

The information contained in this guide 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

Psychological Studies

Year 2 Manager: Dr Rebecca Maguire

Year 2 Module Guide 2023-2024



**Maynooth
University**
National University
of Ireland Maynooth

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Year 2 Psychology Course Content

Welcome to Second Year!

This is your Year 2 Psychological Studies Module Guide, a document which contains important information about the modules you will take in your second year of Psychological Studies, 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 you may have during your studies may be addressed in the pages that follow

IMPORTANT

According to University Marks and Standards, **YOUR YEAR 2 GRADES will constitute 30% of your overall Degree Grade.**

As such, we encourage you strongly to commit fully to your studies this year to maximise your ultimate award mark.

Second Year Psychology Modules

There are a total of six modules in Year 2 Psychological Studies. Four out of these six modules (PS250, PS251, PS253, PS254) are compulsory and must be taken. There is one further Psychology module in each semester (PS252 and PS255) that is optional and may be taken if so desired.

| Module code | Module title | S | Compulsory or optional | Credit weight |
|--|--|------------|------------------------|---------------|
| PS250 | Brain and Behaviour | 1 | Compulsory | 5 |
| PS251 | Cognitive Psychology | 1 | Compulsory | 5 |
| PS252 | <i>Health Psychology</i> | 1 | <i>Optional</i> | 5 |
| PS253 | Lifespan Developmental Psychology | 2 | Compulsory | 5 |
| PS254 | Personality and Intelligence | 2 | Compulsory | 5 |
| PS255 | <i>Comparative and Evolutionary Psychology</i> | 2 | <i>Optional</i> | 5 |
| Total of credits for the subject year | | | | 20-30 |
| Elective stream (if applicable) | | 1-2 | Optional | 10 |
| Total Credits for Year | | | | 30 |

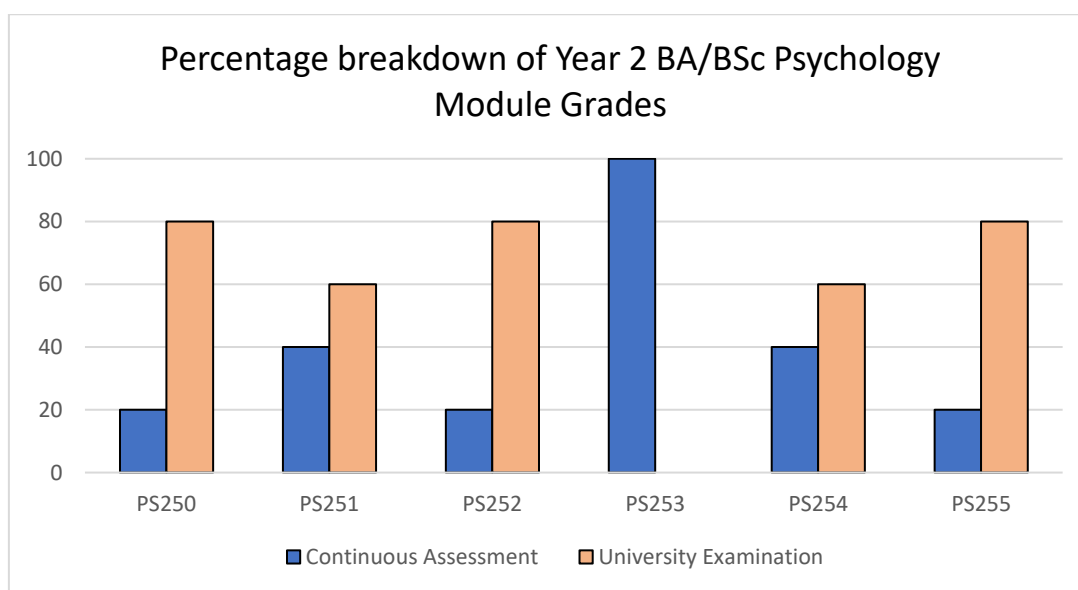
Note that if you choose not to take the optional modules PS252 and PS255, then you must take a University Elective Stream outside of Psychological Studies to ensure that you can finish the year with 30 credits completed.

Details of University elective modules available for 2023/2024 can be found here:

<https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

Assessment Breakdown of Modules

While most of the Year 2 Psychology modules have a formal examination component, one module (PS253) is assessed with 100% continuous assessment. All other modules have at least some continuous assessment component. This may take the form of written assignments or MCQs. A breakdown of marks across the various modules can be seen in the figure below. Descriptions of each of these modules can be found on pages 7-12 of this guide, with further details of assessment deadlines on page 19. In all cases, module coordinator/lecturers will provide you with a more in-depth overview of what is required in individual modules.



Progression

In order to progress into the next year of your studies, you must fulfil the University standards for progression in double honours programmes.

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%2023May2023.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 programme requirements during the academic year, please contact the Academic Advisory Office:

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

Bachelor of Arts International

This programme is an option for any student taking Arts who meets the standard required for admission to Second Year in their First Year examinations. This is a four-year programme; the Third Year is spent studying at a university abroad. To apply for the programme, contact the Head of Department and the International Office in **March** of Second Year. **Only BA students are eligible for this programme.**

Module Descriptors

Descriptions of all the Second Year modules are included over the next few pages. Note that further details on the content and assessment requirements of individual modules will be provided to you in class and on Moodle. Moodle is an important website with which you should already be familiar with. It is important that you check this regularly as a considerable amount of teaching support is provided through this online system.

PS250 Brain and Behaviour

Module coordinator: Prof Seán Commins

ECTs: 5

Semester: 1

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To examine how the brain influences various aspects of behaviour, the mechanisms by which this may occur and the consequences of brain dysfunction and disease.

Module Content:

- The biological basis of rudimentary and complex issues such as stress, sleep, learning and memory.
- Synaptic transmission and psychopharmacology.
- Functional neuroanatomy, including functions of the frontal, parietal, temporal and occipital cortical lobes.
- Neurodegenerative diseases such as Alzheimer's and Parkinson's disease.
- Modern neuroscientific techniques.

Learning Outcomes:

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

- Appraise the contribution of specific brain regions to particular behaviours and psychological phenomena;
- Discuss in depth the processes of inter-neuronal communication;
- Critically review the various types of memory and their underlying neural mechanisms;
- Describe the symptoms and neural bases of various neurodegenerative diseases;
- Evaluate the relative merits of neuroscientific techniques used in research;

Recommended Texts

Carlson, N. (2009). Physiology of behavior (9th ed.). Upper Saddle River, NJ: Pearson.

Commins, S. (2018). Behavioural neuroscience. London: Cambridge University Press.

Kolb B., & Whishaw, I. (2005). An introduction to brain and behavior (2nd ed.). New York: Worth.

Pinel, J. (2007). Biopsychology (7th ed.). Boston: Allyn & Bacon.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

Compulsory Elements: All continuous assessment; University examination.

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

End of First Semester Written Examination Profile: 1 x 120 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS251 Cognitive Psychology

Module coordinator: Dr Rebecca Maguire

ECTs: 5

Semester: 1

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider theoretical and empirical approaches to understanding key cognitive processes such as perception, attention, memory, problem solving & decision making.

Module Content: Approaches to studying cognition. Perception. Attention. Memory. Problem solving. Concepts. Language. Reasoning and decision making. Cognition and emotion.

Learning Outcomes:

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

- Explain the key cognitive processes involved in the acquisition, storage and processing of information;
- Appraise how experimental psychology, neuropsychology, neuroscience and cognitive science can contribute to theories and models of cognitive processes;
- Using research evidence, describe the main characteristics of the cognitive processes studied;
- Evaluate cognitive accounts across a range of domains (e.g., perception, attention, memory, mental imagery, language, decision making).

Recommended Texts

Eysenck, M., & Keane, M. (2020). Cognitive psychology: A student's handbook (8th ed.). New York: Psychology Press. [Note that older editions, e.g. the 2015 one, are available]

Gilhooly, K., Lyddy, F., Pollick, F., & Buratti, S. (2021). Cognitive Psychology (2nd ed.). London: McGraw-Hill.

The following textbook is also free to access and may be consulted in relation to some topics covered in the module: Deiner, E. (2017). Introduction to Psychology NOBA Collection

<https://nobaproject.com/textbooks/introduction-to-psychology-the-full-noba-collection>

A number of other texts available in the library may also be useful. Further journal articles/other readings will be recommended in class.

Assessment: Total Marks 100: Continuous Assessment – 40 marks; University Examination – 60 marks.

Compulsory Elements: All continuous assessment; University examination.

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

End of First Semester Written Examination Profile: 1 x 90 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 90 minute written paper.

PS252 Health Psychology

Module coordinator: Prof Deirdre Desmond

ECTs: 5

Semester: 1

Teaching Methods: 20h Lectures
4h Tutorials
26h Planned learning activities
75h Independent learning
Total: 125h

Module Objective: To consider concepts of health and illness and to introduce key models and theories in health psychology.

Module Content:

- Perspectives on health and illness.
- Models of health behaviour and approaches to health behaviour change.
- Adjustment to long-term illness.

Learning Outcomes:

On successful completion of this module, students should be able to:

- Discuss and analyse the theoretical and methodological bases of health psychology.
- Compare and contrast biomedical and biopsychosocial models of health.
- Describe major determinants of health-related behaviour.
- Discuss psychological aspects of health and illness.
- Outline how psychological interventions can be used to improve health outcomes.

Recommended Texts

Straub, R. (2019). Health psychology: a biopsychosocial approach. New York: Worth Publishers, a Macmillan Higher Education Company.

Journal articles and other readings will be recommended during lectures.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

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

End of First Semester Written Examination Profile: 1 x 120 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS253 Lifespan Developmental Psychology

Module coordinator: Dr Siobhan Woods

ECTs: 5

Semester: 2

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider different perspectives and theoretical approaches to the psychology of development and its applications; and to explore personality, social, emotional, educational and cultural changes in the lifespan.

Module Content: Conceptual, historical and contemporary influences in developmental psychology. Different approaches to understanding developments in socialisation, emotion and personality. The role of other factors, such as culture, in human development.

Learning Outcomes:

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

- Discuss contemporary lifespan development and multi-level treatment.
- Outline the history of developmental psychology.
- Describe the main schools of thought in developmental psychology.
- Describe applications that might follow from theory and concepts in developmental psychology.
- Evaluate empirical evidence in developmental psychology.

Recommended Texts

Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, 65(4), 197-208.
Berk, L. (2017). Development through the lifespan (7th ed.). Harlow, UK: Pearson.
Chen, X. (2012). Culture, peer interaction, and socioemotional development. *Child Development Perspectives*, 6(1), 27-34.
Gillbrand, R., O'Donnell V., & Lam V. (2016). Developmental psychology (2nd ed.). Harlow, UK: Pearson.
Harte, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age. *American Educator*, 27(1), 4-9.
Kipp, K., & Shaffer, D. (2013). Developmental psychology: Childhood and adolescence (9th ed.). Belmont, CA: Wadsworth Cengage Learning.
Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). Developmental psychology. Maidenhead, UK: McGraw-Hill.
Packer, M. J. (2017). Child development: Understanding a cultural perspective. London: Sage.

Supplemental readings for PS253 are available via Moodle.

Assessment: Total Marks 100: Continuous Assessment – 100 marks.

Compulsory Elements: All continuous assessment.

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

Requirements for Autumn Supplemental Examination: Supplemental continuous assessment.

PS254 Personality and Intelligence

Module coordinator: Dr Constance De St Laurent

ECTs: 5

Semester: 2

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To explore major theories in the field and consider fundamental issues involved in the assessment and measurement of individual differences, as well as key questions and debates in both personality and intelligence/ability.

Module Content: Some well-known theories of personality and intelligence/ability. An introduction to psychometric testing including the principles of psychological test design, administration and interpretation. Applications of individual differences theory and research. The measurement of human abilities and associated questions/debates. The role of genetic and environmental factors in personality and intelligence.

Learning Outcomes:

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

- Describe and critically evaluate some of the main theories of personality and intelligence/ability.
- Understand and discuss some of the key aspects of psychometric testing including the design and administration of psychological tests and associated criteria.
- Explain some of the practical applications of individual differences research.
- Critically assess the importance of the measurement of human abilities and associated questions in the field.

Recommended Texts*

Chamorro-Premuzic, T. (2014). Personality and individual differences (3rd ed). Chichester: Wiley.

Cooper, C. (2015). Individual differences and personality (3rd ed). London: Routledge.

Engler, B. (2008). Personality theories: An introduction (8th ed). Belmont, CA: Wadsworth Publishing.

Haslam, N., Smillie, L., & Song, J. (2017). An introduction to personality, individual differences and intelligence. London: Sage.

Mackintosh, N. (2011). IQ and human intelligence (2nd ed). Oxford: Oxford University Press.

Maltby, J., Day, L., & Macaskill, A. (2010). Personality, individual differences and intelligence (2nd ed.). London: Pearson Education.

**Any editions of these should suffice, although the more recent, the better.*

Assessment: Total Marks 100: Continuous Assessment – 40 marks; University Examination – 60 marks.

Compulsory Elements: All continuous assessment; University examination.

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

End of Second Semester Written Examination Profile: 1 x 60 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 60 minute written paper.

PS255 Comparative and Evolutionary Psychology

Module coordinator: Prof Andrew Coogan

ECTs: 5

Semester: 2

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider different evolutionary and comparative viewpoints have contributed to psychology and the understanding of human behaviour.

Module Content:

- Evolutionary theory and its applicability to the behavioural sciences.
- Proximate and Ultimate causes of behaviour.
- Comparative analysis of learning.
- Animal cognition.
- Evolution of the human brain.
- The evolution of social structures.

Learning Outcomes:

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

- Appreciate the development of evolutionary theory and its applicability to the study of human behaviour.
- Describe what is meant by proximate and ultimate causes of behaviour, and how these concepts can be used to understand human behaviour in an evolutionary context.
- Describe the comparative study of cognition and behaviour.
- Describe how evolutionary and comparative perspectives can be applied to the understanding of co-operative behaviour.

Recommended Texts

Papini, M. Comparative Psychology. Psychology Press, 2nd. Ed.

<http://ebookcentral.proquest.com/lib/nuim/detail.action?docID=958485>

van de Braak, H. Evolutionary Psychology. Pearson.

Glenn Geher, G. Evolutionary Psychology 101. Springer.

<http://ebookcentral.proquest.com/lib/nuim/detail.action?docID=1441534>

Pinel, J. Biopsychology. 8th ed., Pearson.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

Compulsory Elements: All continuous assessment; University examination.

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

End of Second Semester Written Examination Profile: 1 x 120 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

Tutorials

All students must sign up to and attend a tutorial group. Tutorials will be led by a postgraduate Teaching Assistant (TA). The process of signing up to tutorials will be discussed in class during the first week of the first semester. The sign-up system for tutorials will be **available on the Moodle page for PS250 (Brain and Behaviour)**. **Note that the PS250 page is used to sign up for all Year 2 tutorials across both semesters:**

<https://moodle.maynoothuniversity.ie/login/index.php>

Tutorial places 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. The tutorial time (and assigned TA) you select will usually carry over into Semester 2, although the venue may change. **Please ensure that you are fully aware of your Year 2 timetable commitments, so that you can agree to a particular tutorial time that does not clash with any of your other Year 2 classes.** 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.

If you have any queries regarding your tutorial group, you can contact the Year 2 Manager, Dr Rebecca Maguire (email: psychyear2.coordinator@mu.ie).

Content of Year 2 Tutorials

Tutorials will cover important general topics relevant to your coursework in Year 2, including plagiarism, APA style, essay writing, and exam preparation. Further topics will be linked to the content of modules PS250-PS255 and will explore psychological issues through discussion, reflection and critical analysis. It is expected that these tutorials will be primarily student-led, with TAs acting as facilitators. The topics covered will be crucial for the coursework, practicals, written assignments and exams you will have to complete in Year 2.

Tutorials are vitally important for your academic progress, and 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 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 assignments in psychology and in general exam preparation strategy.

It is expected that you attend all tutorials unless there are medical or other exceptional reasons. Note: If you do not take a particular module (as part of your optional choice, e.g. PS252 and PS255) you do not have to attend the related tutorials.

Tutorials Semester 1

| Week | Tutorial Topic | Related Module |
|------|--|----------------|
| 1 | <i>No tutorial</i> | |
| 2 | Academic Writing, Integrity and Plagiarism | (General) |
| 3 | Cognitive Psychology 1 | PS251 |
| 4 | Cognitive Psychology 2 | PS251 |
| 5 | Cognitive Psychology 3 | PS251 |
| 6 | Brain & Behaviour 1 | PS250 |
| 7 | Brain & Behaviour 2 | PS250 |
| 8 | Brain & Behaviour 3 | PS250 |
| 9 | Health Psychology 1 | PS252 |
| 10 | Health Psychology 2 | PS252 |
| 11 | Health Psychology 3 | PS252 |
| 12 | Exam Preparation | (General) |

Tutorials Semester 2

| Week | Tutorial Topic | Related Module |
|------|--------------------------------|----------------|
| 1 | APA Style/ Plagiarism | (General) |
| 2 | Lifespan Developmental Psych 1 | PS253 |
| 3 | Lifespan Developmental Psych 2 | PS253 |
| 4 | Lifespan Developmental Psych 3 | PS253 |
| 5 | Personality & Intelligence 1 | PS254 |
| 6 | Personality & Intelligence 2 | PS254 |
| 7 | Personality & Intelligence 3 | PS254 |
| 8 | Exam Preparation | (General) |
| 9 | Compar. & Evol. Psych 1 | PS255 |
| 10 | Compar. & Evol. Psych 2 | PS255 |
| 11 | Compar. & Evol. Psych 3 | PS255 |
| 12 | General Reflection | (General) |

Continuous Assessment (CA)

1. Requirement: You are required to complete a number of pieces of work as part of your course assessments across the different modules. For modules PS250-255, continuous assessment will take the form of either a written assignment or one or more Multiple Choice Questionnaires (MCQ). Further information pertaining to the continuous assessment requirements for each module will be provided by your lecturer and also on the relevant Moodle page.

2. Written assignment deadlines: These are listed in the tables on page 19, or as notified by your lecturer. On the day of the deadline, assignments **should be submitted via Moodle before 5pm**. 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.

MCQs will typically be available to complete on Moodle for a period of 12 hours commencing from 9am on the date specified (**see tables on p. 19 for specific dates**).

In terms of written work, there are **two assignments** in Year 2, for *PS251 Cognitive Psychology* and *PS253 Lifespan Developmental Psychology*.

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 (please see p. 20 for more detailed instructions). 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.

3. Grades: The standard of your psychology work will be indicated by a letter grade as shown in the 'Grading Guidelines' table below on page 21-22. Please note that the final percentage grade is awarded in consultation with the External Examiners at the end of the academic year. Provisional grades returned to you during the year indicate the range within which the work appears to fall, but all marks are subject to change under the advice of the External Examiners.

4. Arrangements for submitting written assignments and other coursework: Written assignments and other coursework (e.g. practical reports) should be submitted via Moodle by 5pm on the day of the deadline. You should retain a copy of all submitted work and keep it safe throughout the academic year.

Requests for extensions should be submitted to the Year Manager using the online extension request form available on the Department website:

<https://www.maynoothuniversity.ie/psychology/extension-requests>. **A medical certificate or other appropriate form of documentation must accompany requests for late submission.** If there are other circumstances which might be considered, they should be brought to the attention of the Year 2 Manager and supported in writing.

5. Penalties for late submission of assignments: Work submitted late without an extension granted will have **3% deducted per calendar day from that awarded** (e.g. an assignment graded 65%, but submitted two days late, will be awarded 59%; please note that weekends, bank holidays and days on which the University is closed *are* counted).

6. Feedback: In addition to a grade, you will be given written comments on all assignments and practical reports submitted. If you have any questions, make sure that you discuss these comments with your lecturer/TA before writing the next assignment or practical report so that you can use the feedback to improve your writing. Lecturers' consultation times are posted on the departmental website. You can also contact individual lecturers by email to arrange appointments if necessary.

An essay checklist can be found in APPENDIX I.

Plagiarism

Plagiarism involves an attempt to use an element of another person's work without appropriate acknowledgement in order to gain academic credit. Please refer to the Psychology Departmental Handbook for further information and guidelines on plagiarism and academic integrity.

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.

List of Assignment/CA Deadlines for Year 2

Semester 1

| Code | Module | Assignment | Deadline |
|--------|-------------------------------------|--------------------------|--------------------------------|
| PS250 | Brain & Behaviour | MCQ (20%) | Tues 12 th December |
| PS251 | Cognitive Psychology | Written assignment (40%) | Wed 8 th November |
| PS252* | <i>Health Psychology (optional)</i> | MCQ (20%) | Tues 5 th December |

Semester 2


| Code | Module | Assignment | Deadline |
|--------|---|---------------------------------------|--|
| PS253 | Lifespan Developmental Psychology | Written assignment (60%) MCQ (40%) | Friday 22 nd March Friday 10 th May |
| PS254 | Personality & Intelligence | MCQ 1 (20%) MCQ 2 (20%) | Thurs 14 th March Thurs 2 nd May |
| PS255* | <i>Comparative & Evolutionary Psychology (optional)</i> | MCQ (20%) | Thurs 9 th May |

Assignment Submissions


All assignments will be submitted electronically via Moodle. A submission link (called 'Turnitin') for your assignments will be posted on your module's 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 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.

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 (





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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 as shown in the Table below. **Please note that final percentage grades are awarded in consultation with the External Examiners at the end of the academic year.** 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.**

| Grading Guidelines | | |
|---------------------------|-------------------|--------------|
| <i>Letter Grade</i> | <i>Guide Mark</i> | <i>Class</i> |
| A++ | 100 | I |
| A+ | 90 | I |
| A | 80 | I |
| A- | 75 | I |
| B+ | 68 | II-1 |
| B | 65 | II-1 |
| B- | 60 | II-1 |
| C+ | 58 | II-2 |
| C | 55 | II-2 |
| C- | 50 | II-2 |
| D+ | 48 | III |
| D | 45 | P |
| D- | 40 | P |
| E+ | 38 | F |
| E | 35 | F |
| E- | 30 | F |
| F+ | 20 | F |
| F | 10 | F |
| F- | 0 | F |

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 **so do make sure to always save your work (e.g., using OneDrive and another location if possible).**

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 which warrant extensions to deadlines from time to time and we, as a department, are keen to support our students as much as possible in these circumstances. We appreciate that it is difficult for students who are struggling with issues to discuss these with staff. However, it is really important that we are made aware of any difficulties that are likely to impact on your studies and/or your academic progress. We would like to reassure students that we will do our best to accommodate such difficulties and should any students require help/support, we would encourage you to come and speak to us and/or actively seek out and use the many excellent supports that the wider University provides. Naturally, all sensitive information will be treated with the utmost respect and confidentiality, mindful that there are limits to confidentiality in that it is the responsibility of individual members of staff to bring any concerns about the welfare of any student to the attention of the appropriate person/service within the University.

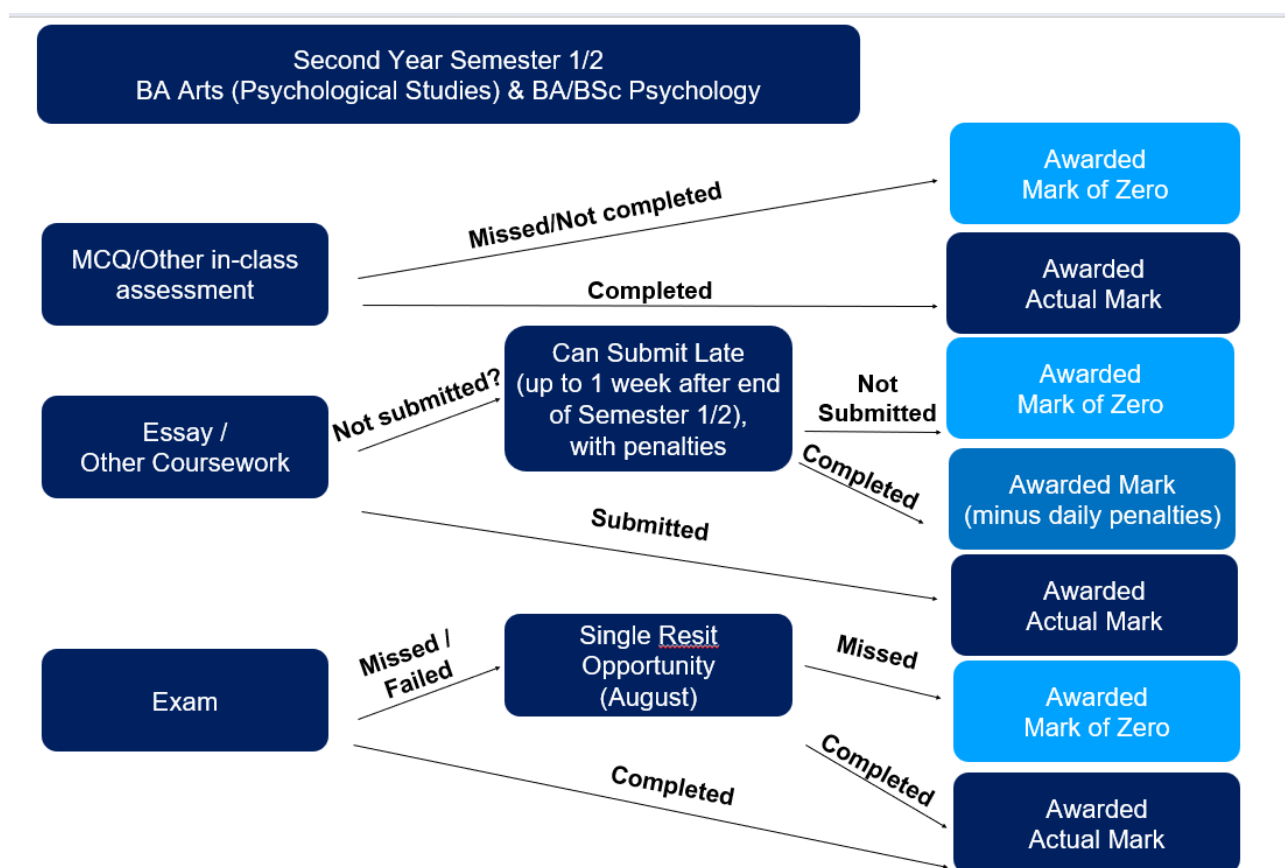
- Requests for extensions should be made using the online extension request form available on the Department website:
<https://www.maynoothuniversity.ie/psychology/extension-requests>.
- Extensions can **only** be granted by the Year Manager.
- An extension should be requested **prior to** the deadline. 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, they 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 rip.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 an extension is granted in advance), **the relevant medical or other documentation must also be submitted to the Year Manager or Departmental office.**
- Loss of work due to failure of a PC, laptop, or memory stick does **not normally** warrant an extension.

Penalties

Work submitted late without an extension granted by the Year Manager will have **3% deducted per calendar day** from that awarded (e.g. an assignment graded 65%, but submitted two days late, will be awarded 59%).

If you fail to submit a piece of coursework, you will be awarded a mark of zero. Please see a flow chat in the diagram below.



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, will be 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 or post, and neither will such information be transmitted over the phone or given to a third party, including family members.

APPENDICES

APPENDIX I

CHECKLIST FOR ESSAYS

This checklist is designed to help you become familiar with, and to adopt, the Department's in-house style for writing in psychology. The Department's style is based on the conventions set out in the American Psychological Association's Publication Manual, a copy of which is available for consultation in the Departmental Office. You can find a useful summary of the main conventions in: Sternberg, R. (2010). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press. Available as an eBook:

<https://ebookcentral.proquest.com/lib/nuim/detail.action?docID=615761>

Word Limits: unless explicitly stated by an individual lecturer, the expected word limit for written assignments is approximately 2,200-2,500 words, excluding references. Where the assessment for a module is 100% Continuous Assessment, word limits may be longer.

Before you submit 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". Do not 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 specified word limit?

(c) Are your conclusions based on psychological evidence? Does your essay clearly show that you have had contact with a course in psychology? It is possible, without ever studying psychology, to write a very interesting answer that would fail, because it shows no understanding of the particular approach taken by the psychologist.

(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 differ considerably from the final version, whilst second drafts often appear to be not much better! Your tutor should see only the final 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 (or very short one or two sentence paragraphs); 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 procedure. Avoid using the future tense.

(d) Have you avoided gender-specific language? Do not use the generic "he". Avoid "he/she" and "s/he". Use the plural, or recast the sentence. Also, try to avoid writing in the first person (i.e. "I analysed the data using..."); use third person passive voice instead (i.e. "data were analysed using...").

3. References and Citation

(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 "Author, date" convention? For example, you could write "According to Carlson, Buskist and Miller (2000)..." or follow a statement with "(Carlson, Buskist, & Miller, 2000)". 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, "Carlson, Buskist and Miller (2000, p.91) argue...". Check in Sternberg (1993) 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 Sternberg (1993) as exemplars. Note the slightly different conventions for books and journal articles. Do not number your references, or use quotation marks.

(e) Is it clear which references you actually read and which you read about in a secondary source, such as Carlson, Buskist and Miller (2000)? You can save yourself considerable effort in writing out reference details by using the following convention. If you read about a work by Wilson in the Carlson, Buskist and Miller book, then reference as follows: In the text, "Wilson (1979, in Carlson, Buskist, & Miller, 2000)..." In the reference section, cite only Carlson, Buskist and Miller (2000).

(f) 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. In this case, use quotation marks or indenting and acknowledge the source with name, date and page number.

4. Presentation

(a) Ensure margins are of appropriate width.

(b) Provide the following information on the first page of your assignment in block capitals:

- (i) Your full name as registered with the University (if your name as it appears on your birth certificate is different to the name you normally use, please provide both names);
- (ii) The full title of the essay;
- (iii) The name of your tutor or lecturer.

(c) Have you numbered every page of your essay in a single sequence, using Arabic (1, 2), not Roman (I, II) numerals?

NB: An excellent introduction to writing in academic and professional psychology may be found in:

Sternberg, R. (2010). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press. Available as an eBook:

<https://ebookcentral.proquest.com/lib/nuim/detail.action?docID=615761>

5. Submission via Moodle and Turnitin

Instructions for submitting your work via Moodle are provided on p. 5. Submission of your assignment via Moodle will be taken as a declaration that the work submitted is your own, and that you have cited your sources appropriately. You are expected to check the Turnitin similarity report for each submission you make via Moodle for evidence of plagiarism and resubmit your work with any necessary changes made if required. Note that Turnitin can take at least 24 hours to generate a similarity report. To allow for this, your assignment needs to be completed well before the departmental deadline.