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**PSY 2206**  
**Semester Essay Guidelines**  
**(Fall 2019)**

# Content

- **Individual Semester Essay**
- **Open Essay:** You choose your Problem Formulation (Theoretical or Applied Question or Hypothesis)
- Your Problem Formulation has to look at the **RELATION** between two of the three following concepts: **Cognition, Emotion and Language:**
  - Cognition & Emotion
  - Cognition & Language
  - Emotion & Language
  - Cognition, Emotion & Language

# Content

- **Important Remark:** To look for example at the impact of gender on cognition and emotion without looking at the relation between cognition and emotion is not enough.
- You should **report your choice on the front page** of your essay (i.e. “Cognition & Emotion”, “Emotion & Language”, “Cognition & Language”, or “Cognition, Emotion & Language”)!

# Examples of Problem Formulation

## “Good”

- Is language a better predictor of children’s theory-of-mind than working memory?
- Can classroom dialogue-based intervention help children to improve their understanding of emotions?
- Can negative emotions have a positive impact on cognitive performances?

## “Bad”

- Impact of gender on mood and memory.
- Impact of emotion and cognition on brain activity.
- Impact of genes on verbal and non-verbal intelligence.

# Content

- 1. Title** ( + Standard info (i.e. Course code, semester, Candidate number) + Number of words) – *Front page*
- 2. Abstracts** = 1 in Scandinavian language + 1 in English / 2 x 200 words (170 – 230) (i.e. a **summary of points 4, 6 & some of 7**) – *2<sup>nd</sup> page*
- 3. Table of content** – *3<sup>rd</sup> page*

# Content

## 4. A clear **Problem Formulation** (Question, Hypothesis) – *Introduction*

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- What is the relation between A & B?
- What is the impact of A on B?
- How does C affect the relation between A & B?

## 5. A clear **Definition (& Justification)** of the **Concepts** involved in the Problem Formulation – *Introduction*

# Content

## 6. A clear **Justification of the Problem Formulation BOTH** in terms of **Scientific Originality & Interest** – *Introduction*

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- Summary of the literature is not enough (interesting but not original)!
- Social & Applied originality & interest is a plus (but not sufficient)
- Your problem formulation might not be original (but then your answer has to be original)!

# Content

7. A clear **Answer** to the Problem Formulation  
– *Core of the essay.*

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- Answer A (thesis), Answer B (anti-thesis),  
*Discussion* (synthesis)
- Concept A, Concept B, Relation A & B,
- etc.



# Content

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8. The representative & relevant **Scientific & Psychological Literature** to answer to the Problem Formulation (mainly from **PsycINFO**) – *Introduction & Core of the essay*
  
9. **Conclusion:** Limitations, Prospects, etc. – *Conclusion*

# Content

## 10. List of References (APA standards) – *List of references*

- **References in the Text = References in the List of References!**
- No limit both in terms of Number & Age of the references!
- The references must be Representative & Relevant to answer to the Problem Formulation!!!
- You are not a journalist! You always give your sources!
- You are a journalist! You check your sources!
- **+ Page number**

# Length & Language

- **Length: min = 3 000 words & max = 4000 words** (1,5 or 2 lines spacing, Times 12, Standard margins (e.g. 2,5)),
  - List of References, Abstract, Front page & Table of content are not included in the 3/4000 words limit (i.e. only the text)
  - The number of words has to be reported on the *Front page*
- **Language = Scandinavian Languages & English**

# References

References = APA norms

## (a) Periodical (e.g. journal article)

- Author, A., Author, B., & Author, C. (year). Title of article. *Title of Periodical, Issue*, pages.
- Kiwi, U.I.O., Rema, S.V., & Rimi, P.S.I. (2000). Tomatic innervation of the nucleus ruber. *Journal of Tomatic Psychology*, 666, 123-321.

## (b) Non-periodical (e.g. book)

- Author, A., Author, B., & Author, C. (year). *Title of work*. Location: Publisher.
- Venlig, O. N. E., & Hilsen, T. W. O. (222). *To be or not to be a tomato*. Heinz: Ketchup.

# References

(c) Part of a non-periodical (e.g. book chapter in an edited book)

- Author, A., Author, B., & Author, C. (year). Title of the chapter. In A. Editor, & B. Editor (Eds.), *Title of book* (pp. pages). Location: Publisher.
- Yes, I., & No, O. (4000). Laminar configuration of the thalomo-tomatic relay nuclei. In I. T. Depends, & I. Donotknow (Eds.), *The real tomato story* (pp. 12-34). Spaghetti: Bolognese.

## Examples of reference in the Text:

- “The results of Einstein and Zweistein (2000) have been replicated (e.g. Rolling & Stones, 2015 for a review) with some exceptions (e.g. Right, 2001 in Left, 2002)”
- **Right or Left in the List of references?**
- Left is right and Right is wrong!

# Supervisions

- You get **3 hours of Group Supervision**

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- The goal of the Supervisions is to help you:
  - (1) to **Formulate a Problem** (Question, Hypothesis, etc.)
  - (2) to **Define the Concepts** involved in your Problem Formulation
  - (3) to **Justify** your Problem Formulation (Originality & Interest)
  - (4) to Identify some of the relevant **Literature** (Keywords)
  - (5) to Define the **Plan** of your Essay
- Come to the Supervisions with suggestions!

# Supervisions

- The attendance to the group supervisions is recommended (but not compulsory).
- It is recommended (but not compulsory) to have your Problem Formulation approved by the Supervisor
- This approval can take place only during the group supervisions
- **The Supervisor is not allowed to read anything (e.g. e-mails, etc.)**

# Evaluation

- A to F
  - **Criteria → Assessment form**
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- **Examples of “ok” essays:**
    - Pons, F., de Rosnay, M., Barriol, C., & Zacharopoulou, M., (2010). Origins of attachment theory: subjectivity and interdisciplinary encounters. *Impuls*, 2, 10-22.
    - Pons, F., de Rosnay, M., Harris, P., & Lecce, S. (2009). Theory of Mind and language in children. *Impuls*, 3, 30-41.



# Suggestion

## Self-Assessment of the semester essay

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- Knowledge of the criteria used by the censors
- Check-list!
- Critical thinking & Reflectivity

# Common shortcomings

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- No justification for the problem formulation
- Descriptive x Reflective
- Absence of contradictory findings
- No limitations

# Technicalities

- [www.ub.uio.no/skrive-publisere/skrivesenter/index.html](http://www.ub.uio.no/skrive-publisere/skrivesenter/index.html)
- **Course website / studentweb / CANVAS** to see When, Where & How the semester essay has to be delivered.
- **These guidelines are mandatory!**