that seek to explain how one alternative is chosen over another.

Reference

Lecture 2 - The role of linguistic and visual context in sentence comprehension
This lecture will introduce various types of context, and show how they can be studied using experimental methodology. The lecture will include discussion of how the visual world can affect speech comprehension.

References

Lecture 3 - Prediction in Sentence Processing
This lecture will evaluate the claim that sentence processing involves the active prediction of upcoming linguistic input. We will highlight the distinction between theoretical accounts based on prediction and integration, and we the discussion will be illustrated with different experimental methods, including eye-tracking and EEG.

References

**Lecture 4 - Sentence Processing and Working Memory**
In this lecture, we will look at the interface between linguistic processing and working memory processes. The lecture will cover the main working memory components of encoding, storage and retrieval, and how they affect the process of sentence comprehension.

**References**

**Lecture 5 - The Relation between Syntax and Semantics in Sentence Processing**
This lecture will consider the question of how our knowledge of grammar constrains our interpretation of sentences. Is interpretation always guided by grammatical rules? and if not, under what circumstances can we adopt "ungrammatical" interpretations of sentences?

**References**

**Assessment**
**Semester 1 visiting students:** Essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Friday 13 December.

**All other students:** A choice of essay topics will be provided. Submission deadline 4pm Thursday 16 January 2014 (week 1).
Marks will be returned on Thursday 6 February 2014 (Week 4).

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
6. **Tutorial Course (PSYL10090)**

Course Organiser: Dr Michelle Luciano (michell.luciano@ed.ac.uk)

**Short description:**
This course is very different from other courses in the curriculum. It does not deal with a specific topic, branch of psychology or methodological approach. Rather, it offers students the opportunity to reflect on what they have learned during their study and to integrate their knowledge across a range of psychological topics. It encourages critical thinking, discussion and creativity. It is intended to raise awareness of the role of psychology in society. Teaching is in small groups, and students are given the opportunity to present their work, and to obtain immediate feedback from their tutors as well as from their peers. While the abilities developed in this course are likely to be helpful when writing the general paper, its scope is meant to go well beyond that and to offer useful transferable skills for future professional development. The course consists of two blocks of 5 tutorials, five in block 2 (semester 1, weeks 7-11) and five in block 3 (semester 2, weeks 1-5), each block with a different tutor. Students will be prompted to select group preferences electronically via Learn and will be given information about the times and venues of the tutorials nearer the time.

The course is compulsory for single honours and optional for joint honours and intercalated medical students.

**Learning outcomes:**
The course is intended to enhance the following skills:
1. Critical thinking about psychology and its relations to other sciences
2. Appreciation for the social relevance of psychology
3. Identification of crucial issues in current debates and controversies
4. Construction of arguments based on knowledge from a range of psychological topics.

**Assessment:**
A piece of written work (maximum 1000 words), a PowerPoint presentation, or a poster. Assessment method will be stated at time of sign-up. One assessment will take place each semester. Assessment through PowerPoint presentation or poster will take place on the last day of the tutorial, unless agreed otherwise with the tutor.

All written tutorial assessments must be submitted by 4.00pm on Thursday 5 December 2013 (Week 12, Semester 1) and Thursday 27 February 2014 (Week 7, Semester 2).

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark 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
7. **Assessment and Feedback Information**

Psychology 4 examinations consist of the following papers (*or other course assessment where applicable):

**Single Honours**
1. General Paper (3 hours, 2 questions) (10 credits)
2. Six papers, one for each of the six courses taken across the two semesters, each of 1.5 hours in length* (60 credits) AND
3. Tutorial Course assessments (10 credits)
4. Dissertation (40 credits)

**Combined Honours** - this will depend on your combined honours degree requirements, but in general:
1. Two, three or four papers – one for each of the courses taken across the two semesters, each of 1.5 hours in length* (20, 30 or 40 credits) AND
2. Dissertation (40 credits)

**Intercalated Medical Degree**
1. Five papers, one for each of the five Psychology 4 courses taken across the two semesters, each of 1.5 hours in length* (50 credits)
2. Three papers from the Psychology 3 selection (30 credits), including Methodology 1
3. Dissertation (40 credits)

**Feedback**
You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of written or spoken comments on a draft or submitted essay or write-up, or in the form of self-generated or peer feedback, small group discussions or quizzes within lectures, etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:
- Asking and answering questions in lectures, classes or talks
- Asking questions of your Course Organiser or lecturer in their office hours
- Discussing your work with lecturers and examiners on Psychology's dedicated Feedback Days (third year students)
- Actively participating in your tutorials
- Talking about your ideas outside class with fellow Psychology students
- Participating in PsychSoc discussion groups, study-skills events, debates and talks: [http://www.eusa.ed.ac.uk/societies/society/psychologysociety/](http://www.eusa.ed.ac.uk/societies/society/psychologysociety/)
- Participating in the British Psychological Society, including undergraduate conferences.

If you have any suggestions on how to improve feedback further, please contact either:
- Your Tutor (pre-Honours students)
- Your Course Organiser
- Your Personal Tutor
- Tamsin Welch, PPLS Student Support Officer ([tamsin.welch@ed.ac.uk](mailto:tamsin.welch@ed.ac.uk))
- Dr Sue Widdicombe, Director of Undergraduate Teaching ([s.widdicombe@ed.ac.uk](mailto:s.widdicombe@ed.ac.uk))
<table>
<thead>
<tr>
<th>Item of work</th>
<th>Student hand-in deadline</th>
<th>Return date*</th>
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<tbody>
<tr>
<td><strong>SEMESTER ONE (BLOCK ONE)</strong></td>
<td></td>
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<tr>
<td>Critical Social Psychology (PSYL10018)</td>
<td>4pm, Thursday 31 October 2013 (Week 7)</td>
<td>Thursday 21 November 2013 (Week 10)</td>
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<td>(worth 20% of overall mark)</td>
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<tr>
<td>Marxist Psychology essay (PSYL10092)</td>
<td>4pm, Thursday 14 November 2013 (week 9)</td>
<td>Thursday 5 December 2013 (week 12)</td>
</tr>
<tr>
<td>Consciousness and Perceptual Awareness (PSYL10099) (assignment 1 worth 20% of overall mark)</td>
<td>4pm, Monday 25 November 2013 (Week 11)</td>
<td>Thursday 16 December 2013</td>
</tr>
<tr>
<td>Psychology Tutorial Course essay 1 (PSYL10090)</td>
<td>4pm, Thursday 5 December 2013 (Week 12)</td>
<td>Week beginning Monday 13 January 2014 (week 1)</td>
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<tr>
<td><strong>SEMESTER ONE (BLOCK TWO)</strong></td>
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<tr>
<td>Consciousness and Perceptual Awareness (PSYL10099) (essay worth 80% of overall mark)</td>
<td>4pm, Thursday 16 January 2014 (week 1)</td>
<td>Thursday 6 February 2014 (week 4)</td>
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<tr>
<td>Memory, Ageing and the Brain essay (PSYL10095)</td>
<td>4pm, Thursday 16 January 2014 (week 1)</td>
<td>Thursday 6 February 2014 (week 4)</td>
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<tr>
<td>Parapsychology essay (PSYL10026)</td>
<td>4pm, Thursday 16 January 2014 (week 1)</td>
<td>Thursday 6 February 2014 (week 4)</td>
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<tr>
<td>Psycholinguistics of Language Production (PSYL10027)</td>
<td>4pm, Thursday 16 January 2014 (week 1)</td>
<td>Thursday 6 February 2014 (week 4)</td>
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<tr>
<td>Sentence Processing and Psycholinguistics (PSYL10061)</td>
<td>4pm, Thursday 16 January 2014 (week 1)</td>
<td>Thursday 6 February 2014 (week 4)</td>
</tr>
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<td>Semester 1 visiting student course essays</td>
<td>4pm, Friday 13 December 2013</td>
<td>Marks are returned to Registry by the end of January (after the Exam Board) and will become available on MyEd shortly afterwards</td>
</tr>
<tr>
<td><strong>SEMESTER TWO</strong></td>
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<tr>
<td>Psychology Tutorial Course essay 2 (PSYL10090)</td>
<td>4pm, Thursday 27 February 2014 (Week 7)</td>
<td>Thursday 20 March 2014 (Week 10)</td>
</tr>
<tr>
<td>Emotions &amp; Emotional Intelligence (PSYL10098)</td>
<td>4pm, Thursday 27 February 2014 (Week 7)</td>
<td>Thursday 20 March 2014 (Week 10)</td>
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<tr>
<td>Human Cognitive Abilities essay (PSYL10094)</td>
<td>4pm, Thursday 27 February 2014 (Week 7)</td>
<td>Thursday 20 March 2014 (Week 10)</td>
</tr>
<tr>
<td>Multisensory Integration (PSYL10097)</td>
<td>4pm, Thursday 27 February 2014 (Week 7)</td>
<td>Thursday 20 March 2014 (Week 10)</td>
</tr>
<tr>
<td>Dissertation (PSYL10004)</td>
<td>4pm, Wednesday 12 March 2014 (Week 9)</td>
<td>Marks are returned to Registry in early June (after the Exam Board) and will become available on MyEd</td>
</tr>
</tbody>
</table>
*Timing may be later for individual students who have submitted work late. Otherwise, work will be returned on or before the date shown; if this date changes the class will be notified. All the above marks will be provisional until confirmed by the Honours Exam Board in early June.

**Word limits for coursework**
Essays should include 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 deduct marks for exceeding the word limit, you should assume that there will be consequences for excessive length. Markers use their academic judgement in deciding on the overall mark. Word limits do not include figure and table legends, excerpts, title, abstract or references.

**Querying Coursework Marks and Appealing**
All coursework at honours level is first-marked by the supervisor or tutor and then moderated, with the latter process providing a check on marking standards. Once this has happened, marks are not appealable except under extraordinary circumstances, so there is no re-marking procedure. The purpose of any meeting that takes place with the supervisor is to discuss the written feedback on the piece of coursework in more depth, not to negotiate a mark adjustment.

Re student appeals on coursework marks, these are only allowed under extraordinary circumstances. Please note that the moderation process provides a check for marking standards. There is also a second review stage when the external examiners review marking standards.

You should discuss the mark with your supervisor and personal tutor. If after this you are still unhappy, and the mark is confirmed at the exam board, you would need to use the formal university appeal procedure, but note that this process specifically excludes appeals based on disagreement with the academic judgement of the marker and moderator.

http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/AcademicAppealRegulations.pdf

**Option Courses**
Because of the smaller class sizes, Year 4 lectures are often more interactive than lectures in previous years. Many lecturers arrange for students to take part in participatory activities during the classes, on which feedback will be given. In addition, lecturers welcome the opportunity to discuss the content of the course, and to give informal feedback on the student's ideas. This may occur during the lecture, at an appointment arranged by the student, or during office hours. Written feedback on assessments will be provided for those courses which are assessed by coursework. Information on the timing of this feedback is provided in the relevant course description in this handbook.

**Tutorial Course**
Tutorials occur in small groups, and are a good opportunity for students to receive advice and guidance from the member of staff. During the tutorials, students will give presentations and/or submit written work, and are encouraged to discuss general ideas arising from the content of the psychology course. These are responded to by the tutor, as well as by the other members of the tutorial group. Written feedback will be provided for the tutorial assessment.

**Exams**
An exam feedback session will also be arranged. The session for semester 2 Y3 exams will take place in October; this will provide you with the opportunity to look at your exam scripts and
speak to staff about your performance. The purpose of this event is to allow you to identify strengths and areas for improvement that you can work on. Before speaking to staff about your scripts, you will be encouraged to assess your own work as you read through it in relation to the common marking scheme and related questions. All students are encouraged to attend.

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

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

There are no re-sit examinations for honours level courses. However, students who are absent from one or more examinations due to medical or other special circumstances, may, at the discretion of the Board of Examiners, be permitted or required to sit these examinations as a first attempt in the August diet. In this instance, students are strongly advised to avoid making plans which might conflict with re-sit examinations until they know their examination results.

Grades
After the Honours Exam Board meeting in early June, you will receive marks for your dissertation and for each of your assessed courses via MyEd. In combination with the grade descriptors given in the University's Extended Common Marking Scheme, these grades give qualitative information about your performance.

Degree classification
Degree class is assigned by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. For single and combined honours degrees, this calculation is applied across Years 3 and 4 (so the two years carry equal weight). Where students have opted to take a Junior Year Abroad, their Year 3 credits will be given a zero weighting in calculating the degree class. For intercalated medical degree students, degree classification is based on the 120 credits taken in their one honours year.

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.

8. Thesis Guidance
8.1 Choosing a project
Students who enter Final Honours in September 2013 will be required to complete a project during the academic year. Normally, students are expected to work in pairs in the collection of data for their project, though the project write-up is done independently. (Combined Honours Artificial Intelligence and Sociology degree students have alternative arrangements if their thesis is not in Psychology). Combined Honours Sociology students who want to obtain Graduate Membership of the BPS should normally have a first supervisor in Psychology.

Members of staff nominate projects which they can supervise. A list of these was provided in May 2013 and can be found on the Psychology website:
http://www.psy.ed.ac.uk/psy_students/undergraduate/course_handbooks.php
Information has also been circulated about a new online sign-up board on which students post details of agreed project supervision so that the currently available supervisors and project spaces can be viewed. Students may also propose a project which they/they and a partner wish to conduct. However, before it can proceed, a supervisor must be found who is can supervise the project and advise on whether the necessary facilities are available in the department to allow the project to be completed.

Bear in mind the necessity of getting permission to use participants in schools, hospitals, business organisations, etc., and to get ethical approval for your study. If you need approval from an outside body the delays involved in these formal procedures are often considerable, and should be discussed with your supervisor and taken account of in planning. All projects must be approved by the School (PPLS) Ethics Committee. You can apply using the electronic form on the Psychology website: http://www.psy.ed.ac.uk/psy_research/research_ethics.php.

When you have a project to propose or have identified topic(s) that are of interest, then consult staff who could act as supervisors. Supervisors outside the department may be approached for help and advice, but a supervisor from the teaching staff in Psychology must be found to be Joint Supervisor. Projects involving joint supervision outside psychology need to be approved by the Y4 course organiser, with a project outline and supervision plan agreed prior to the thesis title submission deadline. (Joint Honours students may have a supervisor in their other department, but again they must find a Joint Supervisor in the Psychology Department). When your project and supervisor have been arranged, you must post the title of your project and the name(s) of your supervisor(s) in the Honours box located in the PPLS UG Teaching Office, Room G.06 Dugald Stewart Building by 4.00pm on Thursday 3 October 2013.

In Semester 1 there will be an opportunity for feedback on the design of the dissertation. Students will make and present a poster describing the planned dissertation research, and will receive feedback from staff and exchange feedback peer-to-peer with other students. The date for the poster session will be Wednesday 27 November 2013. There will be a short talk in early
October describing how to produce posters, details of which will be emailed to you nearer the time. Posters must be submitted in electronic form approximately 3 weeks ahead of the poster session, at a date to be advertised, to allow time for printing. The posters will not count towards the assessment.

8.2 Submitting your thesis
TWO bound copies of the thesis must be submitted in the Honours box in the PPLS Undergraduate Teaching Office (Room G.06, Dugald Stewart Building) by the deadline of 4.00pm on Wednesday 12 March 2014. An electronic copy must also be submitted by the deadline via Turnitin, the plagiarism detection software. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

Students should be aware that it is University policy to deduct 5 marks from the final mark for each working day that you are late with submitting your dissertation and that after 5 days the work will be awarded a mark of zero.

The submitted thesis is part of the degree examination, and it will contribute to the determination of the degree awarded. This deadline is therefore firm, and only under very exceptional circumstances will the Course Organiser (in consultation with the Convenor of the Board of Examiners) agree to an extension for which permission must be sought in advance. You should be aware that for your degree to qualify for accreditation by the BPS, it is essential to obtain a pass mark for your dissertation.

As the second marking of your dissertation will be anonymous, the title page of one copy should not show your name. Instead you should include your exam number, along with the name of your supervisor(s). Briefly state your own contribution to the design, execution and analysis of the work. Include a list of any other people who have materially helped in the design, execution and analysis of the work, so that an assessment of aid given can be obtained from them. (Such help will not necessarily count against the project when it is marked: to know when to seek help from others, and whom to approach, is an important characteristic of a successful research worker).

The thesis must not normally exceed 8000 words (approximately 24 pages of single-sided A4, double spaced, 12 point font). This limit does not include the text of the abstract, references, tables or figures. Discourse analysis extracts are also not included in the word limit. Where it is desirable, for completeness, to include full sets of stimulus material, lengthy descriptions of procedure, or computer analyses etc., which would take the thesis above this limit, these should be put in an appendix. Material in the appendix will not necessarily be read by the examiners, and so it should not be used for evidence which is essential to the argument of the thesis. Your thesis should be your own piece of written work, even in a collaborative project; supervisors may provide comments on a draft of all sections of your thesis except the Abstract and Discussion. An example of the marking sheet is included below.

In using computers (eg to store data and to word-process your thesis), you are strongly advised to ensure that you back up your work adequately. Also, in case you encounter last minute computer or printer problems, you should have a draft copy of your thesis available well before the deadline. This copy should be identical in text to the final copy (ie it may differ only in format or in minor typographical respects). Further details regarding submission criteria will be circulated in due course.
8.3 Feedback policies and procedures

Your supervisor will be available for guidance and advice on your thesis work, and it is expected that you will hold regular meetings with him/her, at which you will receive informal feedback on progress in your project.

There is an opportunity for feedback on the design of your dissertation at the poster day in Semester 1. You will make and present a poster describing the planned dissertation research, and will receive feedback from staff, and exchange feedback peer-to-peer with other students. The posters will not count towards the assessment.

Your supervisor will also give formative written feedback on ONE written draft of your thesis, which must be submitted by three weeks prior to the dissertation deadline. The feedback will cover the Introduction, Methods and Results sections. The form of this feedback will depend on the student, the project and the supervisor. Supervisors may offer advice on writing academic English, but they will not proof-read your dissertation. Feedback will NOT be available on the Discussion section or Abstract, and will not be available on more than one draft of the thesis. Please allow two weeks from the submission of your draft to receive the feedback.

The thesis will be marked by two independent markers, the first of whom will be your thesis supervisor. The second marker will mark your thesis anonymously (he/she will not know your identity). Your supervisor will indicate to the second marker the type of help given during the study and its write-up. This is one of the factors that can be taken into account when assigning a mark. The independence and own initiative shown by the students will also be taken into account when deciding the final mark, and this can involve seeking appropriate support. Once you have graduated, you will be entitled to receive a summary of the markers’ comments.
### 8.3 Thesis marking

Each section is marked out of 100. The overall mark is the sum of the weighted marks.

<table>
<thead>
<tr>
<th>Section</th>
<th>Raw mark per section (out of 100)</th>
<th>Weight</th>
<th>Weighted section mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Background and literature review</td>
<td>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?</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>2. Methods</td>
<td>Is the methodology reasonable given the constraints on student projects? Are the methods similar to other research in the field, or are deviations from the norm clearly justified? (Or indeed, 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)?</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>3. Results</td>
<td>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?</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>4. Discussion</td>
<td>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?</td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>5. Overall assessment: style of writing; independence of student</td>
<td>Is the thesis well laid out? Is there one standard style of referencing followed, and is it applied consistently throughout? Are claims in the text supported by citations? Is the reference section complete? 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?</td>
<td>.10</td>
<td></td>
</tr>
</tbody>
</table>

Sum of weighted marks: 

Weighted mark rounded to nearest whole number:
8.4 Writing your thesis

The Psychology Final Honours Thesis should be your own individual piece of work, even if you have done the project collaboratively. Your supervisor can comment on your Introduction, Methods and Results sections, but not on your Abstract or final Discussion - this should be your own unaided work.

Don't hope to earn marks through quantity rather than quality, and remember that the difference between the Final Honours Thesis and your Third Year Literature Review is that in the thesis the important element is your own research rather than your evaluation of research by other people. You need to demonstrate that you can move on from summarising the literature to design a study of your own that can answer questions that stem from this literature-survey, that you can conduct the study successfully (dealing with any problems and challenges - including the administrative ones of liaison).

1. Try to choose a TITLE which is short and to the point, rather than a long one. In March, you can alter the title that you submitted in Semester 1 if the new version will fit better or simply be snappier.

List on the TITLE PAGE the names of your partner(s) in the project, your supervisor(s) and anyone else who has materially helped in the design, execution and analysis of the work, so that an assessment of aid given can be obtained. Briefly state your own contribution to the design, execution and analysis of the work. (Appropriate help does not necessarily count against you: it is important for successful research to know when to get help from others).

2. The ABSTRACT should be brief (300 words maximum). Some commentators now believe that asking for structured abstracts (with subheadings, e.g., Objectives / (Design) / Methods / Results / Conclusions) encourages the writer to sharpen up the composition and conveys more information. But this scheme is not yet widely used in journal abstracts, and for the present it is enough to make sure you cover each of these points where appropriate - but be succinct!

3. The INTRODUCTION should be short (say, 1500 to 2000 words) and you should focus on those sections of the literature that are most relevant for your particular project rather than reviewing the whole literature. It usually helps to end the introduction with a paragraph or section on 'The Present Study' (you may even separate this out with a sub-heading) which spells out what you intend to do in your study and why. This section should make clear to the reader the point of your piece of work, and the logic behind the design of your study, and springboard them into the Methods.

4. The METHODS section should not be a slavish transplant of the kind of methods sections you wrote in second year practical reports: look at the range of methods sections in published papers in the area you are working in to see what is essential and what is optional. If procedures are well known or standard, you can get away with a short description or reference, but if you have invented your own techniques describe these succinctly but in full. You may want to write the methods and results in parallel, to see which points about the design and statistics can be explained better in the methods and which can be explained better in the results. If you are collaborating with someone else on your project, do not use a co-written Methods section, even if you will say very much the same things.

5. The RESULTS section is probably the most important, so allocate a due amount of time for writing it up. It helps if you have worked out how you are going to analyse the data before you embark on the study (but the situation can usually be rescued, even if you have not, providing that you have used a straightforward design). Because of the diversity of Honours Thesis topics, it is difficult to lay down firm guidelines for the analysis - the guide must be what would be acceptable in an up-to-date publication in the relevant area. Exploratory data analysis is an
important precursor to good statistical analysis. Think about your data before you dive into the analysis, and decide how you can best present or summarise it (e.g., Figures vs. Tables) so that the reader can understand the important features before you get down to hypothesis testing, etc. Different studies will demand different approaches, so be aware that you are trying to demonstrate that you know what would be appropriate in a published piece of work - choose a statistical analysis appropriate in kind and level of complexity (speak to your supervisor), and show that you are aware of the complications of post-hoc and multiple testing, etc. (For example, many publications now report a Bonferroni adjustment to the critical P value if they are going to carry out statistical tests across a number of different measures; in the past, some honours students have been so delighted to find that even one comparison, out of 20+ made, "was significant at P=0.05" that they disregarded the possibility that this might be the one in twenty that would reach this level by chance). Remember that analyses of the effect sizes or of the power of your study may be necessary to understand the importance of any significant or non-significant results. If you are collaborating you will want to discuss the results with your partner - but you must write your Results sections independently.

6. The DISCUSSION can cover: (a) what you have discovered or achieved, and how this relates to results already in the literature, (b) strengths and weaknesses of the current study (and of any that have gone before), and (c) where now? i.e., it can suggest the next questions to be tackled in research stemming from your work. Always try to be brief and to the point - this is a discussion of what you have achieved, not a free-floating essay. Your supervisor is not allowed to comment on your discussion section, and should not see it until the thesis is being marked.

A good article on how to structure a Discussion is by: M. Docherty & R. Smith (1999). The case for structuring the discussion of scientific papers. BMJ, 318, 1224-5, 8 May 1999
and this can be obtained on the www at: http://www.bmj.com/cgi/content/full/318/7193/1224
but remember that what is appropriate for a medical paper may not work as well in a fourth year thesis reporting a project involving discourse analysis or psychophysics, so treat their suggestions as hints rather than stipulations.

8.5 Technical Support for Theses
Technical support is available for your thesis work. In the first instance, please consult with your supervisor about the technical requirements of your chosen project. If you require further information, or you need assistance with any matter relating to labs, equipment or software, please contact the department's technical support team on psych.support@ed.ac.uk.

8.6 Procedures for honours projects involving school-children
Where students are seeking to conduct research projects in schools within the City of Edinburgh and the Lothians, there is a formal procedure that should be followed. Students should first discuss their projects with their supervisors after which the supervisor (not the students) should make a first informal approach to the relevant schools by phone or letter. At this stage the supervisor can make it clear that all projects are subject to local ethics vetting and that the students would be following through by sending the school copies of their supporting documents (see below).

If the head teacher is willing to proceed, then the students should send a brief summary of the proposed study, including an estimate of the time required for testing sessions; the age and number of children required for the study; the timescale of the project and an indication of what may be required by way of testing space and tables, electrical sockets, etc. They should also enclose a copy of a letter for gaining parental permission, and a copy of their Disclosure Scotland forms.

Note that the school may also ask students to fill out their own forms for testing approval.
These procedures apart, all students should also consult the guidelines for testing children and vulnerable adults by following the link to “Testing children” in the local-only access from the Psychology Department homepage and comply with all relevant instructions.

8.7 Public Availability of Dissertations
From 2005/6, the School of Philosophy, Psychology and Language Sciences at the University of Edinburgh will keep an electronic copy of your Honours dissertation for use in teaching or research in the Philosophy/Psychology Library, 7 George Square. The Freedom of Information (Scotland) Act 2002 requires the University to make available to any enquirer any information held by the University, unless one of the legislation's narrowly defined exemption applies. Information contained in your dissertation will be made available to any enquirer unless you indicate that it should be withheld.

8.8 Edinburgh Research Archive (ERA) (www.era.lib.ed.ac.uk)
ERA is a digital repository which showcases the research output from the University of Edinburgh to the world. This online repository contains full-text PhD Theses, MSc dissertations, book chapters, journal pre-prints and peer-reviewed journal reprints. Most of the content is available to download, and indexed by the major search engines (Google Scholar, Yahoo) which give material from ERA a higher ranking in their search results.

Putting peer-reviewed scientific and scholarly literature on the internet, and making it available free of charge and free of most copyright and licensing restrictions, removes the barriers to serious research. The School of Philosophy, Psychology & Language Sciences has its own closed collection in ERA for dissertations.

To put your research online you can do so by following these instructions:
1. Sign up for an ERA account and log-in
2. Go to the Undergraduate Psychology Thesis and Dissertation collection (http://www.era.lib.ed.ac.uk/handle/1842/1511)
3. Click on the ‘Submit to this collection’ button below the central grey box
4. Follow the on-screen prompts to describe and upload your dissertation.
5. Once uploaded your work won’t appear in the database until it is approved by the ERA administrators.

If you have any questions or need a hand, please send email enquiries to: era.admin@ed.ac.uk

8.9 Ethics Committee Submissions
Ethics and student projects
All psychologists doing research involving human subjects are required to ensure their projects conform to British Psychological Society ethical guidelines. Researchers therefore submit their proposals to independent ethics committees for review.

In accordance with this, all staff, postgraduates and final honours students carrying out projects are required to submit information about their research projects to the Psychology Ethics Committee. The Ethics Committee will review your proposal and will, usually, either (1) approve it as it stands or (2) ask you to clarify things or make adjustments to your protocol before your study can go ahead. It is important that you submit your proposal as soon as your study design has been agreed by your supervisor, so that your data collection phase is not delayed by not having approval from the Ethics Committee.

Preparing your project proposal for the Ethics Committee
Ethics applications are to be completed online here - http://www.psy.ed.ac.uk/psy_research/research_ethics.php - either by yourself and/or your supervisor (ask your supervisor what s/he would like you to do). If you complete the application,
your supervisor will be required to sign it too. Make sure that all required signatures are in place, as the application will not be considered submitted by the system if any are outstanding. If your project has already been submitted to an external committee, such as Lothian Health, please indicate on the application that you have gained approval elsewhere, and hand in a copy of your approval letter with your ethics application. Along with your submission, you must include copies of any material you are planning to hand out to your participants – e.g., questionnaires or information sheets. This is important so that the Committee can see exactly what your participants are being told and what they are being asked to do. Approval can take as long as 2-3 weeks, so plan accordingly. You will receive the Committee's response by email. If you do not receive any response at all within a few days, check the system to be sure that you application has been fully submitted.

Health and Safety
Students are required to follow the health and safety rules for the department at all times. This means you are required to design your study so that you are not breaching these rules. See your Health & Safety handbook for the current guidelines on personal safety and times you are allowed to see participants in the psychology building.

Studies with children
Studies involving children may encounter significant delays because of the additional requirements regarding Disclosure Scotland. Your project supervisor will advise you on this process.

Wider information on Ethics
It is expected that you will be familiar with, at minimum, the BPS ethics guidelines, which can be consulted on the BPS's website:
http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards

Ethics Committee Convenor 2013/14 – Dr Patrick Sturt

8.10 Psychometric Tests
Many students will wish to use psychometric tests in their research projects. Psychology houses store of tests, and students may borrow some of these tests from the librarian. Some general information about choosing and locating tests, together with some information about specific types of test, e.g. personality, can be found at the following links:
http://www.psy.ed.ac.uk/psy_research/psy_phil_library/test_selection_and_location.php
http://www.psy.ed.ac.uk/psy_research/psy_phil_library/index.php

9. PPLS Undergraduate Student Handbook
The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.
http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf

10. Learn
You should regularly check your university email and check for announcements on the course Learn page, which can be assessed from your MyEd page via http://www.myed.ed.ac.uk/

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

11.1 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 Chartered Membership (GBC), provided the minimum standard of a Lower Second Class Honours is achieved, in addition to successfully completing the research project (Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist. If you intend to practice as a professional psychologist, you first need to obtain an undergraduate degree that confers eligibility for GBC. Then you would need to undertake further training in the form of a relevant postgraduate degree and supervised practice before you would be eligible to become a Chartered Psychologist and to work independently as a psychologist. For further information, see: http://www.bps.org.uk/what-we-do/benefits-belonging/membership/chartered-member-cpsychol

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

**Single Honours**
- MA (Hons) Psychology
- BSc (Hons) Biological Sciences (Psychology)
- BSc (Hons) Psychology

**Combined Honours**
- MA (Hons) Psychology & Business Studies
- MA (Hons) Psychology & Linguistics
- MA (Hons) Philosophy & Psychology
- MA (Hons) Sociology & Psychology
- BSc (Hons) Artificial Intelligence & Psychology

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

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

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

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

- BMedSci (Hons) Psychology
- MA (Hons) Cognitive Science
- MA Cognitive Sciences (Humanities)
11.2 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 semester-time, by a full-time librarian, Mrs Karen Fleet. The collection is used extensively by third and fourth year students and by postgraduates and 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, as after formation of the School of PPLS, the Haldane and Psychology libraries 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 Psychology 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.

11.3 Research Seminars
The series of departmental seminars should be regarded as a valuable way to get an overview of areas of psychology not covered in your 4th year options. This will be particularly important for single honours students in the General Paper. Final honours students are expected to attend a reasonable number of seminars each semester – details will be emailed to you in advance of each seminar.

11.4 Prizes
The Drever Prize is awarded to the best overall student in any Psychology degree programme. Its value is currently £200.

The Robert Sproat-Birch Prize is awarded to an academically distinguished student ideally with a record of helping others through voluntary activities or other good works at some stage in their degree or immediately thereafter. Its value is currently £80.

The Gillian Birrell Memorial Prize is awarded to the best undergraduate psychology dissertation on a topic which is related to health or to individual well-being. In the event of there being no suitable candidates, it is awarded instead to the best dissertation in the broad field of applied psychology. The value is currently £100.

The BPS Prize is awarded to a student with the highest overall grade on graduation. The student wins the BPS’s Book of the Year, a certificate, and one-year’s free membership of the society.

11.5 What Next after University? Support from your University Careers Service
Honours years are an excellent time to start researching your future after graduation, if you haven't already done so.

Whatever your ideas – work, further study, gap year, volunteering, gaining experience – whatever stage you’re at – clued up or clueless, and anything in between, the Careers Service can support you in your journey from university to your future after graduation. We work with students and graduates from day one, to 2 years after graduation.

We offer information, advice and guidance on:
- Career direction
- Gaining experience
- Job hunting
- CVs, applications and interviews
- Further study
and more via our website, careers information centre, individual discussion with a careers adviser, programme of talks and events, and other media. Browse our website www.ed.ac.uk/careers for further information, or call in and see us on the 3rd floor of the Main Library Building.

**And specifically for Psychology students,**

- Your own careers blog http://pplscareersblog.wordpress.com/ - regular postings relevant to PPLS students, to inform and inspire
- regular drop-in sessions for quick career queries in DSB and 7 George Square, - look out for the emails advertising these sessions
- dedicated Psychology careers pages www.ppls.ed.ac.uk > psychology > undergraduate. Be inspired by:
  - case studies of recent psychology graduates
  - the Psychology Student Employability Guide - careers, career-planning and case-studies in the psychology professions and beyond
  - your options with a Psychology degree and more

We look forward to working with you during your time at Edinburgh.

### 11.6 Psychology Building Information

#### 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
Psychology has several university-trained First Aid officers, whose name and telephone numbers are displayed on notices throughout the building. The First Aid room 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)
Monday to Friday - 8.00am - 5.30pm (servitor cover during these hours)
Monday to Friday - 5.30pm - 9.00pm/ Saturday and Sunday - 9.00am - 9.00pm (no servitor cover during these hours)
Vacate the building by 9.30pm
Front gate locked by university Security at 10.00pm each evening.

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.
## 12. Extended Common Marking Scheme


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<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Descriptor</th>
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<td>A2</td>
<td>80-89</td>
<td></td>
<td></td>
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<tr>
<td>A3</td>
<td>70-79</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>60-69</td>
<td>Very Good</td>
<td>2.1</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Good</td>
<td>2.2</td>
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<tr>
<td>D</td>
<td>40-49</td>
<td>Pass</td>
<td>3rd</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Marginal Fail</td>
<td></td>
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<td>F</td>
<td>20-29</td>
<td>Clear fail</td>
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<td>Bad fail</td>
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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. 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
- Concentrates 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.

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.