

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

Department of Psychology

Year 2 Handbook

Psychological Studies

2018-2019

Year 2 Manager: Dr. Richard Roche

Psychological Studies Programme Manager: Dr. Bryan Roche



**Maynooth
University**
National University
of Ireland Maynooth

Welcome

Congratulations on entering Year 2 of your Psychological Studies programme. The staff of the Department of Psychology welcomes you to Year 2 and hope that you will enjoy this next stage of the degree programme. This booklet provides you with essential information about the course and is therefore an important document. Please keep it safe and refer to it throughout the year. Additional documentation pertaining to each of the modules will be made available to you in due course. You should keep all of this documentation for future reference.

The Department of Psychology

As you know by now, the Department is situated on the second floor of the John Hume Building on the North Campus of the University. It contains a dedicated experimental psychology laboratory, a suite of sound attenuated and electrically shielded cubicles for psychological research, a dedicated computer, research and teaching laboratory, as well as developmental and social psychological laboratories with CCTV, one way mirrors and an observation booth. This provides the Department of Psychology at Maynooth University with state of the art teaching and research facilities for undergraduate and postgraduate research students.

THE FOLLOWING RULES APPLY TO ALL UNDERGRADUATE STUDENTS:

- No food or drink is permitted anywhere in the department or in any labs, lecture halls, or teaching rooms.
- All students are expected to attend all scheduled classes at the specified times; students should not enter a class more than 10 minutes after the hour.
- Students should not leave a class until it is over except in the case of an emergency.
- Students should not talk inappropriately or make undue noise during lectures or other classes.
- Students should not congregate unnecessarily outside staff offices or laboratories.

Departmental Staff and Consultation

Most staff offices are located in the John Hume building. Ms Caroline Edwards is responsible for the administration of the undergraduate degrees. Students may call to the Departmental Office concerning any matter on **Monday to Thursday: 10.00 to 11.30 and 14.30 to 16.00**. You may also contact the office by telephone 01-708 4765.

The office is closed all day Friday.

Staff List and Office Locations

Note: 3.x refers to Third floor, SF Second floor, John Hume building

| | | |
|------------------------------------|-------------------------|-------------------------|
| HEAD OF DEPARTMENT | Professor Andrew Coogan | Room SF19 |
| COURSE DIRECTOR PSYCH. STUDIES | Dr. Bryan Roche | Room SF18 |
| YEAR 2 MANAGER | Dr Richard Roche | Room SF15 |
| ADMINISTRATIVE STAFF | Ms Caroline Edwards | Room SF12 |
| | Ms Anne Dooley | Room SF12 (Part time) |
| | Ms Victoria Thompson | Room SF12 (Part -time) |
| LECTURERS | | |
| Dr Laura Coffey | | Room 3.10 |
| Dr Seán Commins | | Room SF20 |
| Professor Andrew Coogan | | Room SF19 |
| Dr Michael Cooke | | Room 3.12 |
| Dr Michael Daly | | TBA |
| Dr Deirdre Desmond | | Room SF17 |
| Dr Philip Hyland | | Rm 1.14 Education House |
| Dr Rebecca Maguire | | Room SF13 |
| Professor Sinéad McGilloway | | Room SF16 |
| Professor Malcolm "Mac" MacLachlan | | Room SF11 |
| Dr Carol Murphy | | Room SF14 |
| Dr Brenda O'Connell | | Room SF21 |
| Dr Unai Diaz-Orueta | | Room 3.11 |
| Dr Bryan Roche | | Room SF18 |
| Dr Richard Roche | | Room SF15 |
| TECHNICIAN | | |
| Mr Derek Walsh | | Room SF10 |

CONSULTATION WITH TEACHING STAFF

If you wish to talk to one of the lecturing staff, you can do so during the specified consultation hours posted on each staff member's office door. If you want to see a staff member outside those times, you should email him/her to make an appointment. Lecturers cannot deal with detailed academic matters pertaining to the content of lectures, tutorials, assignments or examinations over email or by telephone. Contact with lecturers by telephone or e-mail should only be made to arrange appointments to meet in person. Under no circumstances should a lecturer or teaching assistant be contacted at home or via his/her personal mobile phone. Face-to-face meetings ensure that students are engaging fully with the learning process, which relies heavily on the Socratic method of enquiry and investigation. Remember that you are a full time student and so should be available on campus during the week to meet in person with your teaching assistants and lecturers during the appointed times. If you require information regarding your examination performance, beyond that provided by the Examinations Office, you should contact the Department of Psychology office in advance to arrange a meeting. Under no circumstances will this information be sent via email, fax, or regular post and neither will such information be transmitted over the phone or given to a third party, including family members.

E-MAIL CONTACT WITH STAFF

It is important that written communication between academic staff and students within the University should be courteous and thoughtfully composed. Your e-mails and other written communication should reflect the high writing standards that we in the

Department of Psychology teach and expect of our students. In all communications, please aim to use appropriate grammar and punctuation and to avoid phone-text shorthand and slang. Finally, you should be as courteous and professional in your communications as you would expect of academic staff in their communications with you. Members of staff will not normally reply to discourteous, unprofessional e-mails, or to e-mails from non-NUIM e-mail accounts. **Please note that e-mails from non-MU e-mail accounts are often filtered out of the mail system and therefore may not be received. You should only email staff from a MU email account. Communications from external mail accounts also make your identity difficult to verify, and communicating with you via such channels may represent a breach of General Data Protection Regulations (GDPR). You should only email staff from a Maynooth University email account.**

CONSULTATION WITH TEACHING ASSISTANTS/POSTGRADUATE STUDENTS

Please remember that teaching assistants are not full-time members of teaching staff and cannot be available for consultation outside of their normal consultation periods. At these other times, most teaching assistants are extremely busy with their own academic activities and full-time research. In the interest of fairness to all, please adhere strictly to the consultation times posted for teaching assistants. Please do not attempt to contact teaching assistants outside of tutorial/class times.

Submission of Assignments

Assignments should be submitted by placing them in the assignment box which is located inside the main entrance to the Department, on the second floor of the John Hume Building. Your assignment will be noted as received and date stamped at 5.00pm each day. If you are off-campus, you may submit assignments by post; it is your responsibility to ensure their safe and timely receipt, as the date on the postmark will be taken as the date of submission. You should retain a copy of all submitted work and keep it safe through the academic year. You should also retain all returned work for re-submission to the Examination Board at the end of the academic year. Psychological Studies students should *NOT* submit coursework by email.

All submissions should be checked through Turnitin by you prior to submission. Turnitin can be accessed via Moodle, prior to submission to the department. The front page of the Turnitin report (indicating the similarity percentage) should be kept for your own records. Be aware that you could be required to supply the Department with dated evidence of this Turnitin report for any of your assignments at any point. It is your responsibility to ensure that you have not committed plagiarism.

You can find out about Turnitin via the website for the MU [centre for teaching and learning](#) (CTL). The Turnitin Self-Check Page available on Moodle, courtesy of the CTL, is a Turnitin *assignment* set up specifically outside students' own modules in Moodle so that they can check their work in Turnitin before submission.

Please note that Psychological Studies students are *not* required to attach a copy of the Turnitin report to their assignments, but they are required to sign the assurance on the assignment cover sheet that they have checked their work for Plagiarism and that the work is not plagiarised.

Please note that there is no 'correct' or 'ideal' percentage of overlap between yours and other's work, as this overlap figure may depend upon whether or not references and other data have been included in the report. However, the percentage and highlighted areas in the report allows you to reflect on your work and make any necessary changes. Note that Turnitin requires at least 24 hours to process submitted material and even longer to re-process edited work. To allow for this, your assignment needs to be completed well before the departmental deadline.

General Information

A Second Psychology/Psychological Studies notice board is situated on the right as you enter the department on the second floor beside the lift. Notices from teaching staff concerning lectures and other information will be posted there and it is important that you refer frequently to this board.

ON-LINE COURSE NOTES, MOODLE AND THE DEPARTMENTAL WEB SITE

The departmental web site located at <https://www.maynoothuniversity.ie/psychology> contains information on the Department of Psychology, including its courses and facilities, as well as detailed information on all of the research interests and activities of academic members of staff. You can also access course materials for several of your modules via the Moodle web site at <https://2019.moodle.maynoothuniversity.ie>

You are reminded, however, that your course is not a distance learning course. On-line course notes are provided at the discretion of individual lecturers, each of whom will make his/her own judgments regarding the appropriate level of course materials to be provided for a given module, as well as the mode of distribution. **Therefore, the use of Moodle services cannot be used as a substitute for lectures.** In some cases, class notes may not be provided at all, depending on the pedagogical requirements of the relevant module. You are strongly advised to attend all lectures, take your own course notes and use provided courses notes only as supplemental aids to your learning. This is what will be required if you are to do well in your studies in Psychology.

Please note that notices will often be sent to students via Moodle announcements.

You should ensure that you keep a close eye on Moodle and ensure that your Moodle settings are such that you get immediate and not digest-form email notifications of any new announcements made by the Department to students.

RECORDING OF LECTURES

Students **do not** have automatic permission to record lectures. Lectures are not public addresses. Lectures may only be recorded with the permission of the relevant lecturer

and this permission must be sought in advance for each recorded lecture. This permission cannot be granted by any third party within or outside the University.

You should remember that a recording made in secrecy compromises not only the privacy of the lecturer, but of any student who speaks or asks a question during the lecture. Furthermore, recordings may be considered inappropriate where sensitive issues are being discussed in class. It might be a serious matter to be in possession of a recording of a private lecture, symposium or workshop in which participants assumed themselves to be in a private setting.

THE STAFF-STUDENT CONSULTATIVE COMMITTEE

The Staff-Student Consultative Committee provides one of the most effective means of resolving any difficulties that might arise during the course of the academic year. It is important, therefore, that at least one volunteer student from year 2 Psychological studies sits on this Committee. The Committee will meet each semester to facilitate and agree changes in a timely manner. The Committee will normally be composed of student representatives from all years and members of the Department's teaching staff. The Year Manager will request the names of the student representatives at the end of the second week of the first semester. The student representatives may also arrange to see the Year Manager at any time during the academic year, should the need arise. A student representative will also normally serve as the class representative to the Student Union.

DEPARTMENTAL SEMINAR SERIES

Each year, the Department of Psychology invites a number of guest speakers to give a talk at Maynooth. Speakers are invited because of their widely recognised contribution to the discipline in their specialist areas. They all agree, however, to prepare talks that will be accessible to undergraduate students in psychology and thus it is essential that you attend these talks because they were prepared especially for you. If you are keen to fully grasp the University experience and wish to maximise your intellectual growth during your undergraduate studies, you are strongly advised to attend these talks. Announcements regarding this year's guest speakers will be made in lectures and posters will be displayed on departmental notice boards and on the departmental web site.

PSYCHSOC

The Psychology Society is run by students of psychology and organises various events throughout the academic year. The Society makes a vital contribution to the 'psychology experience' at MU and we encourage all students to get involved and support PsychSoc activities. A PsychSoc noticeboard is located in the Department, adjacent to the year noticeboards, and there is a 'Psychology Undergraduates' page on Moodle where announcements are made regarding upcoming events and initiatives. For further details please see the PsychSoc noticeboard.

Second Year Psychological Studies: Course Details

IMPORTANT

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

We encourage you strongly to commit fully to your studies this year to maximise your ultimate award mark.

Table 1: List of Year 2 Modules

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

Compulsory, Optional and Elective Modules

Four out of the six modules in second year Psychological Studies (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 these are not taken, 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 2017/2018 can be found here: <https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

Progression

In order to progress into the next year of your studies, you must fulfil the university standards for progression in double honours programmes- <https://www.maynoothuniversity.ie/node/414644>. 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 to 35%.

PS250 Brain and Behaviour

Module coordinator: Dr. Sean 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 influence 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;
- Assessment: Continuous Assessment: 20%. University scheduled written examination: 80%.

Co-requisite: PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Carlson, N. (2009). Physiology of behavior (9th ed.). Upper Saddle River, NJ: Pearson.
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.
Commins S (2018) Behavioural Neuroscience. Cambridge University Press

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

Compulsory Elements: All continuous assessment; University examination.

Penalties (For Late Submission of Course Work 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 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 major cognitive domains such as perception, attention, learning and memory.

Module Content: Theories and processes in perception; the visual pathway; Object and face recognition; Visual attention; Memory structures and processes; Working memory; Long-term memory and amnesia; Learning and forgetting

Learning Outcomes:

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

- Appraise the contribution of data from neuropsychology and cognitive neuroscience to cognitive models of perception and memory.
- Explain the key stages underlying the perception and recognition of objects and faces.
- Describe the key structures underlying short and long term memory.
- Evaluate the principal cognitive accounts of perception, recognition and memory processes.

Co-requisite: PS250, PS253, PS254 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Ashcraft, M., & Radvansky, G. (2009). Cognition (5th ed.). Upper Saddle River, NJ: Pearson.

Baddeley, A. (1999). Essentials of human memory. Hove: Psychology Press.

Blake, R., & Sekuler, R. (2006). Perception (5th ed.). Boston: McGraw-Hill.

Bruce, V., Green, P., & Georgeson, M. (2003). Visual perception: Physiology, psychology, and ecology (4th ed.). New York: Psychology Press.

Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th ed.). New York: Psychology Press.

Groome, D. (2006). An introduction to cognitive psychology: Processes and disorders (2nd ed.). New York: Psychology Press.

Goldstein, E.B.(2010, Sensation and perception (8th Ed.) Belmont CA: Wadsworth cengage learning

Parkin, A. (1999). Explorations in cognitive neuropsychology. New York: Psychology Press.

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

Compulsory Elements: All continuous assessment; University examination.

Penalties (For Late Submission of Course Work 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 paper.

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

PS252 Health Psychology

Module coordinator: Dr. 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 deployed to improve health outcomes.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (2010). Health Psychology (2nd ed.). Oxford: BPS Blackwell.

Straub, R. (2014). 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 Course Work 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 paper.

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

PS253 Lifespan Developmental Psychology

Module coordinator: Dr. Carol Murphy

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.

Co-requisite: PS250, PS251, PS254 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, 65(4), 197-208.

Berk, L. (2017). *Development Through the Lifespan Plus* (7th Edition). Pearson: UK.

Chen, X. (2012). Culture, Peer Interaction, and Socioemotional Development. *Child Development Perspectives*.

Gillbrand, R., O'Donnell V. & Lam V. (2016). *Developmental Psychology* (Edition 2). Pearson: UK.

Harte, B. & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age. *America Educator*, 27(1), 4-9.

Kipp, K., Shaffer, D. (2013). *Developmental Psychology: Childhood and Adolescence* (International Edition, 9th Edition). Wadsworth: UK.

Leman, P., Bremner, A., Parke, R. D. & Gauvain, M. (2012). *Developmental Psychology*. McGraw-Hill Education: Europe.

Packer, M. J. (2017). *Cultural development: Understanding a cultural perspective*. Sage: UK.

Supplemental readings for PS253 are available via Moodle,

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

Compulsory Elements: All continuous assessment; University examination.

Penalties (For Late Submission of Course Work etc.): 1 grade deducted per day from that awarded.

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

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

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

PS254 Personality and Intelligence

Module coordinator: Professor Sinead McGilloway

ECTs: 5

Semester: 2

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

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

Module Content: An introduction to psychometric testing including the principles of psychological test design, administration and interpretation. Some well-known theories of personality and intelligence/ability. 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:

- Understand and discuss some of the key aspects of psychometric testing including the design and administration of psychological tests and associated criteria.
- Describe and critically evaluate some of the main theories of personality and intelligence/ability.
- 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.

Co-requisite: PS250, PS251, PS253 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

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). CA: Wadsworth Publishing

Haslam, N., Smillie, L. and 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. and Macaskill, A. (2010). Personality, Individual Differences and Intelligence (2nd Ed). London: Pearson Education.

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

Compulsory Elements: All continuous assessment; University examination.

Penalties (For Late Submission of Course Work etc.): 1 grade deducted per day from that awarded.

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

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

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

PS255 Comparative and Evolutionary Psychology

Module coordinator: Professor 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.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

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.

Penalties (For Late Submission of Course Work etc.): 1 grade deducted per day from that awarded.

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

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

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

Essays and Continuous Assessment (CA)

1. Requirement: You are required to complete a number of written assignments as part of your course assessments across the different modules. You will also be required to complete additional continuous assessments (including Multiple Choice Questionnaires) for most modules. Further details pertaining to essay titles, MCQ dates will be provided within the context of each module.

2. Essay deadlines: As listed in Tables 2 and 3 below or as notified by your lecturer. On or before the day of the deadline, which is **Wednesday** for Year 2, assignments **should be submitted 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 be open from **Tuesday to Thursday on the last week of each semester**.

There are **two essays to be completed** in Year 2 – *PS251 Cognitive Psychology* in Semester 1, and *PS253 Lifespan Developmental Psychology* in Semester 2.

3. Grades: The standard of your course work will be indicated by a letter grade as shown in Table 4 below. 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 essays: Essays and other assignments should be submitted in the assignment box in the Psychology Department on the second floor. These will be date-stamped on the day they are submitted provided submission occurs by the specified time (e.g., an essay submitted after 5 o'clock will be date stamped with the next day's date). Your assignment will be noted as received and date stamped at 5.00pm each day. If you are off-campus, you may submit assignments by post; it is your responsibility to ensure their safe and timely receipt, as the date on the postmark will be taken as the date of submission. You should retain a copy of all submitted work and keep it safe throughout the academic year.

A medical certificate must accompany requests for late submission. Extensions will not be granted without supporting documentation. 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; weekends, bank holidays and days on which the University is closed are not counted). *All essays and other assessments must be re-submitted to the Departmental Office at the end of the academic year.* Essays and other assessments are **NOT** returned to students after re-submission. Photocopying your work is, therefore, strongly recommended. Psychological Studies students should **NOT** submit coursework by email.

5. Penalties for late submission of assignments: Work submitted late without a supporting medical certificate 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). If there are other circumstances which might be considered, they should be brought to the attention of the Year Manager and supported in writing.

6. Feedback: 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/TA before writing the next essay, so that you use the feedback to improve your writing. Lecturers' consultation times are posted on their office doors and are available on the departmental notice boards.

An essay checklist can be found in **APPENDIX I**.

Table 2: List of Essay/CA Deadlines for Year 2

Semester 1

| Code | Module | Assignment | Deadline |
|--------------|-------------------------------------|-------------------|--|
| PS250 | Brain & Behaviour | MCQ (20%) | 18 th - 20 th December |
| PS251 | Cognitive Psychology | Essay (20%) | Wed 7 th November |
| PS252 | <i>Health Psychology (optional)</i> | MCQ (20%) | 18 th - 20 th December |

Semester 2

| Code | Module | Assignment | Deadline |
|--------------|---|-------------------|---------------------------------------|
| PS253 | Lifespan Developmental Psychology | Essay (20%) | Wed 13 th March |
| PS254 | Personality & Intelligence | MCQ (20%) | 7 th – 9 th May |
| PS255 | <i>Comparative & Evolutionary Psychology (optional)</i> | MCQ (20%) | 7 th – 9 th May |

Grades

The standard of your coursework is indicated by a letter grade as shown below. Please note that grades are returned during the academic year for feedback purposes only and all marks/ grades are provisional.

Table 4: 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 |

Tutorials

All students must sign up to and attend a tutorial group. Tutorials will be discussed in class during the first two weeks of the first semester. Make sure to attend all of your classes in order to learn how to sign up for the tutorial scheme. The sign-up system will be on-line and accessible via Moodle: (<http://moodle.maynoothuniversity.ie>). This is an important web site for you to be familiar with because a considerable amount of teaching support is provided through the on-line 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.

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. 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 psychological studies 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/assignments in psychology and in general exam preparation strategy. **Attendance at ALL tutorials is compulsory.**

Content of Year 2 Tutorials

Tutorials are connected to modules PS250-PS255, and will be co-ordinated by postgraduate Teaching Assistants (TAs). Tutorials will cover important general topics relevant to your course work in Year 2, including plagiarism, APA style, report writing; essay feedback, and exam preparation. Further topics will be connected to the content of the modules PS250-PS255. As in Year 1, **every second tutorial will be run online.** Psychological Studies students should feel free to not attend tutorials relevant to optional modules that they are not taking.

Table 5: Tutorials Semester 1:

| Week | Tutorial Topic | Related Module | Online? |
|-------------|--------------------------|-----------------------|----------------|
| 1 | Essay Writing/Plagiarism | (General) | Y |
| 2 | Brain & Behaviour 1 | PS250 | - |
| 3 | Brain & Behaviour 2 | PS250 | y |
| 4 | Brain & Behaviour 3 | PS250 | - |
| 5 | Cognitive Psychology 1 | PS251 | Y |
| 6 | Cognitive Psychology 2 | PS251 | - |
| 7 | Cognitive Psychology 3 | PS251 | y |
| 8 | Exam Preparation | (General) | - |
| 9 | Health Psychology 1 | PS252 | Y |
| 10 | Health Psychology 2 | PS252 | - |
| 11 | Health Psychology 3 | PS252 | y |
| 12 | Essay Feedback | (General) | - |

Table 6: Tutorials Semester 2:

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

Requests for CA Deadline 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 (and in two different locations 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.

- 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, 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 if requested), **the relevant documentation must be attached to the assignment.**

- Loss of work due to failure of a PC, laptop, or memory stick does **not** warrant an extension. If this occurs, you may ask your Year Manager if you may bring the malfunctioning hardware to the Departmental Technician Mr. Derek Walsh, who may advise you on your technical situation.

Departmental Policy on Plagiarism

Plagiarism is a serious offence and the Department takes a strong stance on offences of this nature. When you sign the cover sheet for submission of an essay, you are confirming that 1) no part of the submitted assignment has been plagiarised in any way, and 2) you have run this assignment through Turnitin software via Moodle. **Be aware that you could be required to supply the Department with the Turnitin report for any of your assignments at any point.** Psychological Studies students are NOT required to attach to their submitted assignments evidence of running coursework through Turnitin.

The University's policy on plagiarism can be found in **APPENDIX IV** for your information, and may also be found here:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Sept%202015v-1_0.pdf under the University Rules and Regulations page: <https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>

You are required to sign a statement on submission of each assignment stating 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. Plagiarism-avoidance guidelines are provided in tutorials throughout each year of the degree. 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.

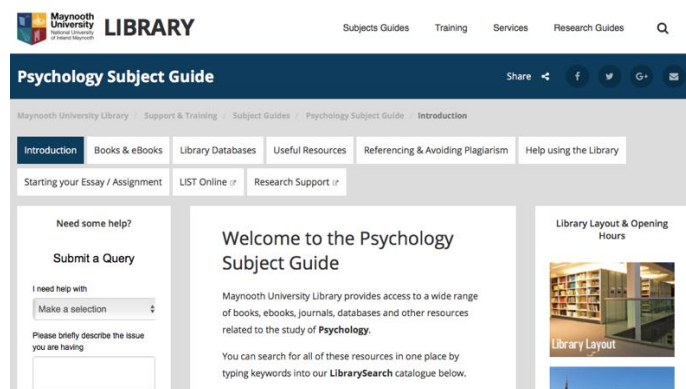
Library Resources

A collection of several thousand psychology books is held in the University library. Several copies of all of the books listed as recommended reading in this handbook are available in the library. Furthermore, the library currently subscribes to many on-line journals of psychology. You will also find the complete *PsycInfo Database* online at the university library web site. This database contains psychology abstracts from 1887 to the present. Web of Science, which is also available, is a multi-disciplinary database providing extensive indexing and abstracting information on psychology texts and journal articles. It currently incorporates the Science Citation Index Expanded, the Social Science Citation Index and the Arts and Humanities Citation index. The Library also receives ScienceDirect, a web database containing the full text of more than 2,000 Elsevier Science Journals. These databases are accessed under *Additional Resources* within the Electronic Resources section of the Maynooth University Library web page.



MU Library is a popular place to meet, study and research in. We're located in the middle of the campus on the southern side, beside the Kilcock road. Choose from a variety of study spaces; from the open-access area on the ground floor, where food, drink and chat is allowed, with access to over 50 laptops and print facilities, to the quieter areas on levels 1 and 2, with training rooms and meeting rooms. There's a Starbucks located on the ground floor, and even sleep-pods on level 1 if you need to re-charge. Use our [bookable group study rooms](#) for your group project-work. MU Library hosts campus exhibitions and events in the foyer during the year, so there's nearly always something new to view.

MU Library is the portal to a vast collection of Psychology resources that you'll need for your essays and research. Take a look at the MU [library homepage](#); we've excellent information, training, materials, supports and services that will help you in your studies. We also provide a dedicated [insert link to subject guide] space on our webpage that we recommend you bookmark; it's a great source of subject-specific material and news. Check out the "[New2MU](#)" tab in your [insert subject] subject guide containing lots of useful stuff for MU-newbies, whatever your level.



Psychology *subject guide online* at <http://nuim.libguides.com/psychology>

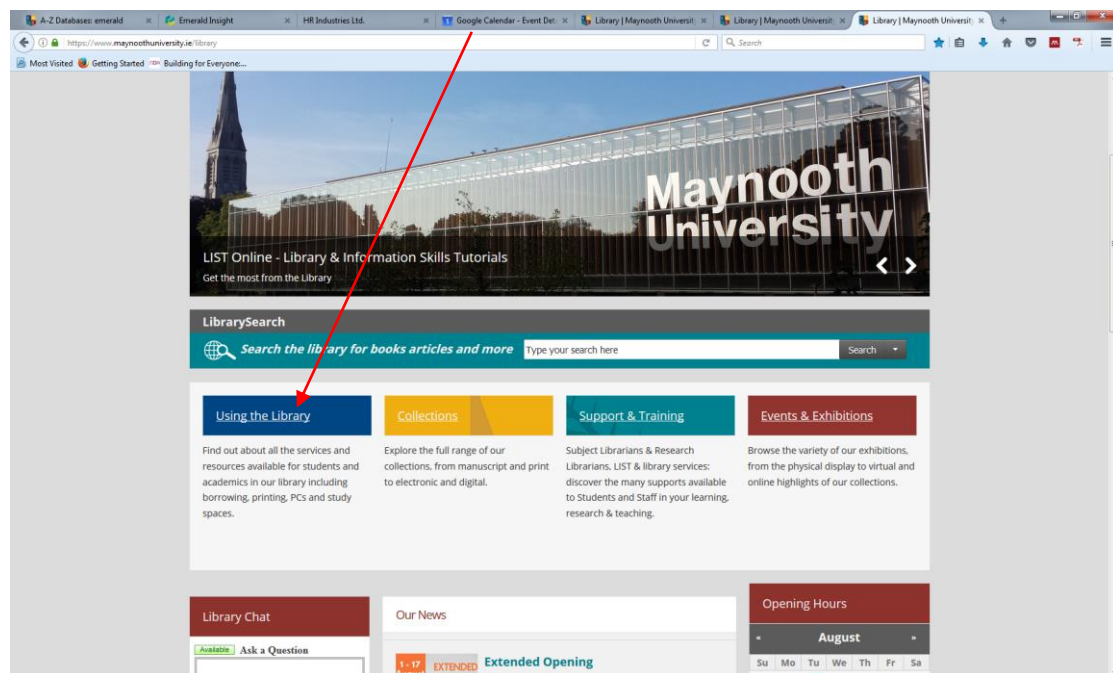


The search-box, LibrarySearch, that searches all the content in MU Library

Use **LibrarySearch** on the library homepage to discover everything MU Library holds on your subject and topics. It gives you the location and details of thousands of e-books and e-journals you can read online on your devices, as well as information on books, journal articles, and databases on your subject. We also have online e-dictionaries, encyclopaedias and e-books; basically, everything you need to write successful assignments. If it seems like a lot of stuff, start with your subject guide here [insert subject guide link] for basic suggestions and help.

You can access the information on LibrarySearch, and e-books, e-journals and databases when you're on or off-campus. You have options for basic and advanced search features to find exactly what you are looking for. Get hacks for running successful searches in our free [LIST Online](#) tutorials, and come to our **LIST training sessions** in the library (later in Semester 1) to learn skills that will help in your essays and assignments. If you've any queries about finding material, whether it's online, or on the shelf, library staff are happy to help you; just ask at the Library desk or live "*Library Chat*" box on our homepage. You'll also see us around campus in Semester 1 as we hold "pop-up" events, where you can find out more about what the library can offer you.

Your **MyCard** (student card) entitles you to borrow material from the Library. If you are not sure how many items you can borrow, click on the [Using the Library](#) blue box (see Fig. 4 below) on the library homepage for information.



Library Homepage with arrow to the "Using the Library" section

Explore the green box **Support and Training** for your subject guide, containing suggestions and lots of subject-support. Take our free, short, **online training sessions** in your own time to upskill in information skills that you'll need in university; see [LIST Online](http://nuim.libguides.com/list-online) (<http://nuim.libguides.com/list-online>). They cover everything from finding items on your

reading lists, to using e-books, avoiding plagiarism in your essays, and how to evaluate information – all essential skills for students.

You can borrow a laptop from the laptop-bank, opposite the library desk, to use within the library, or you can log on to one of the library PC's to do your essays. The Library is wireless so you can use your own laptop in the library too. We have a 3D printer available (ask us at the Library desk) as well as a colour photocopier, in addition to numerous black and white photocopiers. You use your MyCard to load it with credit to print. **IT Services** have a dedicated space at the main library desk too where you can go if you need IT help. The **Maths Support Centre** (ground floor) and **Writing Centre** (level 1) are also located in the library.

[Contact us](#) with your **queries** about using the Library, finding information for your studies or how to use any of the online material. There is no such thing as a “stupid question”. We all know it can be a lot to take in when you start in university and we are here to help you!

The Library wishes you every success in your studies and we really look forward to seeing you during your years in MU.

USEFUL LINKS AND CONTACTS:

- Library homepage: <https://www.maynoothuniversity.ie/library>
- Psychology Subject Guide: <http://nuim.libguides.com/psychology>
- LIST online: <http://nuim.libguides.com/list-online>
- Undergraduates contact: Áine Carey/Niall O'Brien: aine.carey@mu.ie / niall.obrien@mu.ie

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 your Department Head and the International Office in March of Second Year.

Only BA students are eligible for this programme.

Other University Resources

The University offers a number of useful services for students, including the Writing Support Centre and the Mathematics Support Centre – details of all of these resources can be found on the Maynooth University website. Two services which may be of particular interest are as follows:

(1) Programme Advisory Office – for Programme choices and options information

The Programme Advisory Office is available to assist and advise undergraduate students with programme related decisions you may be unsure about during your time at Maynooth University. The Programme Advisory Office acts as a guide to students as you navigate your own way through your programme options. The Programme Advisory team can assist First Year students with questions about subject combinations, changing subjects and progression options for second year. Continuing students may also avail of the service if you are unsure about your programme options, for example if you have any questions about the flexible degree pathways, or whether or not to choose to take an Elective.

Email: programme.choices@mu.ie

Phone: 01 474 7428

Website: www.maynoothuniversity.ie/programme-advisory-office

Location: Room 1.17, ground floor Rowan House

(2) The Experiential Learning Office

Why not experience more from your degree programme by opting to take an experiential learning module*, such as 'Professional Development and Employability' (involving employer-led sessions) or applying for? an MU SPUR (Summer Programme for Undergraduate Research award? This involves a paid six week summer research placement where you will be learning by doing and reflecting, and have the opportunity to connect classroom content with 'real-world' experience.

**The availability of experiential learning modules is limited, timetable dependent and may require an application process.*

Email: Aisling.Flynn@mu.ie

Tel: 01 474 7760

Website: <https://www.maynoothuniversity.ie/experiential-learning-office>

Location: Room1.18, ground floor Rowan House

Student Mental Health and Wellbeing

Looking after your mental health is very important to your overall health and well-being and to successful and effective study and academic performance, not to mention other aspects of University life. The University offers a number of excellent services and supports for students who are experiencing mental health difficulties or who are feeling overwhelmed by university life. These services are listed on the Maynooth University website at this following link but if you have any difficulty in accessing them, please do let us know:

<https://www.maynoothuniversity.ie/campus-life/student-wellbeing-support>

See also the Access Office:

<https://www.maynoothuniversity.ie/access-office>

In addition, a **NiteLine** service also operates on campus. NiteLine is a non-profit service provided free of charge to students, run by a team of dedicated volunteer students who have undergone rigorous training with the intention of supporting their peers. They are open every night of term from 9pm - 2.30am, supporting students through instant messaging and over the phone.



The banner features the NiteLine logo at the top center, which consists of a yellow speech bubble icon with a white question mark inside, followed by the text "NiteLine" in a white sans-serif font. Below the logo, the text "free, anonymous, confidential, non-judgemental listening service" is written in a smaller white font, with the tagline "we won't tell you what to do" underneath it. At the bottom of the banner, four pieces of contact information are listed in white text: "9pm - 2.30am", "freephone: 1800 793 793", "instant message: niteline.ie", and "every night of term".

Final Word

We, as a department, wish you the very best of luck with your studies this year, and we hope that you enjoy your time with us. We hope that you find this document helpful and informative.

Any suggestions you might have for its improvement may be forwarded to the **Second Year Manager, Dr Richard Roche or the Psychological Studies Programme manager Dr Bryan Roche**, in writing.

In closing please note the following two points:

If you require an **academic reference** at the end of your studies you should contact the member(s) of staff directly from whom you are requesting the reference rather than approaching the departmental office. References are confidential and it is not appropriate for a third party to mediate between you and the person providing the reference. You should also confirm that the proposed referee is available and/or willing to provide a reference before nominating that person on an application form or other relevant documentation. You must provide the staff member (in advance) with a copy of your most recent transcript of results.

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 are available on that day to provide some general information of this kind. You will be notified of that date with your examination results. Post-exam consultation will occur only on this date. Under no circumstances will such information be sent via email, fax, or regular 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. (1993). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.

Word Limits: unless explicitly stated by an individual lecturer, the expected word limit for Year 2 essays 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 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". 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 Carlson, Buskist and Miller 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 Carlson, Buskist and Miller (2000) 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) Have you typed or word-processed the essay? This is not compulsory, but it is very welcome. Remember, however, that marks are not awarded for word-processing. If hand-written, ensure your work is clear, neat and legible.

(b) Have you used A4 size paper? If hand-written, is the paper wide-lined? Ensure margins are of appropriate width.

(c) Have you attached a departmental coversheet with the details of the assignment you are submitting? (Cover sheets are available beside the essay box in the department on the second floor). Provide the following information 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.

(d) Are the pages of your essay attached together with a single staple at the top left corner? Please avoid using covers and bindings as these make essays bulky and difficult to handle.

(f) 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?

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

Sternberg, R. (2005). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.

5. Declaration and Turnitin

Have you signed the declaration on the Cover Sheet confirming that no part of the content of the essay has been plagiarised, and that you have run this piece of assessment through Turnitin via Moodle? **Note that there is no 'correct' or 'ideal' 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 allows you a chance to reflect on your work and make any necessary changes.**

Note that Turnitin requires at least 24 hours to process the material. To allow for this, your assignment needs to be completed well before the departmental deadline.

APPENDIX II

Maynooth University Policy on Plagiarism

The University's policy on plagiarism can be found at the link below. You are strongly advised to familiarise yourself with the definitions and procedures relating to cases of plagiarism in relation to course work.

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Sept%202015v-1_0.pdf