

*Please note that the information in this handout is meant to act as a guide and it is **not** an official University of Essex document. Also note that this is an essay guide, **not** a lab report guide, as lab reports follow a different format.*

Psychology Essay: Writing Guide and Tips

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General tips:

When writing a psychology essay it is important to present a review of the surrounding literature. You want to make it clear that you understand and can present the information in your own words. It is therefore important that you do extensive literature research that adds information to the topic. You will typically get extra marks if you are critical and show analytical skills. Lecturers are also often impressed if you find recent articles that they are unaware of, such as *in press* articles.

Writing approach

A good 2:1 (Merit) or First (Distinction) essay of 2000 words will in my opinion have at least 15 references, if not more. A very good idea is to base your essay on the lectures or relevant book chapters first, and then build it up around it. It often a good idea to write your essay in sections as you find relevant material and then modify it as you discover more information. This is, however, a matter of personal preference.

Personally, I write essays in this routine:

- 1) Clearly understand what the question is asking.
- 2) Read basics around the question by using relevant lecture handouts and book chapters. Perhaps do some light research until you get a clear, general idea of what the topic is about.
- 3) Start writing the essay. Do not worry about structure at all. If your essay has multiple themes, it can be an idea to create temporary headings and sort all your information into sections.
- 4) Begin extensive literature review. Read articles that relate to the essay topic. Many of these articles will reference other articles you may find interesting, which you in turn look up. Do a search for relevant articles or books on Google Scholar or Web of Knowledge. You can also browse relevant books in the library and see if you find anything.
- 5) Revise your essay. Add all the new information and revise any material that may change. Write introduction and conclusion.
- 6) Proof read and fine-polish your essay. Do this extensively, at least 5 times. There are always minor errors or points that are unclear or could be better. Proof-read it again and again and again. If possible, print it out and read it because this makes it easier to spot errors.

I have used this method for nearly four years and have never submitted an essay with a mark lower than 68% (10 essays).

An alternatively strategy is to read around the topic and do extensive literature searches, and then begin writing when you have all the information. However, if you do it this way, make sure you begin writing well ahead of the deadline.

Extended Essay Guide Psychology

Julia Schneider



Extended Essay Guide Psychology:

Essentials of Essay Writing Jamie Q Roberts, Robert Buch, 2017-04-24 This engaging text shows students what markers look for in their work and helps them to develop the skills they need to produce a first class essay It focuses on all the core elements of effective essay writing including devising a question critical thinking engaging with the literature and structuring an essay Chapters include clear and concise guidance on meeting marking criteria illustrated with real students essays from a range of disciplines and activities which encourage students to put their new skills into practice This is an essential resource for all university students for whom essays and coursework form part of their assessment It is also ideal for further education students and those preparing for university level study *British Universities' Guide to Graduate Study*, 1993

The Students' Guide to Graduate Studies in the UK 1991, 1990 **English Literature for the IB Diploma** David James, Nic Amy, 2011-08-04 For students studying the revised Language A Literature syllabus in English for the IB Diploma Written by experienced practising IB English teachers this new title is a clear and concise guide to studying the revised Language A Literature syllabus in English for the IB Diploma Available in print and e book formats it covers all parts of the Language A Literature programme at both Standard and Higher Levels and contains a wide variety of text extracts including works originally written in English and World literature in translation Integrated into the coursebook are information and guidance on assessment Theory of Knowledge opportunities Extended Essay suggestions and activities to help students read think discuss write and present ideas **Perspectives on the IB Diploma Core** Jeff Thompson, Judith Fabian, Mary Hayden, 2019-10-15 The Diploma Programme was the first programme to be devised and implemented by the International Baccalaureate over fifty years ago Since its creation the curriculum upon which the programme is based has been continuously developed to take into account the rapidly changing needs of students schools higher education and employment contexts For much of that time the programme has included three essential components that must be undertaken by students who wish to graduate with the Diploma Theory of Knowledge Extended Essay and Creativity Activity Service CAS Taken together over time these have come to be regarded as a core of the Diploma Programme although they were not described as such at the outset This edited collection is intended to provide input into the current review of the IB Diploma Programme It comprises contributions from experienced authors researchers and practitioners who were invited to reflect upon the nature of the core as it exists at present to raise issues in relation to the future development of the core and to share experience in the learning and teaching of the core components across a wide range of schools in both national and international systems of education Questions concerning the concept of the core as a whole developing students as internationally minded thinkers and the challenges of bringing coherence to the core in establishing a holistic approach to the curriculum underpin the individual chapters throughout Contributors Edward Allanson Tom Brodie John Cannings Christian Chiarenza Mary Donnellan Jenny Gillett Robin Julian Julian Kitching Justin Laleh Ann Lautrette James MacDonald

Shona McIntosh Heather Michael Paul Regan John Royce John Sprague George Walker The Students' Guide to Graduate Studies in the UK ,1990 **Which Degree Guide** ,2001 **British Qualifications: a Comprehensive Guide to**

Educational, Technical, Professional and Academic Qualifications in Britain Barbara Priestley, Philip Kogan, 1966

Pratiyogita Darpan ,2006-09 Pratiyogita Darpan monthly magazine is India's largest read General Knowledge and Current Affairs Magazine Pratiyogita Darpan English monthly magazine is known for quality content on General Knowledge and Current Affairs Topics ranging from national and international news issues personality development interviews of examination toppers articles write up on topics like career economy history public administration geography polity social environment scientific legal etc solved papers of various examinations Essay and debate contest Quiz and knowledge testing features are covered every month in this magazine *Gifted?: The shift to enrichment, challenge and equity* Morgan

Whitfield, 2024-07-19 Gifted and talented is a zombie It is dead but still walking around There are new labels to stratify students more able significantly able high aptitude learners New labels do not equal new thinking The concept of gifted is still stubbornly embedded in our educational structures with its legacy of social immobility racism and sexism Students can be more able when they have more financial resources more access more visibility or more cultural acceptance There are pervasive narratives that educators should prioritise extension for some students and not others We can dispel the myth that pitching lessons judiciously to middle ability and then differentiating up and down is effective This book explores how we can provide every student with rigorous challenge Challenge for all is an inclusive approach to teaching whereby every student is invited and given the tools to reach a place of mastery This can be through project based learning Harkness round tables oracy adaptive teaching inclusive enrichment programs dynamic classroom strategies and a schoolwide mission for equity Educators can embed powerful knowledge into the curriculum reimagine teaching to the top and stretch learners through personalised and responsive instruction The shift to enrichment challenge and equity creates magnificent possibilities The message to all students is you belong here **Cambridge University Guide to Courses** ,2003 **Linking Literacies**

Diane Dewhurst Belcher, Alan Hirvela, 2001 Linking Literacies provides the most up to date theoretical overview of the connection between reading and writing in second language acquisition Belcher and Hirvela have brought together the definitive collection of developments in reading writing relations research and pedagogy Papers are organized into these parts Ground Practice Theory Research and History In the Classroom Teaching Reading as Writing and Writing as Reading E Merging Literacies and the Challenge of Textual Ownership Technology Assisted Reading and Writing In addition to examining the ways in which L1 influences have affected the development of L2 reading writing theory and pedagogy Linking Literacies looks at how L2 reading writing scholarship has created an identity separate of an L1 framework Linking Literacies examines a broad range of questions and concerns within the structure of L2 reading writing connections and L2 academic literacy through discussions of theory research and *Which Degree* 1996 Lynne Massey, 1995-06 **The**

Communication Handbook Joseph A. DeVito, 1986 **The Complete Guide to International Schools in Thailand, 1997-98** Jennie Sharples, 1997 The School World , 1903 *The Oxford Guide to Contemporary Writing* John Sturrock, 1996

Keeping track of contemporary writing is by its nature difficult. What are the recent developments in Chinese or Israeli fiction? What has happened to poetry in Russia since the fall of Communism? Are we even up to date with the best novels or plays of English speaking countries round the world? Every year so much is published which we feel we should know about that there is a strong need for a volume to evaluate it and put us on the track of what is most worth reading. This new Guide the only work of its kind to cover world literature of the last thirty years does just that in twenty eight lively and trenchant chapters it assesses the most important and interesting literary developments in all five continents. Taking 1960 as its starting point and coming right up to date the book explores the recent writing of cultures as various as Australian and Spanish American French Japanese and Czech Indian and New Zealand and of course American English Irish Scottish and Welsh. Each chapter discusses the literary and cultural contexts for authorship in its particular area throwing light on a great number of significant writers including household names such as Mishima Toni Morrison Derek Walcott Patrick White and Günter Grass but setting alongside them many others who may be less familiar but whose work is often just as well worth reading. Combining hard information with intelligent opinion the Guide offers a discriminating and sometimes controversial view of a broad range of contemporary literatures. Anyone interested in the state of world literature today will find the Oxford Guide to Contemporary Writing a fascinating and essential reference book.

Contributors: African Countries Jeremy Harding Arab Countries Robert Irwin Australia Peter Craven Brazil John Gledson Canada Sandra Djwa China Taiwan and Hong Kong Alison Bailey Czech Republic and Slovakia Igor Hjek England James Wood France John Taylor German speaking countries Rhys Williams Greece Peter Mackridge Hungary Richard Aczel India Richard Cronin Ireland Patricia Craig Israel Bryan Cheyette Italy Peter Hainsworth Japan Mark Morris New Zealand Iain Sharp Poland George Hyde with Wieslaw Powaga Portugal Maria Guterres Russia Robert Porter Scandinavia Janet Garton Scotland Kasia Boddy Spain Abigail Lee Six Spanish America Michael Wood United States Wendy Lesser Wales Ned Thomas West Indies Al Creighton **Library Journal** , 1995

International Education Handbook Robert Findlay, 1997 Fully endorsed by Oxford Brookes University this book provides an international directory and handbook of education. Aimed at parents and business executives it provides up to date information on education systems worldwide as well as practical advice and guidance on making the best choice. It also gives a detailed directory of institutions throughout the world. *2004-2005 Guide to Educational Credit by Examination* Jo Ann Robinson, Troy Polite, Nancy Musick, 2004

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