

APS Interest Group on Psychology Education

Resource Material Submission – Front Page Summary

Title of Material	Debunking common psychological myth first year assessment
Author(s)	Frances Martin
Description/Aim	A report designed to have students think critically about psychological myths that exist, and provide reasoning as to why they may still exist in society.
Benefits of Resource	Think critically about psychology myths. Develop an ability to refute incorrect scientific claims, through knowledge of their origin and evidence against them.
Issues for Consideration	First year project. Could be used at higher levels
Approximate Duration	
Primary Content/ Process Topic	Psychological literacy
Other Categories	Research methods, critical thinking
Intended student level <i>(e.g. Secondary, Undergraduate Introductory, Undergraduate 4th Yr/ Honours, Post-graduate)</i>	Undergraduate – Introductory
Type of Material <i>(e.g. classroom materials, assessment, lectures, teaching tips, articles, syllabi, simulated learning environments.)</i>	Assignment – essay
Format of Material	Pdf file
Further Information Contact <i>(email only)</i>	Frances.Martin@newcastle.edu.au
Review Requested <i>(Nb: A 'Yes' response to this category indicates that you would like feedback/comments on the materials via email.)</i>	Yes
Evaluative Data Included <i>(E.g. Student evaluation, comments etc.)</i>	No

COGNITION

ASSESSMENT TASK 2

BRIEF REPORT

OVERVIEW

Politicians are thinking of introducing legislation in Parliament to make it illegal to drive under the influence of any drug. Prior to discussing this in parliament and drafting of the legislation, your minister wishes to know the state of the empirical evidence on this issue. You will write a report to a minister on the effect cannabis on cognitive processes particularly those related to driving.

REQUIREMENTS

For this assessment task you are required to write a brief (**four page**) report to the minister. Your report should include an executive summary (approximately half a page) and then your report.

DUE DATE:

The due date for this assessment task is.....

THE TASK

Your brief report will need to be a maximum of four pages (your minister does not have time to read a lot of information – she wants an executive summary). Supporting documentation presented in appendices can be up to ten pages (supporting documentation must be your own work and could include such things as a table showing the empirical studies which have been conducted with cannabis; a summary of the cognitive processes which are affected by cannabis, etc.).

Note that there is no 'right' number of references to include. Your goal should be to find a balance that demonstrates a thorough but selective investigation of the topic. Ensure all references used are relevant to your report. Inclusion of references for the sake of references is undesirable and detracts from the cohesiveness of the report.

Note that you are responsible for researching the literature to find references for your report.

OVERALL UNIT MARK CONTRIBUTION

This essay report contributes 15% to the overall mark for the unit.

ASSESSMENT CRITERIA

Your report will be assessed according to the following criteria.

1. The use of relevant, current, credible literature to write your essay and the integration of the literature to create a line of argument (2 criterion points).
2. The logical structure and flow of ideas presented and demonstrated critical analysis of the literature (2 criterion points).
3. The conciseness and clarity of your writing. Remember that grammar, spelling and sentence construction will contribute to the quality of your expression (1 criterion point).
4. Adherence to APA conventions for formatting, citation and referencing and the presentation of others' ideas (1 criterion point).

1. **The use of relevant, current, credible literature and integration:** This criterion assesses the extent to which the report demonstrates knowledge and understanding of the topic. The criterion will assess *integration* of information from multiple sources, the appropriateness of the *conclusions* derived from that information and the *interpretation* of the literature in the context of existing literature (2 criterion points).
2. **Logical structure and critical analysis:** This criterion assesses the degree to which there is a consistent and *logical flow* of concepts and ideas. The criterion will also assess the degree of demonstrated *critical analysis* of the literature (2 criterion points).
3. **Writing style and cohesiveness:** This criterion assesses the extent to which the report demonstrates a professional, academic writing style. This includes clarity of writing and degree to which the writing style engages the reader (1 criterion point).
4. **Grammar, spelling, formatting:** This criterion assesses paragraph and sentence structure, accuracy of spelling, absence of typographical errors and adherence to APA formatting guidelines (refer to Findlay 2011) (1 criterion point). Note passing this criterion is a requirement for passing the report. That is, if you do not pass this criterion, you cannot obtain a passing grade on the assessment task.

HOW YOUR GRADE IS DETERMINED

A grade (HD, DN, etc.) will be allocated to each criterion based on the extent to which that criterion is achieved. The criteria are weighted differently meaning that some criteria (those deemed most important) have a greater influence on the final grade than others. To allow for this, criteria 1 and 2 each count as two criterion units each, while criteria 3 and 4 each contribute one criterion unit. Thus, there are six criterion units in total that are used to determine your final grade. Note: you must obtain a pass on criterion 4 to obtain a pass on the assessment task.

Determination of YOUR final grade will be guided by the following rubric.

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| HD | To be awarded an HD you must achieve HD on at least four of six criterion units and DN on the remaining criterion units. |
| DN | To be awarded a DN you must achieve DN or higher on at least four criterion units and CR on the remaining criterion units. |
| CR | To be awarded a CR you must achieve CR or higher on at least four criterion units and PP on at least one of the remaining criterion units. |
| PP | To be awarded PP you must achieve PP or higher on at least three criterion units. |
| NN | A grade of NN will be awarded if NN is achieved on four or more criterion units. |

Second Year Assessment task 2: Brief Report

Student ID: _____

Criterion	NN	PP	CR	DN	HD
<p>1. Use of relevant, current, credible literature and integration:</p> <p>a. Extent to which the report makes use of current, credible, and relevant literature and demonstrates broad reading on the topic.</p> <p>b. Extent of <i>integration</i> of information, and the appropriateness of the empirical data used to support your arguments.</p> <p>(2 criterion points)</p>	<p>No attempt to integrate information from different sources (e.g., only a single source of information used).</p> <p>Empirical data are either absent or inappropriate (e.g., inconsistent with focus of paper).</p> <p>No references to literature provided, or references are inappropriate for an academic paper (e.g., magazine or newspaper articles, web sites, popular texts). No evidence of reading on the topic.</p>	<p>Minimal evidence of integration of information (e.g., largely summarises information from a single source).</p> <p>Minimally acceptable use of empirical data (e.g., focuses on only one type of data).</p> <p>Limited breadth and scope of references.</p> <p>Evidence of limited reading on the topic.</p>	<p>Some evidence of integration of information from multiple sources (e.g., summarises information)</p> <p>Acceptable, though limited, use of different types of empirical data.</p> <p>Acceptable breadth and scope of references.</p> <p>Good evidence of reading, but within a narrow range on the topic.</p>	<p>Good integration of information from multiple sources. (e.g., compares and/or contrasts different information on the topic).</p> <p>Good use of empirical data (e.g., uses a broad variety of data).</p> <p>Good breadth and scope of references.</p> <p>Good evidence of broad reading on the topic.</p>	<p>Excellent integration of information from multiple sources (e.g., compares and contrasts different information on the topic).</p> <p>Excellent use of empirical data (e.g., uses a broad variety of data).</p> <p>Excellent breadth and scope of current literature. Excellent evidence of broad reading on the topic.</p>
<p>2. Logical structure and critical analysis:</p> <p>a. The degree to which there is a consistent and logical flow of concepts and ideas.</p> <p>b. The degree of demonstrated critical analysis of the literature.</p> <p>(2 criterion points)</p>	<p>Severe lack of consistency and/or logical flow of ideas.</p> <p>No critical analysis of the literature</p>	<p>Consistency and logical flow of ideas is evident though sometimes strained.</p> <p>Evidence of some critical analysis of the literature</p>	<p>Acceptable consistency and logical flow of ideas.</p> <p>Acceptable critical analysis of the literature</p>	<p>Good consistency and logical flow of ideas.</p> <p>Good evidence of critical thinking</p>	<p>Excellent consistency and logical flow of ideas.</p> <p>Excellent to outstanding evidence of critical thinking</p>

<p>3. Writing style and cohesiveness: Extent to which the report demonstrates a professional, academic writing style. This includes the degree to which there is a consistent and logical flow of concepts and ideas, clarity of writing and degree to which the writing style engages the reader.</p> <p>(1 criterion point)</p>	<p>Colloquial, inconsistent or otherwise inappropriate writing style.</p> <p>Writing style is very distracting for the reader.</p>	<p>Consistent academic writing style, though somewhat 'mechanistic'.</p> <p>Writing style is acceptable though occasionally distracting for the reader.</p>	<p>Good use of academic writing style.</p> <p>Writing style is acceptable and occasionally engaging for the reader.</p>	<p>Skilled use of academic writing style with some evidence of individual style.</p> <p>Writing style is engaging and a pleasure to read.</p>	<p>Highly skilled use of academic writing style with clear evidence of individual style.</p> <p>Writing style is highly engaging and a pleasure to read.</p>
<p>4. Grammar, spelling, formatting:</p> <p>Grammatical appropriateness of paragraph and sentence structure, extent of spelling and typographical errors and adherence to APA formatting guidelines (refer to Findlay 2011).</p> <p>(1 criterion point)</p>	<p>Paragraph and/or sentence structure is often poor. Numerous spelling and typographical errors or errors that seriously detract from readability. There is no evidence of proof reading. Report does not adhere to accepted APA guidelines.</p>	<p>Occasional errors with paragraph and/or sentence structure. There are spelling and/or typographical errors, and these affect readability. (Take more care when proof reading). Report largely adheres to APA guidelines, though there are some moderate deviations.</p>	<p>Acceptable paragraph and/or sentence structure throughout. There are spelling or typographical errors that minimally affect readability. (Take more care when proof reading). Report largely adheres to APA guidelines, though there are some minor deviations.</p>	<p>Good paragraph and/or sentence structure throughout. Few spelling or typographical errors that do not affect readability. Report adheres to accepted APA guidelines.</p>	<p>Excellent paragraph and/or sentence structure throughout. No spelling or typographical errors noted. Report strictly adheres to accepted APA guidelines.</p>
<p>Total</p>					

Final Grade: _____

