

The Information contained in this handbook does NOT take precedence over University documentation, the University Calendar or announcements made in class, on Moodle or on departmental notice boards.

Department of Psychology

BA and BSc Psychology

Year 1 Manager: Dr Brenda O'Connell

Year 1 Module Guide 2021-2022



**Maynooth
University**
National University
of Ireland Maynooth

Year 1 Psychology Course Content

This is your Year 1 BA and BSc Psychology **Module Guide** – this document contains important information about the modules you will take in your First Year of Psychology, as well as useful guidance and advice about deadlines, assignments, extensions, marking and other relevant information. You should save/print this Guide and retain it throughout the year, as many of the questions and queries that may arise during your studies may be addressed in the pages that follow.

Modules and Credits

First Year students in the BA and BSc Psychology take 30 credits worth from Psychology, and 30 credits from 2 other subjects (Arts subjects for BA Psychology students, and Science subjects for BSc Psychology students).

First Year Psychology involves **four modules**: PS150 and PS152 (Semester 1) and PS151 and PS153 (Semester 2). These modules introduce you to the core areas of Biological, Cognitive, Social, Developmental and Personality Psychology, as well as introducing the scientific basis and history of Psychology, and providing initial training in research methodology in psychology.

Code	Semester 1		Code	Semester 2
PS150	<u>Introduction to Psychology I</u> : Research Foundations of Psychology, Biological and Developmental Psychology.		PS151	<u>Introduction to Psychology II</u> : Social Psychology, Cognitive Psychology and Individual Differences.
PS152	Introduction to Practical Experimental Psychology.		PS153	Introduction to Psychological Research Methodology and Analysis.

Detailed descriptions of each of these modules can be found later in this document:

Progression

In order to progress into the next year of your studies, the four compulsory modules (PS150, PS151, PS152 and PS153) must be passed without compensation. That is to say that these modules are required for this programme.

To pass any given module, **all pieces of assessment and coursework must be completed**. Failure to complete required coursework may result in module marks being capped at 35%. Where a student has not passed a module, they do *not* require permission to resit an exam. If a student resits an exam, that exam mark is not capped. If students are unsure of their rights in this regard, please refer to the University's Academic Policy and Procedures:

<https://www.maynoothuniversity.ie/university-policies/academic-policies-procedures>

The University's 'Marks and Standards Policy' document will provide relevant information:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Marks%20and%20Standards%20-%20ver%2003%20April%202019_0.pdf

While students are expected to adhere to the academic requirements of their programme of study, the University acknowledges that a student may experience unexpected or serious difficulties which could prevent them meeting these requirements, and/or inhibit them from performing to the best of their abilities. If you wish to request special permission, as allowed in Marks and Standards, because of extenuating circumstances, please go to the Registry website to download the appropriate form:

<https://www.maynoothuniversity.ie/registry/registry-forms>

If you have any queries related to your studies during the academic year, please contact the Academic Advisory Office:

<https://www.maynoothuniversity.ie/centre-teaching-and-learning/academic-advisory-office>

PS150 Introduction to Psychology I: Research Foundations of Psychology, Biological and Developmental Psychology

Credits: 7.5

Module coordinator: Dr. Brenda H. O'Connell

Teaching Methods: 24h lectures
12h tutorials
50h planned learning activities
100h independent learning
Total: 186h

Module Objective: To introduce the research basis of contemporary psychology and introduce core topics and theories in the areas of biological and developmental psychology.

Module content:

- Introduction of psychology as a scientific discipline.
- Introduction to fundamental principles of research in psychology.
- Basic neuroanatomy and neurophysiology, with special reference to psychological function.
- Introduction to branches of biological psychology, including psychopharmacology and psychophysiology.
- Genetic and environmental influences on psychological development.
- Major theories of cognitive and intellectual development.

Learning Outcomes: On successful completion of the module, students should be able to:

- Describe the fundamental features of psychology as a scientific discipline;
- Outline core features of research approaches in psychology;
- Outline the main facets of how the brain, and its constituent components, underpins human behaviour;
- Describe the core principles/areas of developmental change in the period from conception through childhood;
- Discuss issues that comprise social, emotional or cognitive development throughout childhood;
- Construct an appraisal, informed by the psychological literature, of a current topic in biological or developmental psychology.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Co-requisite: PS151, PS152, PS153.

Pre-requisite: None.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

PS151 Introduction to Psychology II: Social Psychology, Cognitive Psychology and Individual Differences

Credits: 7.5

Module Coordinator: Dr. Bryan Roche

Teaching Methods: 24h lectures
12h tutorials
50h planned learning activities
100h independent learning
Total: 186h

Module Objective: To introduce the core topics and theories in the areas of social, cognitive and individual difference psychology.

Module content:

- Introduction to major theories of personality;
- Introduction to theories of intelligence/ability;
- Introduction to key topics in social psychology.
- Description of the basics of the cognitive approach;
- Fundamentals of core areas of cognitive psychology, such as perception, memory and problem solving.

Learning Outcomes: On successful completion of the module, students should be able to:

- Outline different perspectives on personality;
- Describe the construct of intelligence/ability and outline the history of intelligence testing;
- Identify, and differentiate between, prominent theories in social psychology;
- Describe seminal experiments and studies in social psychology;
- Compare and contrast different theoretical perspectives in cognitive psychology;
- Describe seminal studies in cognitive psychology;
- Construct an appraisal, informed by the psychological literature, of a current topic in social psychology, cognitive psychology or individual differences.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Co-requisite: PS150, PS152, PS153.

Pre-requisite: None.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

PS152 Introduction to Practical Experimental Psychology

Credits: 7.5

Module Coordinator: Dr. Rebecca Murphy

Teaching Methods: 20h lectures
16h laboratory
50h planned learning activities
100h independent learning
Total: 186h

Module Objective: To introduce the process of scientific experimentation in psychology and the presentation of data from psychological experiments.

Module content:

- Introduction to the scientific method and the research process;
- Measurement in Psychology;
- Sampling;
- Experimental design in psychology;
- Ethical considerations in psychological research;
- Searching the psychological literature;
- Conducting and presenting the results of an experiment in psychology.

Learning Outcomes: On successful completion of the module, students should be able to:

- Outline the basis of psychology as an empirical, scientific discipline;
- Differentiate between scientific and pseudo-scientific psychological research;
- Define the main technical terms relating to research design and implementation;
- Apply the concepts of experimental design to the analysis of psychological phenomena;
- Undertake a search of the psychological literature on a given research topic;
- Conduct a research practical exploring a specific topic in psychology;
- Present the results from this practical appropriately, within the context of a research report.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Co-requisite: PS150, PS151, PS153.

Pre-requisite: None.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Pre-requisite: None.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

PS153 Introduction to Psychological Research Methodology and Analysis

Credits: 7.5

Module Coordinator: Dr. Laura Coffey

Teaching Methods: 24h lectures
12h laboratory
50h planned learning activities
100h independent learning
Total: 186h

Module Objective: To introduce quantitative statistical approaches and the use of qualitative methods in psychological research.

Module content:

- Descriptive statistics;
- Elementary statistical inference;
- Qualitative research methods;
- Introduction to the use of SPSS in psychology.

Learning Outcomes: On successful completion of the module, students should be able to:

- Outline the use and interpretation of statistical tests as applied to psychological data;
- Explain key technical terms and concepts relating to data analysis and interpretation;
- Compute descriptive and inferential statistics;
- Summarise data using appropriate tables and graphical methods;
- Describe the use of qualitative research methods in psychology;
- Demonstrate competence in the use of SPSS for basic statistical analysis.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Co-requisite: PS150, PS151, PS152.

Pre-requisite: None.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Reading List

Required Text

Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2011). *Psychology*: European edition. Basingstoke, UK: Palgrave Macmillan.

Recommended Texts

- Francher, R. (1996). *Pioneers of Psychology* (3rd rev. ed.). New York: W.W. Norton & Co. **(PS150)**
- Pinel, J. (2017). *Biopsychology* (10th ed.). Boston: Allyn & Bacon **(PS150)**
- Sacks, O. (1998). *The Man Who Mistook His Wife For A Hat*. New York: Touchstone. **(PS150)**
- Bee, H., & Boyd, D. (2013). *The Developing Child* (13th ed.). New York: Pearson Education. **(PS150)**

- Gilhooly, K., Lyddy, F., & Pollick, F. (2014). *Cognitive Psychology*. London: McGraw Hill. **(PS151)**
- Kassin, S., Fein, S., & Markus, H. (2016). *Social Psychology* (10th ed.). Belmont, CA: Wadsworth. **(PS151)**
- Maltby, J., Day, L., & Macaskill, A. (2010) *Personality, Individual Differences and Intelligence* (2nd ed.). New York: Prentice Hall. **(PS151)**

- Kantowitz, B., Roediger, H., & Elmes, D. (2014). *Experimental psychology: Understanding psychological research* (10th ed.). Cengage Learning. **(PS152)**
- The British Psychological Society. (2018). *Code of ethics and conduct*. <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct> **(PS152)**
- The Psychological Society of Ireland. (2003). *Code of professional ethics*. <https://www.psychologicalsociety.ie/footer/Code-of-Ethics> **(PS152)**

- Brysbaert, M. (2019). *Basic statistics for psychologists* (2nd ed.). Basingstoke: Macmillan International Higher Education. **(PS153)**
- Haslam, S., & McGarty, C. (2018). *Research methods and statistics in psychology* (3rd ed.). London: Sage.

Further recommended reading may be suggested during the course of the lecture series.

Tutorials

**** All students must sign up to a tutorial group in Week 3. ****

Tutorials will begin in **Week 4 of Semester 1** and **Week 1 of Semester 2**. Tutorials will be led by a Teaching Assistant (TA). Instructions on how to sign up for a tutorial group will be available on Moodle. The sign-up system will be on-line and accessible via the PS150 Moodle page

(<https://2022.moodle.maynoothuniversity.ie>) in Week 3. This is an important web site for you to be familiar with because a considerable amount of teaching support is provided through the online Moodle system. The schedule for your tutorial group is also provided on Moodle. If you have any queries regarding your tutorial group, you can contact the Departmental Office (see the Departmental Handbook).

Places for particular timetabled tutorial slots will be offered on a first-come-first-served basis, so please do not hesitate in logging on to Moodle and making your tutorial slot choice as soon as the sign-up system goes live (announcements will be made in class). Please ensure that you are fully aware of your First Year timetable commitments, so that you can agree to a particular tutorial time that does not clash with any of your other first year classes in the first or second semesters.

Once assigned, you cannot change into another tutorial group.

It is your responsibility to ensure your tutorial sessions do not clash in the timetable with your other subjects in either Semester 1 or Semester 2.

Tutorials are used to explore psychological issues through discussion and essay writing. Although attendance is vitally important for your academic progress, the tutorials also provide you with your main point of contact with the Department. Should you encounter any difficulties that impact upon your progress in any of the four psychology modules, you should bring these to the attention of your tutor. Tutorials are *not designed* to mirror lectures or to provide coaching in exam preparation. Tutors will, however, prepare students for researching and writing essays in psychology and in general exam preparation strategy.

Tutorial Schedule Year 1 Academic Year 2021/2022		
Semester 1 PS150		
Week	Dates	Topic
4	18- 22 Oct	Intro-What is Psychology?
	25-29 Oct	*STUDY WEEK NO TUTORIALS*
5	1-5 Nov	Essay Writing
6	8-12 Nov	APA/Referencing/Plagiarism
7	15-19 Nov	History of Psychology
8	22-26 Nov	Developmental Psychology
9	29 Nov- 3 Dec	Biological Psychology
10	6-10 Dec	Exam Preparation
11	13-17 Dec	Essay Feedback
Semester 2 PS151		
Week	Dates	Topic
1	31 Jan-4 Feb	Social Psychology
2	7-11 Feb	Social Psychology
3	14-18 Feb	Social Psychology
4	21-25 Feb	Essay writing/APA/Plagiarism
5	Feb 28 -4 Mar	Cognitive Psychology
6	7-11 Mar	Cognitive Psychology
	14-18 Mar	*STUDY WEEK NO TUTORIALS*
7	21-25 Mar	Cognitive Psychology
8	28 Mar-1 Apr	Personality & Ind. Differences
9	4- 8 Apr	Personality & Ind. Differences
10	11-14 Apr	Personality & Ind. Differences (GOOD FRIDAY APRIL 15 th no tutorials)
	18-22 Apr	EASTER HOLIDAYS NO TUTORIALS
11	25-29 Apr	Exam Preparation
12	3-6 May	Essay Feedback (Monday Bank Holiday no tutorials)

Assignments

Essays

You will be required to write **two essays** as part of your course assessment (one essay for each of PS150 and PS151). The essays will provide you with practice in writing according to the conventions used in psychology. Your performance in these essays will account for **20% of your overall grades** for both of these modules. Your essays should be a maximum of 1,500 words in length (6 pages double-spaced approx).

Practical Reports

You will be required to write **two practical reports** as part of your course assessment for PS152. The reports will be based on research Practicals that you will complete in class. The reports should be a maximum of 1,500 words in length. You must submit reports for both Practicals. The report for Practical 1 will not contribute to your overall grade for PS152, but the feedback you get should be helpful in preparing you for Practical 2. The report for Practical 2 will account for **20% of your overall grade** for PS152.

A Brief Guide to Essay Writing

You should write your essay in the style recommended by the American Psychological Association (i.e. APA style: <http://www.apastyle.org>). Currently we are on the 7th edition. A hard copy of the American Psychological Association's *Publication manual* is available for consultation from the Departmental Office. There are numerous summaries of the latest APA writing style guideline available online. This matter is also dealt with in detail in one of your Semester 1 tutorials. Purdue Online Writing Lab is also a great resource to help you with your APA style:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

The approximate word count guide for Year 1 essays is 1,500 words.

Before you hand in the final draft of your essay, you should be able to answer "yes" to all of the following questions:

1. Content

(a) Have you given a full and relevant answer to the essay title? If it has two or more parts, have you given each part due weight in your answer? "Discuss" means "argue a case", while "describe" means "tell a story". Don't describe that which you are asked to discuss. Note that phrases like "before I deal with X's theory. . ." almost always indicate irrelevance.

(b) Have you confined yourself to the word limit of approximately 1,500 words (or 7-8 pages of double-spaced text)?

(c) Are your conclusions based on psychological evidence? Does your essay clearly show that you have had contact with a course in psychology? The person in the street could often write a very interesting answer, but it would likely receive a fail grade because it shows no understanding of the particular approach taken by the psychologist. Furthermore, your essay should reflect knowledge of the module to which it is relevant, rather than being based on generic material that could have been gathered by any student of any subject.

(d) Have you got the details of the evidence correct?

2. Structure and Expression

(a) Have you given the essay a clear structure that is highlighted by the use of blank lines, headings, underlining, numbering of points, diagrams if appropriate, synopsis in the introduction, interim and final summaries, etc.?

(b) Have you re-read the essay to ensure that the style flows? First drafts usually seem awful. Second drafts often appear to be not much better. Your tutor should see only the polished product. Watch out for flaws in the following: logic, grammar, spelling, punctuation, typos/slips of the pen, redundancy, overly long sentences, paragraphs with more than one theme and repetition of the same word in successive lines.

(c) Is your choice of verb tense appropriate? Use the present tense for established facts and the past tense for describing details of experimental procedures. Avoid using the future tense.

(d) Have you avoided gender-specific language? Do not use the generic "he". Use the plural or recast the sentence. He/she doesn't solve the problem!

(e) Do not use text language or other slang/colloquial expressions.

3. References and Citations

(a) Have you appended a reference section that contains all the sources cited in the essay? You should cite the authors of all ideas that are not your own (see also 3(f) below). There is a special convention for references that you have not read at first hand, but need to cite (see 3(e) below).

(b) Is there a 100% match between citations in the text and those in the reference section?

(c) In citing references in the text of your essay, have you employed the APA's "Author, date" convention? For example, you could write "According to Schacter, Gilbert, Wegner & Hood (2011)" or you could follow

a statement based on an idea expressed by those authors with "(Schacter, Gilbert, Wegner & Hood, 2011)". If you are using a direct quote from a source or pointing the reader to a specific or controversial point, you should also include the page number after the year, for example, "Schacter, Gilbert, Wegner & Hood (2011, p.91) argue that". Consult your psychology text books for examples. Avoid footnotes.

(d) In citing references in your reference section, have you given full details in standard APA format, so that the reader will have no difficulty in finding any of your sources? Use the reference citations in Schacter, Gilbert, Wegner and Hood (2011) as exemplars. Note the slightly different conventions for books and journal articles. Don't number your references or use quotation marks.

(e) Using Internet Sources: If you are citing an internet source, use the following citation format:

Nielsen, M. E. (n.d). Notable people in psychology of religion. Retrieved August 3, 2010, from <http://www.psywww.com/psyrelig/psyrelpr.htm>

Beware, however, that public internet sources are generally unreliable for academic purposes and serve as poor support for any convincing argument. You should not rely on the internet (e.g. Google or Wikipedia) for reputable sources, but should instead consult on-line peer reviewed international journals through the University Library Electronic Journals (E Journals) web site. You can search entire databases, such as the Web of Science database or the PsychInfo database in order to find articles on any topic (these are accessed under *Additional Resources* within the Electronic Resources section of the Maynooth University Library web page. You can also search the contents of journals via the Electronic resources section of the Maynooth University Library page. Please note that you will have to log in via a separate portal if you are off-campus.

(f) Is it clear which references you actually read and which you came across in a *secondary source* (e.g. Schacter, Gilbert, Wegner, & Hood, 2011)? You can save yourself considerable effort in writing out reference details by using the following convention. In the text; Wilson (1979, in Schacter, Gilbert, Wegner, & Hood, 2011). In the reference section, cite only Schacter, Gilbert, Wegner & Hood (2011).

(g) Have you avoided plagiarising your sources (e.g. presenting the author's words as if they were your own)? Put ideas in your own words, except where you want to use a definition or a particularly memorable statement verbatim – then use quotation marks or indenting, and acknowledge the source with name, date and page number.

4. Presentation

(a) Have you word-processed the essay? This is not compulsory, but it is very welcome. Remember, however, that marks are not awarded for word-processing.

(b) Have you used A4 size paper? If hand-written, is the paper wide-lined? (To help reduce paper waste, why not consider using recycled paper with print on both sides of the page?)

(c) Are the pages of your essay attached together with a single staple at the top left corner? Have you attached your essay cover sheet (available in the foyer at the top of the stairs on the second floor)? Please do not use fancy covers, bindings or *plastic pockets* on individual pages, as these make essays bulky and difficult to handle.

(d) Have you filled in every section of your cover sheet properly?

(e) Have you numbered every page of your essay in a single sequence, using Arabic (1, 2), not Roman (I, II) numerals? Are the numbers clearly visible after stapling?

An excellent introduction to writing in academic and professional psychology may be found in: Sternberg, Robert J., and Karin Sternberg. *The Psychologist's Companion : A Guide to Writing Scientific Papers for Students and Researchers*, Cambridge University Press, 2010. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/nuim/detail.action?docID=615761> .

Plagiarism

Plagiarism involves an attempt to use an element of another person's work, without appropriate acknowledgement in order to gain academic credit. It may include the unacknowledged verbatim reproduction of material, unsanctioned collusion, but is not limited to these matters. It may also include the unacknowledged adoption of an argumentative structure or the unacknowledged use of a source or of research materials, including computer code or elements of mathematical formulae in an inappropriate manner. The University has a formal policy on plagiarism which is available on the Maynooth University web site:

<https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>.

Plagiarism-avoidance guidelines are also provided in tutorials throughout each year of the degree. Specifically, by submitting a piece of work, you are attesting that the work is your own, that the wording of your assignment (unless indicated by quotation marks) is your own, and that you have cited your sources appropriately. Should you have any questions pertaining to plagiarism or feel that the current information is unclear in any way, you should seek advice from a Teaching Assistant or member of academic staff before submitting an assignment.

Be aware that you could be required to supply the Department with a TurnItIn report for any of your assignments at any point. It is your responsibility to ensure that you have not committed plagiarism.

Deadlines

You will be given ample notice of deadlines for all assignments via Moodle and in-class announcements. Assignments should be submitted **before 5pm on the day of the deadline**. The dates given represent the final day on which assignments can be submitted without incurring a lateness penalty. You may submit assignments at any time before the deadline; you should manage your time accordingly. Please aim to submit your assignments before the last minute deadline as a matter of good practice, but also to protect against unforeseen circumstances, such as delays in using the TurnItIn software, technical issues, and so on.

Deadlines for Course Assignments 2021-2022

Semester 1

Module Code	Module Title	Assignment (% of overall module)	Deadline
PS152	Introduction to Experimental Psych	Practical Report 1 (0%)	Friday 12 th Nov
PS150	Introduction to Psychology I	Essay (20%)	Friday 19 th Nov
PS152	Introduction to Experimental Psych	Practical Report 2 (20%)	Friday 10 th Dec
PS150	Introduction to Psychology I	Online MCQ (20%)	Open from Tues 14 th - Thurs 16 th Dec
PS152	Introduction to Experimental Psych	Online MCQ (20%)	Open from Tues 14 th - Thurs 16 th Dec

Semester 2


Module Code	Module Title	Assignment (% of overall module)	Deadline
PS151	Introduction to Psychology 2	Essay (20%)	Friday 25 th March
PS153	Introduction to Psychological Research Methodology and Analysis	In class Assignment 1 (10%)	To be announced in class
PS153	Introduction to Psychological Research Methodology and Analysis	In class Assignment 2 (10%)	To be announced in class
PS153	Introduction to Psychological Research Methodology and Analysis	Online MCQ (20%)	Open from Tues 3 rd - Thurs 5 th May
PS151	Introduction to Psychology 2	Online MCQ (20%)	Open from Tues 3 rd - Thurs 5 th May

Essay Submissions


All assignments will be submitted electronically via Moodle. A submission link (called 'Turnitin') for your assignments will be posted on your module Moodle page and you will be required to submit your coursework here. Your submission will receive a date and time stamp automatically. It is your responsibility to ensure that you submit your assignment prior to the established deadline. Although Turnitin retains a copy of all submitted work, you should endeavour to maintain a copy of all work submitted for in your own records. Please note that the electronic submission that you make is the formal submission of an assignment. You will not be required to submit a hard copy of your assignment in addition to the electronic copy. Grades and feedback for your assignments will be provided via Moodle. You simply have to open your assignment on Moodle (through the Turnitin link where you submitted your assignment) and you will obtain your grade and feedback. You will be provided with a tutorial session in Week 5 of Semester 1 to guide you through this process


All coursework submitted via Moodle will automatically be checked by Turnitin, which will generate a similarity report within 24 hours of submission. This report will be accessible to students via their My Submissions page on Moodle. Turnitin generates a similarity percentage by comparing the submitted text for matches found in its database, which can be used to identify cases of plagiarism. You should carefully examine your Turnitin similarity report and review your submission for cases of unintentional plagiarism. Note that there is no 'correct' or 'ideal' similarity percentage, as it may depend on whether references and other data have been included in the report. However, the percentage and highlighted areas in the report allow you a chance to reflect on your work and make any necessary changes before resubmitting. There is no limit on the number of resubmissions you can make, but please bear in mind that penalties for late submission will be incurred once the assignment deadline has passed. Note that Turnitin sometimes requires up to 24 hours to process material. To allow for this, your assignment needs to be completed well before the departmental deadline.

Submitting an Assignment in Moodle


A link to the assignment will be made available on your module's Moodle page, e.g.  **Midterm Paper**


To submit your assignment:

1. Click the assignment icon. The *My Submissions* page will open (you may be asked to accept the Turnitin license agreement before you can proceed).
2. At the top of the page, you will see the *Start Date*, *Due Date* and *Post Date* (the post date is the date at which grades and feedback are made available), along with the total points available for the grade. Below this row is the *Submission Inbox*.
3. In the *Submission Inbox*, click the **Submit Paper** icon  (at right). The *Submit Paper* dialogue box will open.

4. In the *Submit Paper* dialogue box:
 - a. From the Submission Type drop-down menu (if available), select **File Upload** or **Text Submission**.
 - b. In the *Submission Title* field, enter a **name** for your submission. This is usually the title of your paper or a combination of the course and assignment name, e.g. "PS150 Assignment".
 - c. For a **Text Submission**, in the *Text to Submit* field, type or paste your submission.
 - d. For a **File Upload** submission, in the *File to Submit* field:
 - i. **Drag and Drop** your file to the blue arrow.
 - ii. Or, click the **Add** button (). The *File picker* window will open. Locate the file you wish to upload, select it, and click **Open**.

Note: Check with your lecturer for accepted file formats. For papers, PDF or Word files are usually the best options.
 - e. Click the **Add Submission** button. A Digital Receipt pop-up will open showing the *Turnitin submission ID* and *Submission extract* to the assignment.
 - i. Click **Close** (top right) or click away from the message box. You will be returned to the *My Submissions* page.



Note: To print a *Digital Receipt*, click the **View Digital Receipt**. A *Digital Receipt* pop-up will open showing the date and time you submitted to the assignment. To print the digital receipt, click **Print** (printing is optional, Turnitin will send a submission confirmation by e-mail).
5. If your lecturer allows, you may be able to resubmit and overwrite previous submissions until the due date and time. Click Submit paper  to resubmit.

Note: Upon resubmission, you may see a pop-up indicating that Turnitin will require an additional twenty-four hour delay to generate an originality report.
6. Once the *Post date* for the assignment has been reached, grades and feedback may be made available. For written or audio remarks, under **Grade** click the pencil icon next to your score ().

Viewing Feedback in Turnitin

Once your work has been assessed your lecturer will set a release date and you will be able to view feedback. Feedback may include a Turnitin originality report, text or audio feedback from your lecturer/TA, and grades.

The Moodle gradebook displays only your grade for the completed activity; other feedback is accessed through the Turnitin *Submissions Inbox*. To view feedback in the Submissions Inbox:

1. From your module's Moodle page click the **link to the assignment** to open the *My Submissions* page.
2. Your lecturer may set the assignment to allow you to view an *Originality Report* after submitting. Under *Similarity* you'll see the percentage of text Turnitin found a match for and a coloured bar (**36%** ). Click the **coloured bar** to view the full report (opens in a new tab or window). Close the browser tab to return to your *Submission Inbox*.
3. On your My Submissions page, click on the name of your submission. A *feedback studio* window will open. On this page, at the top right you will see the overall grade for your submission.
4. To view lecturer/TA's General feedback click on () located on the right. An **Instructor Feedback** will appear in this column you may see instructor's **Voice Comments** or **Text Comments** for your submission.
5. Depending on the type of feedback your instructor gave, on the feedback studio page you may see **Strike Through Text**, **Inline comments**, **QuickMarks** or **Bubble comments** on your submission.

Grading

The standard of your psychology work will be indicated by a letter grade.

Grading Guidelines	
Letter Grade	Guide Mark
A++	100
A+	90
A	80
A-	75
B+	68
B	65
B-	60
C+	58
C	55
C-	50
D+	48
D	45
D-	40
E+	38
E	35
E-	30
F+	20
F	10
F-	0

Essay grades will be returned online via the module Moodle page. In addition to a grade, you will be given written comments. If you have any questions, make sure that you discuss these comments with your lecturer/teaching assistant before writing the next essay or practical report, so that you use the feedback to improve your writing. Lecturers' consultation times are posted on their office doors or are available from the Departmental Office.

It is important to understand, therefore, that the letter grades awarded for work submitted during the year merely indicate the percentage range within which the submitted work appears to fall. **Ultimately, however, all marks are subject to change under the advice of the External Examiners.**

Examination Grading Guidelines

Grade	Mark Range	General Grade Guidelines	Letter Grade	Guide Mark	Qualitative Description
1 st	100	Originality of conceptualisation, analysis and insight	A++	100	Cannot be bettered
1 st	89.1 – 99.9	Ability to synthesise material and marshal arguments	A+	90	Outstanding
1 st	79.1 – 89	Wide breadth of reading	A	80	Excellent and original
1 st	69.1 – 79	Clarity of expression	A-	75	Excellent
2 nd (Upper)	67.1 – 69	Wide scope	B+	68	Highly competent
2 nd (Upper)	64.1 – 67	Good analysis, argument and structure	B	65	Very competent
2 nd (Upper)	59.1 – 64	Some breadth of reading	B-	60	Competent
2 nd (Lower)	57.1 – 59	Competent analysis	C+	58	Gradation based on degree of error and omission
2 nd (Lower)	54.1 – 57	Sound structure	C	55	Gradation based on degree of error and omission
2 nd (Lower)	49.1 – 54	Some reading in evidence	C-	50	Gradation based on degree of error and omission
3 rd	44.1 – 49	Adequate but limited scope/analysis	D+	48	Adequate
Pass		Basic structure	D	45	
		Limited reading			
Pass	39.1-44	Basic grasp of ideas	D-	40	Gradation based on level of error and omission
Pass		Perfunctory reading			Gradation based on level of error and omission
Fail (Upper)	37.1 – 39	Some knowledge of material Fails to address question properly	E+	38	Gradation based on level of relevant/correct material
Fail (Upper)	34.1 – 37	Poor grasp of topic Very limited scope	E	35	Gradation based on level of relevant/correct material
Fail (Upper)	29.1 – 34	Poor analysis, structure, expression Little/no reading	E-	30	Gradation based on level of relevant/correct material
Fail (Lower)	19.1 – 29	Little/no relevant/correct material	F+	20	Gradation based on level of relevant/correct material
Fail (Lower)	0.1 – 19		F	10	Gradation based on level of relevant/correct material
Fail (Lower)	0		F-	0	Gradation based on level of relevant/correct material

Requests for Extensions

Students are notified of coursework deadlines well in advance. A deadline is a deadline. You should aim to submit your assignment well in advance of a deadline in order to protect yourself from unforeseen events in the days immediately before. It is also your responsibility to manage your materials (e.g. computer files) carefully and responsibly. Coursework grades are awarded, in part, for the successful and timely submission of work, and not just the content contained therein. However, students do experience genuine extenuating circumstances that warrant extensions to deadlines from time to time. The Department wishes to support individuals as much as possible in these circumstances. We appreciate that it is difficult for students who are struggling with issues to discuss these with the Department. We would like to reassure students that the Department will do its best to accommodate such difficulties and would encourage students to engage actively with the various supports that the wider University provides. Naturally, all sensitive information will be treated with the utmost respect and confidentiality.

- Extensions can **only** be granted by the Year Manager, Dr Brenda O'Connell.
- An extension should be requested **prior to** the deadline. A student should not take an extension of his/her own accord or assume that its duration can be decided autonomously.
- A student should not expect to meet a Year Manager regarding an extension **within 48 hours** of that deadline.
- Extensions will not be granted for routine or minor illnesses (e.g. headaches, colds, etc.).
- Requests for extensions based on an illness or situation occurring **more than five working days** immediately prior to deadline are not normally granted. If such an extension is granted, the **number of days extended is proportionate to the number of days covered by the appropriate documentation.**
- When a Year Manager approves a request, s/he will set a new deadline that is **directly in line with** the nature of the situation, illness, or medical instructions.
- Even if previously requested, **penalties will only be lifted when appropriate documentation is provided** (e.g. a medical certificate or a death notice on R.I.P.ie). Vague medical certificates or documentation not specifying a timeframe that relates directly to the deadline are not acceptable.
- When an assignment is submitted late (even where a deadline extension has been requested), **the relevant documentation must be delivered in person or digitally to the year manager.**
- Loss of work due to failure of a PC, laptop, or memory stick does **not** warrant an extension.

Penalties

Work submitted late without supporting documentation will have **one sub-grade deducted per day** from that awarded (e.g. an essay graded a B-, but submitted two days late, will be awarded a C grade).

Marks Breakdown

If you require a breakdown of your marks for the year beyond that provided by the Examinations Office, you should contact the Year Manager.

Please note that a University-wide **Consultation Day** occurs following notification of the Summer examination results and Year Managers, along with all academic staff, are available on that day to provide some general information of this kind. You will be notified of the date of Consultation Day in your examination pack. **Post-exam consultation will occur only on this date. In general, academic staff will not be available to consult on modules between this date and the beginning of the new semester.** Under no circumstances will such information be sent via e-mail, fax, or regular post, and neither will such information be transmitted over the phone or given to a third party, including family members.