Module Template for New and Revised Undergraduate Modules[1]

Module Code	PSU11005
Module Name	Academic Skills Tutorials
ECTS credit weighting	10 ECTS
Semester taught	Semester 1 & 2
Module Coordinator/s	Profs. Shane O'Mara and Liz Nixon
Module Learning Outcomes with embedded Graduate Attributes	On successful completion of this module, students will demonstrate an ability to: 1. To synthesise key ideas within classic and contemporary texts in psychology and cognate disciplines 2. To understand the evolution of ideas in psychology and intellectual fashions through the history of psychology. 3. To critically analyse discourses and characteristic ways of thinking within particular areas of psychology and at different points in historical time. 4. To communicate their ideas about chosen texts they have read in a clear, concise and integrative fashion.
Module Content	The aim of the module is to nurture among students a practice of reading 1) papers from leading journals and 2) extended texts, all within the discipline of psychology. The module requires students to read from a self-guided selection of classic and contemporary texts and specific journals within psychology and cognate disciplines. The goal is for students to become capable of reading texts across sub-disciplines and cognate disciplines of psychology, to gain an appreciation of discourses and characteristic ways of thinking within psychology, and to understand the history and evolution of ideas within the discipline. Deep reading is a skill that is vital, and one that needs to be practiced, and this module is designed to foster this skill. There is considerable choice in the selection of texts, while ensuring the texts reflect the broad accreditation areas for the discipline.
Teaching and Learning Methods[2]	Two introductory lectures, one at the start of each term, delivered by the module co-ordinators Four tutorials per term – tutorial groups comprise 3-4 students and are led by PhD students within the school. These are guided discussions of the texts students have read.

[1] An Introduction to Module Design from AISHE provide
s information on designing and re-designing modules.
[2] Trinity-INC provides tips and resources on how to make your curriculum more inclusive.

Assessment Details[3]
Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total
Essay 1	An essay (1250-1500 words) on the following title: *Based on your readings, evaluate William James' contention, on the state of knowledge within psychology, that, 'Our science is a drop, our ignorance a sea' (quoting from 'Is Life Worth Living?').*	1, 2, 3, 4	50
Essay 2	An essay (1250- 1500 words) on the following title, referring to the two books you chose to read: *Critically discuss the overlapping psychological themes and meta-themes linking and differentiating your choice of books.*	1, 2, 3, 4	50

Contact Hours and Indicative Student Workload[4]

Contact hours: 10
Independent Study (preparation for course and review of materials): 95
Independent Study (preparation for assessment, incl. completion of assessment): 95

Inclusive Curriculum

[3] https://www.tcd.ie/academicpractice/resources/assessment/
[4] https://www.tcd.ie/academicpractice/resources/assessment_workload/

		PLEASE TICK
1.	Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	☒
2.	Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines (https://www.tcd.ie/disability/teaching-info/TIC/materials.php)?	☒
3.	Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	☒
4.	Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design Students are given substantial autonomy to select material which they would like to read for the module. Several of the texts provided on the reading list critique dominant discourses within psychology and provide students the opportunity to reflect upon the how the discipline has privileged certain discourses and perspectives and how certain groups are underrepresented within the discipline.	

Indicative Reading List (approx. 4-5 titles)	Any papers from the following journals: • *Perspectives on Psychological Science* • *Journal of Experimental Psychology: General* • *Psychological Science* • *Psychological Bulletin* • *Psychological Science in the Public Interest* An extended book list is also provided.
Module Pre-requisite	None
Module Co-requisite	None
Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.	No