



University of Glasgow | School of Humanities
Sgoil nan Daonnachdan

ARCHAEOLOGY

Level 1 & 2 Handbook

2011-2012

Table of Contents

General Course Information	2
Introduction	2
How The Courses Work	2
How To Progress From Level 1 To Levels 2, 3 And Honours.....	3
Lectures/Practicals/Tutorials.....	4
Secrets To Success.....	4
Frequently Asked Questions	5
Important People To Know.....	6
University Support.....	6
Assessment And Coursework	9
Assessed Coursework	9
Writing Essays	10
Referencing And Bibliography	12
Plagiarism	14
Notebook.....	14
Sitting Exams	15
Data Protection Act	16
Marking Scheme	17
Level 1 Course Descriptions:	
Archaeology Of Scotland	18
Archaeology In The Modern World	19
Level 2 Course Descriptions:	
The Archaeology Of Europe And The Mediterranean.....	20
Analytical Archaeology.....	21
Interpreting Archaeology	22
Field Archaeology In Theory And Practice.....	23
Fieldwork	24
Fieldwork Requirement	24
Fieldwork And Fieldtrip: Safety Instructions For Students	26
Junior Year Abroad	28
Appendix 1 Undergraduate Assessment Feedback Sheet	29
Appendix 2 Fieldwork Approval Form	30
Appendix 3 Receipt Page.....	32
Appendix 4 The University Marking Scheme.....	34
Appendix 5 Academic Dates.....	37

General Course Information

Introduction

Welcome to Archaeology. This handbook will help you successfully negotiate the first two years of an Archaeology degree, whether your final goal is an Honours degree, a Three Year degree or you are studying archaeology as a third option.

Please read this handbook carefully and keep it to refer to throughout the year; it has most of the basic information that you'll need to attend classes, write essays and sit exams – in short, to be successful in University.

The purpose of this handbook is:

- to explain the structure of the various degree options
- to explain the requirements for completing an archaeological course
- to explain the requirements for completing a Three Year degree or progressing to Honours in Archaeology
- to provide outlines and basic reading lists for the courses on offer at Levels 1 and 2
- to provide basic information on writing and submitting assessed coursework
- to provide information on Archaeology and the University

Your responsibilities as a student of Archaeology are:

- to read and refer to this handbook on a regular basis
- to attend lectures and take notes to help you remember what was said
- to read assigned reading, before and between lectures, and anything else related
- to attend tutorials, practicals, labs and field trips
- to complete and submit assigned essays or other coursework on or before the set deadlines
- to sit the exams at the appropriate times of the year

How the courses work

The Archaeology programme is set up to accommodate people with different educational goals in mind.

- Archaeology can be taken in conjunction with many arts and science courses as a first, second or third option during Level 1, and as a first or second option during Level 2. To find out exactly which Archaeology courses are compatible with which other courses, you should ask your Advisor of Studies or consult the University of Glasgow Course Catalogue.
- Archaeology can be taken as part of a designated Three Year degree (MA) or leading to the Archaeological Studies degree (BSc). Building on the level 1 and 2 courses, a level 3 course is available in both the College of Arts and College of Science and Engineering. If you are interested in either of these degrees, you should ask your Advisor of Studies or consult Dr Richard Jones, the Honours and Three Year degree convener in Archaeology.
- Archaeology can be taken as an Honours degree, either on its own, or jointly, with a number of other subjects in the College of Arts or with Geography or Earth Sciences in the College of Science and Engineering, or with Anthropology in the College of Social Sciences.

How To Progress From Level 1 To Levels 2, 3 And Honours

Level 1

If you are interested in an Honours degree in Archaeology, in your first year you must take two Level 1 courses, each worth 20 credits.

These are:

Semester 1	Archaeology of Scotland (20 credits)
Semester 2	Archaeology in the Modern World (20 credits)

None of the courses has any entry requirements. Each course is entirely self-contained and progression to second Level 1 course does not require a pass in the first. However, if you wish to progress to Level 2, you must pass both Level 1 courses at band D or above.

Library skills

The library is your biggest resource, and the librarians should be your best friends. The library offers a number of introductory courses on the layout and use of the library and its contents. We require that you take at least one of these courses, and recommend that you take as many as you can.

Level 2

Provided you have obtained 40 credits at band D or better in both Level 1 Archaeology courses, you may take any Level 2 course in Archaeology. If considering Honours entry, you will need to take 60 credits worth of Archaeology in your second year: this effectively means you have to take both *Archaeology of Europe and the Mediterranean* and *Field Archaeology in Theory and Practice* as well as either *Interpreting Archaeology* (MA students) or *Analytical Archaeology* (BSc students).

The normal level 2 curriculum for MA and BSc students is therefore as follows:

		MA		BSc
Semester 1	20	Archaeology of Europe and the Mediterranean	20	Archaeology of Europe and the Mediterranean
	10	Field Archaeology in Theory and Practice 1 (= Field Archaeology in Theory)	10	Field Archaeology in Theory and Practice 1 (= Field Archaeology in Theory)
Semester 2	20	Interpreting Archaeology	20	Analytical Archaeology
	10	Field Archaeology in Theory and Practice 2 (60 credits)	10	Field Archaeology in Theory and Practice 2 (60 credits)

Please note that Field Archaeology in Theory and Practice extends across both semesters. There is a 10 credit shorter version of the Field Archaeology course in Semester 1, Field Archaeology in Theory, for JYO and other students not wishing to take Archaeology at Honours level.

Level 3 and Honours

If you are planning to continue into Archaeology 3 in the College of Arts, you must obtain 40 credits at level 2 Archaeology at band D or above. If you are planning to continue into the BSc in Archaeological Studies in the College of Science and Engineering, the requirement is 60 credits.

Please note it is not possible to progress directly from Level 3 (non-Honours) to Level 4H (Honours).

Prospective Honours students should note that entry to Honours Archaeology (Level 3H) requires 60 credits at Level 2 normally at an average of band C or above. **You must also have completed a minimum of 3 weeks approved fieldwork experience prior to entry to Honours, which will normally entail attendance at the Field School in the summer between Level 2 and Honours** (see page 24 for details)

Junior Year Abroad

It is possible to spend your third year abroad by participating in one of the exchanges to which the University is a partner. In that case, your entire Junior Honours year will be replaced by the courses attended at the university abroad. If you are interested in doing so, you should organise this during your second year (see page 28 for more details).

Lectures, Practicals And Tutorials

MyCampus will give you the correct and latest information on lecture rooms. Archaeology does not determine their location. There is a Computing Lab (Room 320B) in the Gregory Building used for some practical classes. Finally, there is one large teaching lab (Room 105) in the basement of the Gregory Building also for practical classes. Tutorials can be scheduled anywhere on campus. You will receive detailed information in the handout and locations will be given in MyCampus.

Please note mobile telephones **MUST** be switched off during all classes.

Secrets To Success: How To Track Down An Answer To Your Burning Questions

There are several key sources of information you will need to refer to during the course of the year:

- This handbook.
- The detailed course information, including lecture titles and times, required reading and fieldtrip information, passed out by your course convener at the first lecture.
- The notice boards on Level 2, Gregory Building has posted on it information about fieldtrips, lab and practical assignments, and other time-dependent information. In particular, extra handouts may be pinned to the notice board, for uplift by students.
- All Level 1 and Level 2 courses have their own Moodle for access to information online. The archaeology Moodles can be found at <http://arts.moodle.gla.ac.uk/course/category.php?id=47>

In addition, there are a number of individuals in Archaeology who can help you:

- The Course Convenors
- The Graduate Tutorial Assistants (postgraduates)

However, not everyone knows everything, nor is everyone in their offices all the time. All teaching staff have designated office hours, which are posted a) on their doors and b) on the notice board. **THE BEST WAY OF GETTING IN CONTACT WITH AN INDIVIDUAL STAFF MEMBER IS TO ATTEND THEIR OFFICE HOURS.** Outside these hours, staff will be attending other duties, such as preparing lectures, lecturing, and conducting research. Consequently, if you tackle a staff member in the hall outside of hours, you cannot guarantee that they will have time to talk to you properly. Alternatively, contact them via email or leave a note in their pigeonhole situated outside room 204, Level 2, Gregory Building. Remember to provide them with a means of contacting you if they should need to follow up your note.

Staff are a resource and are there to help, but please be considerate of the time and space of others.

Staff-Student Committee

Students are elected from each of the following categories as representatives on the Staff/Student Committee: Level 1 MA; Level 1 BSc; Level 2 MA and Level 2 BSc. The Committee usually meets once a semester and is chaired by the Head of Subject. All course convenors attend, along with representatives of other Archaeology courses. This is a valuable and important means of two-way communication and provides an opportunity for your voice to be heard. We take very seriously any concerns or issues raised at these meetings.

Frequently asked questions

- Q. *Where does my lecture meet and when?*
A. All lectures are at 12.00 noon, but on varying days and in different locations depending on the course. See MyCampus for a copy of your timetable.
- Q. *When is my essay due?*
A. By **2.30pm** on the day specified. Check your course handout or check with the course convener during their office hours.
- Q. *I can't make the fieldtrip on Saturday, can I make it up?*
A. No, you cannot. These are a compulsory requirement and are not duplicated. However, if you cannot attend either a fieldtrip or a scheduled lab practical for medical reasons, you must present medical evidence and inform the course convenor **before** the fieldtrip or lab is scheduled to occur. Non-attendance for no good cause may lead to you being refused credit for the course.
- Q. *I do not understand the lecture/reading material, who can I talk to?*
A. The Graduate Tutorial Assistants (GTAs) are on hand to discuss any problems you may have in understanding lectures, tutorials or reading materials. In addition, they can offer advice on researching and writing essays, as well as studying for exams. You can also talk to the lecturer concerned.
- Q. *I can't find any books in the library - can I have an extension on my essay?*
A. No. Essay topics are provided at the beginning of the course in order to give you plenty of time to track down references and recall books that are already out on loan. It is your responsibility to allow a minimum of three weeks before any deadline for literature searches.
- Q. *Can I have an extension on my essay?*
A. Not unless you provide medical evidence or have some other serious personal problem. In either event you must talk to the Course Convenor directly and agree a course of action.
- Q. *Can I have a second opinion on my essay?*
A. If you disagree with a mark you have received, or don't understand the feedback comments, bring it back to the person who has marked it and request a more thorough explanation.
- Q. *I can never find a lecturer when I want to.*
A. If you have not successfully found them during their office hours, leave a note in their pigeonhole outside room 204, Level 2, Gregory Building or email them.
- Q. *Do I have to do any fieldwork?*
A. Only if you plan to do Honours Archaeology or Level 3 (non-Honours) Archaeology. Prior to Honours entry or during Level 3, you must have completed at least 3 weeks field experience. If you know you want to do Honours, you are strongly advised to do some field experience during the summer between levels 1 and 2.

Important People to Know

- Your Course Convenor (see course details)
Convenors can help you with decisions about how to progress from one level to another, and whether to opt for Honours or Archaeology 3 (non-Honours). They can also offer advice to students on strategies for study. They can only grant extensions if the written request is accompanied by medical or other relevant evidence.

- Dr Richard Jones (Fieldwork Co-ordinator)
Tel. 0141 330 5371 - email: Richard.Jones@glasgow.ac.uk
Dr Jones is responsible for co-ordinating the volunteer fieldwork opportunities for undergraduate students. In general, he can point you towards dig openings, and he maintains the record of who has dug where and for how long.

- Dr Nyree Finlay (Archaeology Student Disability Contact)
Tel. 0141 330 6873 - email: Nyree.Finlay@glasgow.ac.uk
Dr Finlay co-ordinates disabled students' requirements, such as extra time in exams for students with dyslexia.

Students who have questions about individual courses should approach the individual convenors directly. Students who have more general questions or problems with their studies in general should contact Dr Nyree Finlay or their Advisor of Studies.

University Support

The University provides a number of services to help you during your studies. Details of these are conveniently provided in the Current Students section of the University website. Amongst the most important are:

Advisor of Studies A convenient contact point for a range of university support services, or if you simply want someone neutral to talk to or feel the need for an 'honest broker'.

The Student Counselling and Advisory Service This service is available to all students. If possible you should make contact with them directly for an appointment. Counsellors can help with a wide range of difficulties including loneliness, anxiety, depression, relationship problems, family problems, bereavement, life changes, crises, and so on. More information about the service can be found at: <http://www.gla.ac.uk/services/counselling/>

Student Disability Service The University's Disability Advisor is available to offer advice and support to students with disabilities, including dyslexia. The Disability Advisor makes an assessment of individual requirements and agrees a strategy for access to appropriate services and resources. In particular, your MyCampus record is updated to inform subjects of any action they may need to take in relation to examinations, coursework etc. More information about this service temporarily located at 69 Southpark Avenue, off University Ave, while the usual office at the John McIntyre Building undergoes renovation, can be found at: <http://www.gla.ac.uk/services/disability/>

Policy on Maternity/Paternity Leave There is a University policy covering any student who becomes pregnant during her studies, and students who are about to become fathers. It also covers any student who is the partner (including same sex partner) of someone who is pregnant and expects to be responsible for the child, and any person becoming a parent (e.g. through adoption) of a child.

The policy is available at: http://www.gla.ac.uk/media/media_128109_en.pdf

Each student will be considered individually but there are a number of established measures that can be used in order to enable a student to continue his/her studies. Please contact the Head of Subject for advice.

Careers Service The University Careers Service provides a range of services, ranging from the Job Shop which includes part-time and vacation work opportunities, through to more specific advice about applications, CVs, interviews, etc. as well as more general advice about career options. More information about this service is at:

<http://www.gla.ac.uk/services/careers/>

Student Learning Service The SLS offers study skills advice, guidance and support to all students. If you would like to make your learning techniques more effective, you can attend workshops, which take place regularly in Room 319 of the McMillan Reading Room or contact an Effective Learning Adviser (ELA). Popular topics for discussion include improving essay writing, revision techniques and note-taking. You can find more information about SLS at:

<http://www.gla.ac.uk/sls/> or contact your ELA by email: studentlearning@gla.ac.uk

YOUR RESPONSIBILITIES

We will do all we can to help you succeed in your chosen subjects and to ensure that your experience of Archaeology at degree level is a good one. To do this, though, we need your help.

You must:

- Know what is required of you for each course, in terms of coursework, deadlines etc
- Attend classes. Attendance is not optional - regular attendance is important and is the easiest way for you to keep on top of a course rather than try to catch up afterwards
- Do the work that is set on time
- Tell us when you have a problem or cause for concern

If there are any long term special considerations, such as work, family or any other commitments, or other issues which arise during the course of the year which may impact on your studies and which you would like to have taken into account, please let your Course Convenor know and the Progress Committee will keep a record.

What to do if you are absent due to ill-health or other good cause

A significant absence is defined by the University as:

- an absence of **more than seven consecutive days** during working periods
- an absence of **any duration** if it prevents you from:
 - a. attending an examination, or
 - b. fulfilling any other published minimum requirements for the award of credit (eg. compulsory attendance at a tutorial or laboratory class or meeting a deadline for handing in an assignment).

You must complete a MyCampus absence report for any significant absence. You are recommended to complete an absence report for any absence for which you would like the University to take account of special circumstances regarding your ability to attend university, eg. the cumulative effect of several (non-consecutive) days of absence.

All potentially significant absences should be reported as soon as is practical via MyCampus. The normal submission deadline for the completed absence report is **7 days after return** to university. The Board of Examiners will not necessarily take account of absences reported after this deadline when considering a case for good cause.

If at all possible, absences which will result in non-attendance at examinations should be notified **before** the examination by contacting your Level 1/2 Course Convenor. This should be followed up by completion of the MyCampus absence report.

Submission of Documentary Evidence

Documentary evidence is required for any significant absence. If medical evidence is required, it should be scanned electronically and linked to the MyCampus absence report. It is your responsibility to keep all original documentation and submit it to each relevant subject on request. If you are unhappy about scanning sensitive information into MyCampus, you must submit the original information to your Adviser of Studies, Level 1/2 Convenor, or Head of Subject.

For guidance in detail, refer to the Registry Information at:

<http://www.gla.ac.uk/services/senateoffice/academic/studentpolicies/absencepolicystudents/#d.en.105167> or contact your adviser or the Honours Convenor.

In any event, it is *your responsibility* to make arrangements to catch up with missed classes unless alternatives have been agreed.

Assessment and Coursework

Each of the courses is assessed separately by a mixture of coursework and a short examination in December or May/June, with the exception of Field Archaeology: Theory and Practice (Level 2) which is 100% coursework.

During each course you will be asked to complete and submit various pieces of coursework, including notebooks, essays and lab work. At the end of each course, you will be asked to sit an exam. Your final mark for each course will be based on both assessed coursework and the exam, so failure to submit coursework can have a serious effect on your overall performance. **If you fail to submit AT LEAST 50% of the coursework for a particular course you will not be allowed to sit the examination and will receive no credit for that course (CR).** As indicated above, your ability to progress from one year to the next will be dependent upon your achieving a minimum standard mark.

Regulations for the submission of assessed coursework:

1. It is your responsibility to know what work is required and when it must be submitted.
2. You should note your student number on any coursework, **BUT NOT YOUR NAME** as we apply a system of anonymous marking.
3. You must follow the Harvard system of referencing to acknowledge the source of information and any quotations included in your work. See pages 12 and 13 for detailed information on referencing and bibliographies. You should also attach a detailed bibliography to show your sources.
4. Essays should normally be word-processed and around 1500 words in length. At Levels 2 and 3, hand-written essays are not acceptable and may be penalised.
5. You must submit **TWO** copies of your essay, one will be returned to you with comments; the other will be retained for the external examiner. If you do not submit a second copy, the first will be retained and only a summary feedback sheet returned to you.
6. Archaeology runs a receipt system for submission of essays. When you submit an essay or an assessed piece of coursework, you must fill out **TWO** 'Receipt and Declaration of Originality forms' (copies available from the course web pages) and securely fasten both copies to the written work before submission via the post box outside Room 101, 1 University Gardens.
7. Assessed coursework must be posted into the appropriate slot in the post-box located outside Room 101, 1 University Gardens by **2.30pm** on the specified submission date. After the deadline, essays will be removed from the box with the receipt page and given a date stamp. One receipt will be retained by the office; the other should be collected by you as evidence of submission.
8. Submission dates are fixed and must be met. Extensions are not permitted. New deadlines can only be given in exceptional circumstances and only by the Course Convenor. Late submissions will be penalised in accordance with the University regulations and this will be indicated on returned coursework:

Up to 5 working days: 2 secondary bands per day. For example, this means a B3 grade will become C2 if submitted one day late.

More than 5 working days: Grade H awarded (zero)

It is clearly important to avoid penalties, so you must see the Course Convenor (and/or your Advisor of Studies) as soon as you anticipate a problem. Coursework which is late must be accompanied by documentary evidence to support mitigation. Note that the University regulation stipulates a **maximum deferral of the deadline of 3 days.**

If the piece of work is not submitted prior to coursework being marked and returned to the remainder of the class, and the Course Convenor determines that there is a justifiable case for mitigation, normally an equivalent new piece of coursework with a new deadline will be set.

9. Work showing signs of collusion or plagiarism will be dealt with severely (see page 14). It will normally receive a mark of Grade H. Excessive unattributed quotation from any source will be penalised.

Getting coursework back

After you submit your essay, it will be marked by either a lecturer or your tutor. Depending on the course, the essay will either be returned during a tutorial or be available from the Course Convenor. A Student Assessment Feedback form will be returned (Appendix 1) which serves to summarise the comments of the marker, including elements such as organisation, grammar and coherence of your arguments. If you wish further feedback you should make arrangements to discuss your work with the convenor, especially if the mark was poorer than you expected and you would like advice for improvement. The second copy of your essay will be kept for consultation by the external examiner (an examiner from another University who moderates the marks at the end of the academic year and who also reviews examination marks).

Writing Essays

Successful essay writing is a skill. It's not enough to know a lot about a subject: you also have to be able to answer specific questions about it which may require you to analyse a problem, develop an argument, express a range of ideas – your own and those of others – and draw appropriate conclusions. Inevitably you will find different subjects (and different people!) emphasise different aspects of essay writing, but the following are some general guidelines.

1. Answer the question!

You are never asked "tell me all you know about X", but that's how many essays read. Part of the skill in writing an essay is in putting what you know to good use. What is the subject area? What particular aspect(s) are you asked about? What precisely are you being asked to do ("discuss ...", "evaluate ...", "compare ...", "describe ...", "illustrate ...")? If you just write about the subject area, you aren't answering the question and won't get the credit you would have got had you focussed on the aspects you were asked about.

2. Make a plan

Hopefully you'll have lots of ideas and information to hand, but you'll need to structure your essay to ensure the reader will be able to understand your answer and a plan will help you be sure you've answered the question. A plan often starts out as a list of ideas, phrases, points, examples etc, usually with lines linking bits that seem related. Different people have different ways of doing this, so do whatever makes sense to you – but do it! In the process, a structure for answering the question should become apparent – which are the main points or issues, and which are minor or supporting points? You can then see which points don't have supporting points, or need an example, more research or whatever, and add to the plan accordingly. It can often be useful to think of a 'hook' to hang your answer on – what is your basic argument going to be? You can then figure out how you're going to support it.

(In an exam, the plan can also come in useful if you run out of time – the examiner will be able to see the ground you would have covered and can give some credit for this).

3. Write the essay

You should probably treat your first attempt as a rough draft rather than assume you will write the finished article first time round (though in an exam you won't have this luxury!). Essays will always have the following elements, though there are no hard and fast rules about the contents:

- **Introduction** (*how are you going to approach the question?*).
This sets the scene and as such it is very important, but should be short and concise. If the question raises a specific problem you might explain and clarify it to show you understand it, or you might explain the direction the essay is going to take in answering the question.
- **Main Body** (*the information and arguments you use to answer the question*).
Here is where the meat of the essay goes, but it's all too easy to ramble aimlessly without a clear structure for both writer and reader. Consider using sub-headings based on the points you identified in your plan. You need to develop your points or arguments clearly and back them up with examples or cases where necessary. Try to make sure each point is dealt with clearly – one main point per paragraph is one way, followed by any sub-points and necessary elaboration – and then move on to the next main point. It's best to try to link paragraphs to keep the argument flowing – words like "As a result ...", "Consequently ...", "Alternatively ...", "However ...", "First ...", "Secondly ...", "In addition ...", and so on, can be useful.
- **Conclusion** (*draws everything together and shows how you've answered the question*).
Like the Introduction, this is very important, but should be short and concise – after all, you've presented the arguments in the body of the essay (haven't you?). You might re-state your answer to the question to make sure the reader has understood, perhaps by summarising the main points that you've made and emphasise the way they answered the question. You might also want to add something about areas or questions which need more research.
- **References or Bibliography** (a list of books, etc you've used in preparing the essay).
This is where you list the books, articles, and websites you've used – failure to do this may lead to accusations of plagiarism or copying, so it's best to be honest. It also saves a lot of time because it allows you to reference someone else's work as justification for a point you're making without the need to repeat it in detail. You'll see how it's done in the works you read, and some instructions are on pages 12 and 13.
- **Back-up your computer work:** No computer system is entirely reliable so you must back-up your files. You should not use 'automatic save' commands, as there is a risk of saving the wrong material at the wrong time. Save files frequently and make back-up files at end of each session on a PC. Save your work on at least two media, eg network-drive and portable memory device. It is also sensible to keep a hard-copy back up. We will not accept lost or stolen work as an excuse for late or non-submission of coursework.

4. Style

The main problem with essay writing is that there is no one correct way of doing it. As long as you present a logical answer to the question, most of the rest is down to style, which is a personal matter to some extent and develops over time. That said, some general points to ease your way include:

- Present the points in your essay in an order which makes logical sense (refer to your plan!).
- Make sure you include the points you think are the most important in answering the question. Everything you include must be relevant.
- Facts alone are not enough, you must use them to answer the question. That said, you must support your points, not simply assert them. You need to balance information and analysis.
- Avoid using the first person as a rule ("I", "we", "you") – use the third person in general.
- Use a word processor. You can easily move things round if points don't fit first time, but spend time afterwards ensuring the essay doesn't read as a mishmash of cut and pasted snippets.
- Remember as you write that someone else will be reading this without the benefit of you being there to explain what you mean. Is what you say clear? understandable? logical? coherent? rational? If not – re-write it! You'll lose marks if it can't be easily understood.
- Always edit the essay afterwards. If you can, come back to it a couple of days later – you'll always find problems you hadn't spotted before and can correct them before it's too late.

5. And Finally... always remember

- Write out the question at the top of the essay, rather than invent a jazzy title – it helps focus on the subject.
- Answer the question – not the question you wish had been asked
- Pay attention to structure. It's important to organise your answer so that it deals clearly and logically with all aspects of the question – using subheadings can help.
- Don't make sweeping statements or generalisations without supporting them.
- Always reference quotes and statements made by others, otherwise it could constitute plagiarism.
- Always proof-read your essay – use the word processor's spell checker; make sure sentences are sentences, check capitalisation of letters, punctuation etc. It all helps to make a good impression.

REFERENCING PROCEDURES FOR ALL COURSEWORK (HARVARD SYSTEM)

Most written work for undergraduate courses of all levels of study, whether essays, project papers, or Honours dissertations, will be based in whole or in part on the published research and interpretations of other people. Where any of this work is directly quoted, or specifically referred to, the source must be properly acknowledged by the inclusion of references in the text, which are expanded in the References listed at the end of the piece of work.

For Archaeology coursework and dissertations you are required to use the Harvard referencing system. Footnotes are not acceptable. You can find a detailed and helpful explanation of the Harvard system in the Leeds Metropolitan University e-booklet *Quote, Unquote* which is available on-line here:

http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf

It is highly recommended that you look through this booklet, and examine the sample bibliography on page 13. If you have a specific question (eg 'How do I reference a map?'), look it up in the index at the back. Note that, as it says, there are several slightly different versions of the Harvard system. We strongly recommend you use the format we give below, but the important thing is to be consistent, and to make sure that the necessary information is there.

For more information and useful links, see:

<http://www.gla.ac.uk/departments/archaeology/currentstudents/referencing/>

In-text Referencing (Citing)

Incorporate your references into the main text within brackets, in the form of author's surname, date of publication and the number(s) of the page(s) to which you are referring: eg (Morrison 1996, 42). If the author's name forms part of the sentence, then just include the date and page: '... as recent study has shown (Richards 1996, 320)'; but: 'As Richards (1996, 320) has shown ...'. What you are doing here is giving the minimum information that is required to locate the full details of the source in your list of references. The requirement to give page numbers means that when you are reading and taking notes, you should also note the page number.

If a work has two authors, both names are given in the text reference: eg '(Blake and Knapp 2005)'. If it has three or more, you name the first and add '*et al.*' (short for *et alii* meaning 'and others'): eg (Housley *et al.* 2004). However, in the list of references you should list all the names of the authors of such publications (see below).

List of References

The main purpose of the List of References is to show, in compact form, what material you have used in preparing your piece of written work. However, you should not pad this out with works that you have not consulted, or works which you have consulted but which turned out to be irrelevant.

All references should be laid out in a single list (don't subdivide the list by book, journal, website, etc). The references should be alphabetical by author; where there are several items by the same author those items should be in chronological order.

The following general conventions should be observed:

- Titles of books and journals are put in italics
- 'Editor' is abbreviated to '(ed.)', 'editors' to '(eds)' and 'edition' to 'edn'
- Paper titles are never put in italics: the underlying rule is that you should be able to find an italicized title in the library catalogue. **Books:**
Author's surname followed by initial(s), date of publication, title of book (in italics), edition if more than one, place of publication, publisher. If the volume is an edited one, this should be indicated by inserting '(ed.)' or '(eds)' immediately after the name(s) of the editor(s).

Blake, E., and Knapp, A.B. (eds). 2005. *The archaeology of Mediterranean prehistory*. Oxford, Blackwell.

Morrison, A. 1996. *Dunbeath: a cultural landscape*. Glasgow, Dunbeath Preservation Trust.

Articles in journals:

Author's surname followed by initial(s), date of publication, title of article, name of journal (in italics), volume number, first and last pages of the article.

Housley, R.A., Ammerman, A.J., and McClennen, C.E. 2004. That sinking feeling: wetland investigations of the origins of Venice. *Journal of Wetland Archaeology* 4, 139-153.

Richards, C. 1996. Henges and water: towards an elemental understanding of monumentality and landscape in Late Neolithic Britain. *Journal of Material Culture* 1, 313-336.

Papers in edited books (i.e. books which contain papers by various different authors):

Author's surname followed by initial(s), date of publication, title of paper, the word 'In:', surname(s) and initials of editor(s), '(ed.)' or '(eds)', title of book (in italics), edition if more than one, place of publication, publisher, first and last pages of paper. Note that you should normally cite the specific paper, not the whole book. Note that it is not necessary to repeat the year of publication for the book, as that date is the same one as for the article.

Knapp, A.B. 2006. Orientalization and prehistoric Cyprus: the social life of oriental goods. In: Riva, C. and Vella, N.C. (eds), *Debating orientalization: multidisciplinary approaches to change in the ancient Mediterranean*, London, Equinox, 48-65.

WEB REFERENCING

Referencing web sites is notoriously tricky, not least because there are no page numbers, things tend to come and go, and sometimes the author is not known (although particularly in the latter case you should ask serious questions about the reliability of the information provided). Note how the URL is always included in the Reference list, but not in the citation. In general the more information you provide in your List of References, the better.

For an article in an internet journal:

Citation in the text: '(Cumberpatch 2000)'

Reference: Cumberpatch, C. (2000) People, things and archaeological knowledge: an exploration of the significance of fetishism in archaeology. *Assemblage* 5
(<http://www.shef.ac.uk/~assem/5/cumberpa.html>)

For a website or webpage (not dated in this example):

Citation in the text: '(Hirst n.d.)'

Reference: Hirst, K. n.d. Ethnicity: why archaeology is a semi-soft science
(<http://archaeology.about.com/science/archaeology/library/weekly/aa110297.htm>). Last viewed: 16/05/2008.

Plagiarism

Plagiarism is the theft of someone else's ideas, words, or data, and the attempt to pass them off as your own. In the process, it may appear that something is your own idea whereas it has in fact been derived from someone else. Archaeology, as well as the University as a whole, takes a very dim view of plagiarism, whether intentional or unintentional. It may result in the work being given a zero mark – in a severe case, it may become a disciplinary matter and referred to the Clerk of Senate for action under the University Code of Discipline. Suspected cases will be investigated and dealt with by the Head of Subject as required by the University Regulations.

Plagiarism typically involves copying passages from books, articles, or web sites without acknowledging the source or using quotation marks where appropriate. It can also consist of using an author's form of expression without appropriate acknowledgement, perhaps modifying words to try to disguise the fact. Copying from another student's work is plagiarism, and so is making your material available to someone in the knowledge that they will use it in this manner. You can also self-plagiarise when you use work you have already submitted for another assessment a second time.

In the examples below, (1) is an original quote, (2) is a plagiarised version, and (3) avoids plagiarism. As you can see, plagiarism can be a somewhat grey area as it isn't just a matter of copying verbatim – in (2) the words have been moved about and slight changes made, but it is still recognisably derived from the quote in (1). The golden rule is simply: if in doubt, source it. Bear in mind, however, that an essay which simply consists of sourced quotes stitched together isn't a suitable alternative to writing in your own words, drawing on sources to support your points where appropriate.

1.	2.	3.
"Archaeology is basically about three things: objects, landscapes, and what we make of them, now and for the future. Archaeology is quite simply the study of the past through material remains and with that activity come responsibilities" (Gamble 2001, 218)	What is archaeology? Archaeology is simply the study of the past through the material remains, focussed around three things: landscapes, artefacts, and what we make of them, both in the present and in the future.	What is archaeology? As Gamble points out, archaeology is about three things: objects, landscapes, and what we make of them. Archaeology is the study of the past through its material remains – however, "with that activity come responsibilities" (Gamble 2001, 218).

Gamble, C. 2001 *Archaeology: The Basics*, London: Routledge.

If you submit work which was carried out as part of a group, it should still be your own work that is submitted unless the instructions clearly state otherwise. Illustrations and photographs etc produced by another member of the group should clearly be identified as such.

More information on plagiarism can be found at: <http://www.gla.ac.uk/plagiarism/>

If you have any concerns, talk to the course convenor in the first instance.

Notebook

A number of the Archaeology Level 1 and 2 courses - but **NOT** all of them - require you to keep a notebook. The courses which do so will make this explicitly clear to you from the outset (see for instance the course handouts elsewhere in this handbook). If applicable, the notebook relates to the practicals and fieldtrip(s) of the course concerned. It will be part of the assessment of these courses and it will thus count towards your final mark. This note sets out what is expected from your notebook and provides advice for making entries in it. It is imperative that you consult the course handout for the specific requirements for each individual course, as some courses require results of practical work to be submitted immediately.

Purpose

Archaeology is above all else the study of the human past through an examination of material remains and the notebook provides a vehicle for your engagement with those remains. In it you should record your observations and your conclusions about what you see.

Contents

You will be expected to make entries for each of the practicals and the field trip(s). You should not attempt to write down every detail you see, because it would be impossible to record every aspect of what you see. In this exercise there are no 'right answers'. What we will be looking for is your willingness and ability to consider the things you encounter in *a thoughtful way*.

The intention behind the notebook is to encourage you to both pay attention to what you see and reflect upon it, not least so that you will be able to participate in the tutorial sessions. Fundamentally, the entries in the notebook should be made while you are in the field, the lab or the museum, although it is certainly possible to augment your initial observations with further reflections entered once you get home.

Please do not be afraid to sketch in the notebook, as sketching provides the best way of making a quick record of relationships and forms. Do not worry about how pretty the drawings are -you will *not* be judged on the artistic merit of your drawings, rather we will be evaluating the relevance of what you choose to represent.

Format

The notebook should be bound either A5 or A4 size -*not* spiral or loose-leaf. You may choose ruled, graph paper or plain unruled pages. Unruled or graph paper are best for making sketches. ***Do not forget to put your student number on the front.***

Submission

The notebook must be submitted soon after the final practical or fieldtrip at the deadline specified for each course. For lateness, the same penalties apply as for essays. If you have missed a practical or fieldwork for which you should have made an entry in your notebook, you cannot make this up by looking up publications on the topic or site since you will not be observing yourself – which is what the notebook is all about. You should warn your course convener in such a case.

Fieldtrips

A number of courses include fieldtrips, some of which may be aimed through a notebook (see above). In **ALL** cases, however, whether assessed or not, participation in the fieldtrips is compulsory, and it is not possible to attend an alternative fieldtrip. Failure to attend without good cause may result in credit being refused for the course concerned.

Sitting exams

At Levels 1 and 2 each course is examined at the end of the semester in which it is taught - December or April/May. It is your responsibility to consult University notice boards to establish the time and place of your exams. If you fail to achieve a band D or above for the course, you will generally be eligible to resit the exam in August. You may not, however, resubmit coursework and you may **not** receive better than a D grade (10 grade points) as a result of this second exam sitting. This does not apply if you are sitting a rescheduled exam for the first time.

Please note that you may only take the exam if at least 50 % of the coursework has been submitted. **Failure to submit at least 50% of the coursework will result in credit being refused (CR) for that course.** If you have completed sufficient coursework but fail to sit the examination for anything other than medical or similar reasons, credit will be withheld (CW) until you sit the exam at the next available sitting.

Free copies of past exam questions are available from the main Library. The University's exam papers from 1999 to 2010 are available in electronic format at <http://eleanor.lib.gla.ac.uk/search~S3/>. When studying for exams it is always important to use your common sense: ALWAYS balance past exam questions with your up-to-date lecture notes.

The Data Protection Act 1998

Data Subject Access Requests

The Data Protection Act 1998 entitles an individual, called the Data Subject, to enquire as to whether personal data about themselves is held in structured and relevant filing systems by the University and, if so, what that information is, the purposes for which it is being held, and its source. This process is called a Data Subject Access Request. A simplified version of a Data Subject Access Request is available where the Data Subject just requires copies of examination scripts, together with any associated coversheets and the comments written thereon.

All potential Data Subject Access Requests must be directed to the University's Data Protection Officer [DPO] (contact details below) to ensure that all requirements of the Data Protection Act 1998 are met.

Data Protection Officer
Room 527A, Level 5
Gilbert Scott Building
University of Glasgow
Tel. 0141 330 3111

The DPO will then contact relevant organisations within the University in the search for information on the Data Subject. To enable a search to be made it is essential that the Data Subject supply accurate and detailed information to both identify themselves and locate the relevant personal data held by the University. All Data Subject Access Requests must be made in writing, together with evidence of identity, by completing either the Data Subject Access Request Form or the Data Subject Access Request [Examinations Information] Form, as appropriate, and include payment of the £10 fee.

For further information, please consult: <http://www.gla.ac.uk/services/information/dpa/>

Levels 1 and 2 Marking Scheme

Primary Grade	Secondary Band	Descriptive guidelines
A	1	Excellent work which evaluates a range of archaeological evidence and covers all relevant points in a well-formulated discussion. Correct referencing.
	2	
	3	
	4	
	5	
B	1	Good piece of work which answers the question well by covering the main issues involved and referring to a reasonable body of archaeological evidence. Correct referencing.
	2	
	3	
C	1	Solid piece of work which discusses a wide range of archaeological evidence but contextualises this poorly. Alternatively: demonstrates a good grasp of the topic but provides little supporting evidence. Referencing largely correct.
	2	
	3	
D	1	Basic piece of work which presents some relevant archaeological evidence, albeit with errors. Limited familiarity with the topic. Errors in referencing.
	2	
	3	
E	1	Poorly structured piece of work which presents only few items of archaeological evidence and which poorly considers the question. Poor referencing.
	2	
	3	
F	1	Entirely unstructured piece of work, which is both rambling and of little relevance to the question. Few or no references.
	2	
	3	
G	1	Minimal attempt and largely irrelevant.
	2	
H		Not submitted.

For more details of the general characteristics of the different grades see Appendix 4 (page 34) and for a fuller explanation of the Code of Assessment see <http://www.gla.ac.uk/services/senateoffice/academic/policies/schedulec/>

THE ARCHAEOLOGY OF SCOTLAND
Level 1, Course code: ARCH1001
Credits: 20

Course convener: Professor Stephen Driscoll
Tel: 0141 330 6114; email: Stephen.Driscoll@glasgow.ac.uk

Aims

This course introduces a substantial body of knowledge about Scotland's past from the earliest human habitation until the modern era. It will provide an understanding of the cultural evolution of Scotland in order to enrich a general understanding of the history and culture of Scotland. It will introduce methodologies and principles which underpin archaeological knowledge in Scotland and beyond.

Learning Outcomes

Having completed this course, students should:

- Understand the contribution of archaeological evidence for Scottish history through the experience of working with primary data during fieldtrips and museum sessions.
- Appreciate the indigenous characteristics of Scotland's material heritage, which you will explore through the essay.
- Recognise the significance of archaeology for interpreting Scotland's cultural development and its contacts with the wider world, which will be assessed by the examination.
- Demonstrate a basic understanding of the key archaeological methods and techniques.

Course Content

The course will provide a survey of the archaeology of Scotland from the earliest human occupation to the 20th century. It is organised chronologically into a sequence of themes, which are linked into the main course texts.

Progression - This course is a prerequisite for entry to Honours archaeology. It may be studied in either the first or second year.

Course structure

The course is taught through lectures, plus a mix of practical sessions, seminars and 2 Saturday fieldtrips. The lectures will be held twice a week. The practical sessions and tutorials will be held in every week so each week the student will have two lectures and another meeting.

There will be **two** field classes held on Saturdays in October and November (exact dates to be announced). The field classes are **not** optional.

- Kilmartin Glen, Argyll - focusing on the prehistoric landscape and early medieval monuments.
- Glasgow Cathedral, the Antonine Wall at Rough Castle, Linlithgow Palace and Cairnpapple Hill.

The field classes and the practical sessions will be assessed via on-line worksheets.

Assessment Overview

The mark for this course will be determined as follows:

50% from an examination (1½ hours long); 20% from the essay (1500 words) and 30% from two worksheets based upon fieldtrips & practical sessions

Timetable

Lectures will take place at 12.00 noon Tuesdays and Thursdays (Semester 1) in rooms to be announced. Practical classes will meet Mon – Fri at 2.00-3.00pm, 3.00-4.00pm and 4.00-5.00pm. Fieldtrips will leave from the Main Gate at 9.00am on designated Saturdays.

Reading

The set texts for this course include booklets published under the Making of Scotland banner by Birlinn and Historic Scotland.

Kevin Greene and Tom Moore 2010, *Archaeology: an Introduction*, London: Routledge, 5th edition.

John Hunter and Ian Ralston (eds) 2010 *The Archaeology of Britain an Introduction from the Earliest Times to the Twenty-first Century*, London: Routledge, 2nd edition.

**ARCHAEOLOGY IN THE MODERN WORLD
Level 1; Course code: ARCH1002
Credits: 20**

Course convener: Dr Michael Given
Tel: 0141 330 6553; email: Michael.Given@glasgow.ac.uk

Aims

How does archaeology affect society? Why is archaeology important in the modern world? This course introduces the theory, practice and responsibilities of archaeology. In exploring these themes, we consider the role of governments, the general public, the popular media, museums, the antiquities trade, and archaeologists. We will also explore how archaeology is practiced and presented to the public, and the implications this has for the ways in which archaeology has been used as a tool for creating communities, identities and legitimacy.

Intended learning outcomes

By the end of the course students should be able to:

- evaluate the relevance of archaeology to contemporary society;
- identify and evaluate current issues that impact archaeological practice;
- critically assess the factors that influence our interpretation and understanding of the archaeological record.

Progression

This course is a prerequisite for entry to Level 2 Archaeology.

Course content

The major themes are: What is archaeology?; Recovering the Past; The Politics of the Past; and Presenting the Past

Course structure

The course is taught through lectures, plus tutorials and practical sessions. In any one week, a student will typically have 2 lectures, and either a practical, tutorial, or seminar.

Assessment

One 1½ hour examination in April/May with resit in August (50%); one essay related to the seminar (25%); two worksheets (25%). There are no exemptions from the degree examination and deadlines for the submission of written work are strictly adhered to.

Timetable

The course will run for 11 weeks in the second half of the session (Semester 2). Lectures are on Tuesdays and Thursdays at 12.00. Practicals, tutorials, and seminars are on Monday, Tuesday, Wednesday, Thursday or Friday afternoons depending on availability. See the notice board and course Moodle for times and further information. There is one Saturday field trip held towards the end of the course.

Reading

Gamble, C. 2007. *Archaeology: the basics* (2nd rev edn) London: Routledge.
Greene, K. and Moore, T., 2010. *Archaeology: an introduction: the history, principles and methods of modern archaeology* (5th edn), London: Batsford
Renfrew, C. and P. Bahn 2008 *Archaeology: Theories, Methods and Practice* (5th edn), London: Thames & Hudson.

THE ARCHAEOLOGY OF EUROPE AND THE MEDITERRANEAN

Level 2; Course code: ARCH2004
Credits: 20

Course convener: Dr Ewan Campbell
Tel: 0141 330 3626; email: Ewan.Campbell@glasgow.ac.uk

Aims

The aims of this course are:

- to introduce students to the key themes of European and Mediterranean archaeology;
- to situate these themes in a broad regional and chronological framework;
- to train students in transferable as well as more specifically archaeological skills
- to provide an archaeological framework for other level 2 courses.

Learning Outcomes

By the end of this course, students will:

- be able to outline the central themes of European and Mediterranean archaeology;
- have an understanding of the processes behind, and the outcomes of, large-scale and localised social and economic transitions in European and Mediterranean prehistory and historical periods;
- be able to assess critically different archaeological interpretations of problems in understanding the past;
- have developed organisational and academic skills to present arguments in written work;
- have begun to develop oral, organisational and interpersonal skills to sustain and defend arguments in presentations and group discussion on prescribed topics.

Progression

This course is a requirement for progression to Honours Archaeology.

Course Content

This course is organised thematically in four major blocks. These will respectively focus on the transition from mobile to sedentary life, the growth of complex societies, colonialism and culture change, and the birth of the Medieval world. Following a broad chronological order, all lectures will focus on significant instances and developments within these themes across NW Europe and the Mediterranean, highlighting particularly prominent sites and regions.

Course Structure

22 lectures, 4 seminars and 2 practicals.

Assessment

Two 1500 words essays, worth 25% of the final result each; and a 1 hour 30 min exam in the December diet, worth 50%.

Timetable

The course will run in semester 1 for 11 weeks. Lectures will take place on Wednesdays and Fridays at 12.00 noon.

Reading

- Champion, T., Gamble, C., Shennan, S. and Whittle, A. 1984. *Prehistoric Europe*. London, Academic Press.
- Akkermans, P.M.M.G. and Schwartz, G. 2003. *The archaeology of Syria: from complex hunter-gatherers to early urban societies (ca. 16,000-300 BC)*. Cambridge, Cambridge University Press.
- Sagona, A. and Zimansky, P. 2009. *Ancient Turkey*. London, Routledge.
- Hodges, R., and Whitehouse, D. 1983. *Mohammed, Charlemagne and the origins of Europe*. London, Duckworth.
- Huskinson, J. (ed.) 2000. *Experiencing Rome: culture, identity and power in the Roman empire*. London, Routledge.
- Randsborg, K. 1991. *The first millennium AD in Europe and the Mediterranean*. Cambridge, Cambridge University Press.

ANALYTICAL ARCHAEOLOGY

Level 2; Course code: ARCH2003

Credits: 20

Course convener: Dr Richard Jones, Tel: 0141 330 5371; email: Richard.Jones@glasgow.ac.uk

Aims

The aims of this course are to:

- provide students with a scientific perspective on archaeological data and their interpretation;
- train students in transferable as well as more specifically archaeological skills;
- provide students with an introduction to the key developments in archaeological thought;
- introduce students to a series of key themes in contemporary archaeological practice.

Learning Outcomes

By the end of this course, students will:

- have an understanding of the underlying purpose of using science in archaeology and of relevant scientific principles;
- have gained a knowledge of how to interpret scientific data in an archaeological context;
- be able to acknowledge the plurality of interpretations in archaeological analysis;
- understand the effect of different theoretical positions on interpretation and analysis;
- have developed organisational and academic skills to present arguments in written work.

Progression - This course is a requirement for progression to BSc Honours Archaeology.

Course Content

This course is composed of two parts: *Scientific Archaeology* and *Archaeological Thought and Thinkers* (shared with Interpreting Archaeology). Analytical Archaeology is designed for BSc students.

Scientific Archaeology considers archaeological science and puts it into an archaeological perspective. Through a series of exemplary case studies, the course examines the manner in which science has contributed to the understanding of: the natural environmental setting and dating of archaeological sites; subsistence in the past; and technology and trade in the past.

Archaeological Thought and Thinkers is an introduction to the development of archaeological thought, and focuses on several of the key individuals that have shaped interpretation within the discipline. Charting the theoretical foundation of archaeology from the antiquarians to the present day, a series of case studies demonstrate how intellectual shifts in understanding the past map onto site interpretations and the factors that govern how interpretations change and reflect contemporary concerns.

Course Structure - 22 lectures and accompanying tutorials and practicals.

Assessment

1. Two worksheets (12.5% each). These relate to Scientific Archaeology.
2. Essay (1500 words) (25%). The essay relates to Scientific Archaeology.
3. Written examination in May (50%); this will include both parts of the course.

Timetable

To be taught in semester 2, normally two hours per week. This course cannot be taken in conjunction with Interpreting Archaeology.

General reading for Scientific Archaeology

Andrews K and R Doonan, 2003 *Test tubes & trowels: using science in archaeology*. Stroud: Tempus.

Bowman S, 1991 *Science and the past*. London: British Museum.

Renfrew C and P Bahn, 2004 *Archaeology: Theories, Methods and Practice*. 4th edition, London.

Henderson, J., 2000, *The Science and Archaeology of Materials: An Investigation of Inorganic Materials*. London & New York: Routledge.

Zangger E, 2002 *The future of the past: archaeology in the 21st century*, London: Phoenix.

Jones A 2002 *Archaeological Theory and Scientific Practice*. Cambridge - see Chapter 6.

Evans JG 1999 *Land and archaeology: histories of environment in the British Isles*. Stroud: Tempus.

Fleckinger A, 1999 *The Iceman*. Bolzano.

INTERPRETING ARCHAEOLOGY

**Level 2, Course code: ARCH2005
Credits: 20**

Course convener: Dr Kenny Brophy
Tel. 0410 330 4339; e-mail Kenny.Brophy@glasgow.ac.uk

Aims

The aims of this course are to:

- provide students with an introduction to the key developments in archaeological thought;
- introduce students to a series of key themes in contemporary archaeological practice;
- examine the relationship between archaeological data and current interpretative stances.

Learning Outcomes

By the end of this course, students will:

- be able to acknowledge the plurality of interpretations in archaeological analysis;
- understand the effect of different theoretical positions on interpretation;
- be able to critically assess the contemporary relevance and place of archaeology;
- have developed organisational and academic skills to present arguments in written work.

Progression

This course is a requirement for progression to Honours Archaeology (MA).

Course Content

This course is composed of two elements: *Archaeological Thought and Thinkers* (shared with *Analytical Archaeology*) and *Archaeology in Context*. An introduction to the development of archaeological thought, the first element focuses on several of the key individuals that have shaped interpretation within the discipline. Charting the theoretical foundation of archaeology from the antiquarians to the present day, a series of case studies demonstrate how intellectual shifts in understanding the past map onto site interpretations and the factors that govern how interpretations change and reflect contemporary concerns.

The second component, *Archaeology in Context*, explores a number of critical interpretative issues within archaeology as a contemporary practice such as how we understand material culture. Here the focus is on how we do archaeology and the methodological and theoretical strategies we use for understanding the past. The second part of this element considers how archaeology interfaces with the contemporary world. Topics covered in this component include time, space, landscape, people in the past, forensic archaeology and how the archaeological record is formed.

Course Structure

There are 22 lectures and seven small group/seminar sessions, taught over 11 weeks.

Assessment

The course is assessed through coursework and an exam. The coursework consists of a 1500 word essay (worth 20% of the entire course grade), a worksheet (20%), and seminar-based assignments (10%). The written examination is worth the remaining 50% and lasts 1 hour 30 minutes. The exam takes place in May/June with a resit examination in August.

Timetable

This course will run in semester 2, 2 hours per week, plus seminars. This course cannot be taken in conjunction with Analytical Archaeology.

Recommended reading

Gamble, C. 2001 *Archaeology: the basics*, London: Routledge.
Trigger, B. 1989 *A History of Archaeological Thought*, Cambridge, Cambridge University Press
Johnson, M 2010 *Archaeological Theory. An introduction*, 2nd edition, Wiley-Blackwell

FIELD ARCHAEOLOGY IN THEORY AND PRACTICE

Level 2

Course code: ARCH2002, Credits: 20

Course code: ARCH 2001, Credits: 10

Course convener: Dr Chris Dalglish
Tel: 0141 330 4194; email: Chris.Dalglish@glasgow.ac.uk

Aims

The aims of this course are:

- to introduce students to the history of field archaeology;
- to examine key developments in field archaeology, using selected field projects and field archaeologists as examples;
- to introduce students to the structure and organisation of field archaeology in the 21st century;
- to provide students with practical experience as a means of introducing the methods and techniques of field archaeology.

Learning Outcomes

By the end of this course, students should be able to:

- demonstrate a knowledge of the history of field archaeology;
- critically assess the relationship between theory and practice in field archaeology;
- demonstrate an understanding of the structure and organisation of field archaeology in the twenty-first century;
- demonstrate a critical understanding of field methods and techniques and of their appropriateness in different circumstances;
- demonstrate competence in key practical skills necessary for the participation in field archaeology projects.

Progression

This course is a requirement for progression to Honours Archaeology.

Course Content

The first part of this course will ask the question 'what is field archaeology?' We will explore the history of archaeological fieldwork from the earliest antiquarian studies through to the present day, using particular projects and archaeologists as examples of general developments in theory and practice. After this exploration of the history of the subject, the course will explore contemporary practice: the nature of archaeological projects in the 21st century; the philosophies which underpin field practice; the methods and techniques field archaeologists employ; the structure and organisation of modern field archaeology; current debates about the future of field archaeology.

The second part of this course comprises a series of practical classes which take place both indoors and outside. Through these practical classes, you will undertake your own project investigating a real archaeological site. You will engage in a range of practical, hands-on exercises, learning many of the methods and techniques employed in contemporary field archaeology.

Course Structure

The first part of the course (in Semester 1) consists of one lecture per week and three tutorials (in weeks 4, 6 and 8 of the course). The second part (in Semester 2) consists of one practical class per week; each practical class lasts for approximately 2½ hours.

Assessment

One essay (25%) and two worksheets (12.5% each) in Semester 1; a portfolio of practical work (25%) and a field project report (25%) in Semester 2. There is no examination for this course: assessment is based entirely on coursework.

Timetable

To be taught in semester 1 (1-2 hours per week) and semester 2 (2-3 hours per week).

Reading

The following texts are recommended as good starting points for reading on this subject:

- Bowden, M (ed) 1999 *Unravelling the landscape*, Stroud: Tempus
Carver, M 2009 *Archaeological Investigation*, London: Routledge.
Lucas, G., 2001 *Critical Approaches to Fieldwork*, London: Routledge.
Roskams, S. 2001 *Excavation*, Cambridge: Cambridge Manuals in Archaeology.

Fieldwork

Fieldwork Requirement

Archaeology is a field-based discipline, which means that a vital part of your education will be to learn the skills and strategies of survey and excavation. In addition, you will also be asked to gain experience in handling archaeological materials, whether they be ancient tools and art pieces, abandoned buildings, or the remains of meals. Consequently, any student who wishes to progress to an Honours degree in Archaeology must be prepared to spend a significant period of their time on digs, in labs and in museums, learning the trade. Further, this experience must be acquired **outside** semester time, and so anyone wishing to complete an Honours or Three Year degree must be prepared to spend at least three to four weeks during each summer volunteering on an excavation, for a museum or for Archaeology in one of the labs.

Note that students doing Level 1/2 Archaeology do not need to do any fieldwork. However, any student intending to do Honours/Level 3 Archaeology should note the fieldwork requirements below.

- Single Honours students are required to have a total of **55 days** (eleven weeks) of fieldwork in order to graduate.
- Joint Honours students are required to have a total of **35 days** (seven weeks) of fieldwork in order to graduate.
- Students taking the Arts Three Year Degree or the BSc in Archaeological Studies are required to have a total of **15 days** (three weeks) of fieldwork to graduate.

Note that students wishing to progress to Honours Archaeology are required to complete a minimum of **three weeks** approved fieldwork or practical experience before entering into Honours. If you know from the outset that you want to do Honours archaeology, you are strongly advised to undertake at least 3 weeks field experience between Level 1 and 2. Students wishing to progress to level 3 (MA or BSc) are expected to have completed three weeks approved fieldwork or practical experience by graduation. Students who have no intention of continuing to Honours Archaeology, but who plan nonetheless to take Level 2 Archaeology, are not required to have any fieldwork experience.

Summer Field School

It is normally expected that students entering Honours will have attended the Field School in the summer between Level 2 and Honours, which will provide 15 days of fieldwork experience. The Field School also contains practical teaching directly related to a piece of Junior Honours coursework, the Portfolio of Practical Work. The field school runs for three weeks in August of each year. During the fieldschool, training will be offered in excavation skills, as well as survey techniques (including geophysics, topographic survey, standing building survey and walkover survey). You will be expected to pay a contribution towards the cost of your accommodation, although Archaeology will cover most of these costs for you.

The Field School is part of the SERF Project (Strathearn Environs and Royal Forteviot), a landscape project investigating the significance of Forteviot and Dunning parishes (near Perth) from the Neolithic through to the early medieval period. Key sites to be investigated include a cropmark complex of Neolithic ritual monuments and a Pictish cemetery, and several hillforts. For more information on the project, go to the SERF page on the Archaeology website. Any current Level 2 student wishing to attend the Field School or book their place on the team should contact Professor Steve T Driscoll (Stephen.Driscoll@glasgow.ac.uk).

You may in principle undertake work in any museum or on any excavation or other fieldwork project including post-excavation, but if you want the work to count towards your compulsory fieldwork requirement, you must ensure that it is approved beforehand by **Dr Richard Jones**.

You need to complete a **Fieldwork Approval and Report Form** (the green form – see Appendix 2, page 30) before attending the fieldwork to inform us and is returned at the completion of each period of work. It is your responsibility to ensure that this is received by us, otherwise without a satisfactory report from the supervisor of your work it cannot count towards the course requirement.

Fieldwork Support

A small sum of money is made available from central University funds which is used to subsidise students' attendance and participation in the Field School. There is no budget available to support fieldwork carried out elsewhere.

However we will contribute to travel expenses within the UK for vacation fieldwork. This payment covers one return ticket at concessionary rate (e.g. advance / apex rail ticket with Young Person's Railcard). A claim form is available from the Archaeology Office. ***The University requires you to provide receipts or tickets when you apply for a refund.***

No payments will be made for work that is not required by Archaeology regulations or is undertaken outside vacation periods. This contribution is dependent upon sufficient funds continuing to be allocated for this purpose by the University

Some excavations offer free board and lodging or some subsistence payment and you should obviously try to arrange such placements if possible. Museums are very unlikely to offer subsistence to volunteers.

Fieldwork Placement

You will normally be expected to apply direct to the excavation or museum yourself. However, you must ensure that your proposed fieldwork is approved by Archaeology by seeing Dr Richard Jones ***before*** you apply to the relevant site director or museum curator. You must also make contact in good time. Last minute applications are unlikely to be met with a favourable response.

The great majority of fieldwork opportunities arise during the summer vacation period. It will normally be difficult to find placements during the Easter and Christmas vacations, and it would therefore be unwise to rely on these periods alone. Fieldwork should not be undertaken during Semester time. However, there are occasional opportunities to do post-excavation work within Archaeology.

Once you have been accepted on a fieldwork project, you should not make any change unless the circumstances are exceptional. This applies in the first instance to Archaeology fieldwork.

Do not leave fieldwork arrangements to the last minute.

Evaluation of Fieldwork

We ask that you give some feedback on your fieldwork experience. Please use the Fieldwork Evaluation Form (yellow form) and return to Dr Richard Jones. These will help us to recommend projects to future students. Completed forms are available for consultation by students in a folder in the Photocopying Room (Room 327); these may give you tips and information about projects you are considering attending.

Subject Contact

Information on fieldwork opportunities and the relevant forms are to be found on the Fieldwork notice board on Level 3, Gregory Building and via the Archaeology website. If there are any problems or queries, you should contact Dr Richard Jones in the first instance.

Student Fieldwork Moodle

Further information on fieldwork opportunities, plus copies of the green and yellow forms are available from the Student Fieldwork moodle (keyword dig).

FIELDWORK AND FIELDTRIP SAFETY INSTRUCTIONS FOR STUDENTS

Before participating in any fieldtrips or fieldwork you must have completed a health declaration form with contact information etc. This is normally completed at the introductory meetings and the archaeology office should be informed of any changes. You must also have seen the relevant archaeology student safety media and have read the general safety instructions below. Safety considerations will also form part of meetings which take place to introduce you to specific field trips. Opportunities to view the safety media will be given several times each session. - <http://arts.moodle.gla.ac.uk/course/view.php?id=731>

Archaeology distinguishes between field trips and fieldwork:

- Field trips or courses involve visiting localities of archaeological interest. They can be one-day trips or last up to a week, and usually take place in groups with a member of staff as a leader.
- Fieldwork involves practical archaeological work usually related to excavation or survey but includes museum work. Fieldwork often lasts for up to several weeks. The archaeology field school is considered to be fieldwork but is organised as a field course.

[Note that 'fieldwork' is commonly used elsewhere as a general term for diverse activities including field trips and other outdoor activities, e.g. The committee of vice-chancellors and principals (CVCP) of the universities of the UK, code of practice for safety in fieldwork July 1995.]

More specifically in archaeology, there are four situations:

Field trips run by Archaeology. Staff follow an Archaeology Safety Procedure which includes conducting a risk assessment before the trip takes place. The University has a personal accident policy to cover staff and students.

Fieldwork with, and directed by, Archaeology staff or postgraduate students. The fieldwork leader must have conducted a risk assessment and informed participants of any special health/safety matters. The University has a personal accident policy to cover staff and students although there may be special arrangements needed for overseas travel insurance.

Fieldwork with an external organisation. This will usually be arranged by you as part of the required fieldwork experience and approved by archaeology (the 'green form'). *It is in your interest to ensure that appropriate safety/health information is provided by any organisation providing the fieldwork experience and that appropriate insurance cover, e.g. For public liability, is in place or obtained.*

Fieldwork undertaken independently. An archaeology fieldwork risk assessment form must be completed for self-directed fieldwork, for example as part of a course project or a dissertation. Appropriate insurance cover should be obtained.

Advice on completing risk assessment forms can be obtained from the Archaeology Safety Officer, Dr Richard E Jones and forms are available from the Archaeology office. Information on overseas travel safety and health should be sought from the foreign office web site: <http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/>. Information on University insurance may be sought from the Archaeology Safety Officer.

Before going on fieldwork:

- Check that you have been immunised against tetanus. See your doctor or the Barclay Medical Practice, in the Fraser building (part of the NHS) about getting a vaccination.
- If you are doing fieldwork abroad, check the requirements for other vaccinations.
- Be aware of Lyme disease which is transmitted to humans by ticks that live on animals such as deer or sheep. In tick infested areas, ensure you wear appropriate clothing (a long-sleeved shirt, with trousers tucked into your socks) and use insect repellents. Inspect yourself for ticks, especially at the end of the day. Include your head, neck and skin folds (armpits, groin, and waistband), and check that ticks are not brought home on your clothes. See NHS Direct: <http://www.nhs.uk/conditions/lyme-disease/pages/introduction.aspx>.

Specifically in the case of field trips, all students must:

1. Obey all safety instructions given by field trip leaders or supervisors. Anyone not conforming to the standards required may be dismissed from the fieldtrip.
2. Stay with the trip group except by clear arrangement with the leaders. If working independently when on a field trip, observe instructions for reporting after completion of work. It is the student's responsibility that any such instructions are clearly understood.

In the cases of both field trips and fieldwork, all students must:

1. Wear appropriate clothing for the type of weather and terrain likely to be encountered. It is the student's responsibility to be dressed appropriately. If in doubt, seek advice from the party leader. Inadequately dressed persons may be dismissed from field trips.
2. A wind and waterproof outer jacket is essential in the UK in all seasons and advisable in most other countries. Waterproof trousers may also be necessary. Walking or other comfortable, waterproof footwear (i.e. not trainers) should be worn for walking off surfaced roads and paths. An appropriate number of layers of warm clothing should be taken. Warm waterproof headgear is vital and gloves are useful. Remember that field trips and fieldwork often entail long periods of physical *inactivity*. Inform a leader immediately if you feel unwell or distressed, or if a companion appears so. Have dry, spare clothing to change into on the completion of outdoor fieldwork. Some sugar-rich food is useful (e.g. Chocolate bar).
3. When working in hot and sunny conditions, ensure you have a plentiful supply of fluid, and take care to avoid excessive exposure to strong sun. Even in Britain the sun can cause severe burning if sensible precautions are not applied. It is therefore essential to take a hat, sun-cream, long-sleeved shirt and full-length trousers (not just shorts) when hot and sunny conditions are envisaged.
4. Inform the leader about any disability, prior illness or medical condition which might recur when in the field. If in doubt, consult the Barclay Medical Practice (Fraser building, 0141 531 8822). Any injury or illness, however trivial, occurring during a field trip must be reported to the party leader immediately. It is your responsibility to disclose a pre-existing condition and failure to do so may result in your removal from the project if the health and safety implications have not been considered.
5. Observe the outdoor access code. Pay particular attention to instructions on access to and conduct whilst on private land. Great care should be taken when crossing roads or alighting from vehicles. The latter can be one of the most serious potential hazards.

The Scottish Outdoor Access Code (in summary)

- 1) Take responsibility for your own actions and act safely.
- 2) Respect people's privacy and peace of mind.
- 3) Help land managers and others to work safely and effectively.
- 4) Care for your environment and take your litter home.
- 5) Keep your dog under proper control.
- 6) Take extra care if you are organising an event or running a business.

For further information on the new *Scottish Outdoor Access Code*, see <http://www.outdooraccess-scotland.com/outdoors-responsibly/access-code-and-advice/soac/> and on the new *Countryside Code For England*, see <http://www.naturalengland.org.uk/ourwork/enjoying/countrysidecode/default.aspx>

6. Conduct themselves properly while in field residences. Anti-social behaviour is likely to lead to deterioration in safety and will not be tolerated. Follow rules and guidelines given by the leader and resident staff. During residence in a field centre you must make yourself familiar with fire regulations and with escape routes. Report any untoward incidents - damage, breakages, injury, or presence of unauthorised persons - to the leader immediately.
7. Consult a leader immediately if you are in doubt about any safety matter.

Application of good safety conduct should enhance the academic value and enjoyment of any archaeological field trip or fieldwork.

Students are encouraged to speak to the archaeology safety coordinator (Dr Richard E Jones) if they have a particular health and safety issue concerning fieldwork. The information given above is subject to periodic updating.

Junior Year Abroad

There are a variety of exchange schemes designed for students who wish to do part of their undergraduate studies at an institution other than the one at which they are registered. Within the EU, such exchanges are facilitated through the Socrates programme – Archaeology has Socrates links with Galway (Ireland), Athens (Greece), Lund (Sweden), Reykjavik (Iceland) and Copenhagen (Denmark).

If you are interested in undertaking such an exchange, the best time is during your Junior Honours year. You should complete an application form through the Student Recruitment and Admission Service and consult Prof Steve Driscoll in order to have your planned curriculum approved. As a rule, we expect you to take courses at the host University equivalent to what a home student at that institution would take in the same year - in other words, you do not need to find exact parity with what you would be doing here, but rather should aim for a programme that makes the most of the opportunities available at the host university whilst ensuring that you have a workload equivalent to that of comparable Single or Joint Honours students there.

Before you leave Glasgow, you must have your JYA curriculum plan approved by Prof Steve Driscoll. Opting for a JYA scheme does not change the rest of your Honours curriculum substantially. What you do, when you return for your Senior Honours year, will be the same.

Assessment of work completed at the host institution will be done by that institution according to its normal system. Depending on which institution you go to, however, your marks from the Year Abroad may need to be converted into British equivalent grades before they can be used in the final assessment scheme at University of Glasgow at the end of your Senior Honours year. We have standardised procedures for these conversions, but in order to make sure that we have sufficient information on the requirements and expectations of the host institution we also routinely re-read the work you have done abroad. For that reason, you must ALWAYS make sure that you bring back all of your assessed work (essays, projects, and if possible also examination scripts), together with appropriate course documentation (tutor's course assessment forms, feedback on assignments, transcripts, etc). Prof Steve Driscoll may contact you in your Senior Honours year to ask you to submit this portfolio of work. Like your other undergraduate work from Glasgow itself, the portfolio from your Year Abroad may be reviewed by the Honours Board of Examiners (including external examiners) according to established procedures. To make sure no injustice is done, the Board always looks at both the 'raw' transcript from your host institution and the conversion-marks resulting from this formal review of the work completed while away. In the process, we take account of the fact that spending a year abroad can be both an exciting and a challenging experience, and we make sure no student is disadvantaged by a set of marks that may appear out of line with marks achieved in the Senior Honours year back at Glasgow University.

In short:

- DO NOT let worries about grades deter you from considering spending a year abroad at another University;
- DO make sure you start your dissertation in good time (required for Single Honours, optional for Joint), and let us know what you are working on so that we facilitate supervision via e-mail;
- DO make sure that your planned curriculum abroad is approved by Prof Steve Driscoll at the start of each semester;
- DO bring back all the assessed work which you complete while abroad.

Bon voyage!

Relevant Contacts

- Professor Stephen Driscoll (Tel: 0141 330 6114; email: Stephen.Driscoll@glasgow.ac.uk)
- Ms Colette McGowan, Study Abroad Co-ordinator, Student Recruitment and Admissions Service (Tel: 0141 330 6516; email: Colette.Mcgowan@glasgow.ac.uk)
- Website at <http://www.gla.ac.uk/international/abroadexchange/>

Student No:

Undergraduate Assessment Feedback Sheet

Course:
**Coursework
title:**
Due date:

**Date
submitted:**

<p>Key marking considerations Relevance to the assignment brief; understanding of the topic and underlying theory; application to case studies/examples; independent evaluation of the work; quality of structure and logical argument.</p>
<p>Aspects handled well:</p>
<p>Areas of deficiency:</p>
<p>How to improve:</p>

Does this assignment address the question/task?	1 2 3 4 5	Has reading extended adequately beyond the required reading(s)?	1 2 3 4 5
Are sources accurately referenced?	1 2 3 4 5	Clarity of writing and expression	1 2 3 4 5

1 = very good, 3 = adequate, 5 = very poor (please underline your selection)

Provisional mark

Penalty

Adjusted mark

Marker:

Date:

Overall assessment (Please tick the relevant category)

Exceptional	Very Good	Good	Competent	Weak	Unacceptable
-------------	-----------	------	-----------	------	--------------

Comment on general conduct and punctuality of the student:

Comment on the degree of enthusiasm shown by the student in performing the task(s):

Any further comments that you wish to make:
(Please attach further sheet if required)

Length of time student worked on project:

Number of days worked on project: _____

Signed
SAMPLE

Your position in relation to project.....

Contact Details: (email AND/OR address AND/OR mobile AND/OR fax)

When complete please give this form back to the student who will return it to Archaeology.

Thank you for completing this form, which is important evidence that students have completed the fieldwork requirements for their degree. If there is a problem you wish to discuss, please contact the Archaeology Fieldwork Convenor (Dr Richard Jones) at:
 Archaeology, University of Glasgow, GLASGOW G12 8QQ, Scotland, UK
 (0141 330 5371)
 Richard.Jones@glasgow.ac.uk

Type of Experience (*for Office use only*)

- | | |
|----------------------------|-------------------------------------------------|
| a. Excavation/Field Survey | e. Reconstruction work/experimental archaeology |
| b. Underwater Archaeology | f. Interpretation/presentation |
| c. Environmental Work | g. Work on Collections/finds |
| d. Museum work | h. Finds Processing |

Completed form checked by Fieldwork Convenor

and recorded in D/B sign. Date..... Ready to file.....



University
of Glasgow

Archaeology

RECEIPT PAGE AND DECLARATION OF ORIGINALITY FORM

TWO copies of this form **must** be completed and signed and submitted with all assignments (one attached to each copy). **One will be retained by your tutor as a form of receipt and one by the Office.**

Please complete the information below (using BLOCK CAPITALS).

Name
Student Number
Course Name
Group Number/Tutor Name
Date Received by Office (<i>date stamped when coursework box is emptied by Office staff</i>)

An extract from the University’s Statement on Plagiarism is provided overleaf. Please read carefully THEN read and sign the declaration below.

I confirm that this assignment is my own work * and that I have:	
Read and understood the guidance on plagiarism in the Undergraduate Handbook, including the University of Glasgow Statement on Plagiarism	<input type="checkbox"/>
Clearly referenced, in both the text and the bibliography or references, all sources used in the work	<input type="checkbox"/>
Fully referenced (including page numbers) and used inverted commas for all text quoted from books, journals, web etc	<input type="checkbox"/>
Provided the sources for all tables, figures, data etc that are not my own work	<input type="checkbox"/>
Not made use of the work of any other student(s) past or present without acknowledgement	<input type="checkbox"/>
Not sought or used the services of any professional agencies to produce this work	<input type="checkbox"/>
In addition, I understand that any false claim in respect of this work will result in disciplinary action in accordance with University regulations	<input type="checkbox"/>
* For Group work only: Indicate if this coursework is submitted as part of a group exercise	<input type="checkbox"/>

DECLARATION: I am aware of and understand the University’s policy on plagiarism and I certify that this assignment is my own work, except where indicated by referencing, and that I have followed the good academic practices noted above
Signed.....
/Over

THE UNIVERSITY OF GLASGOW PLAGIARISM STATEMENT

The following is an extract from the University of Glasgow Plagiarism Statement. The full statement can be found in the University Calendar at <http://senate.gla.ac.uk/calendar/current/02-feesandgeneral.pdf#page=53>.

This should be read in conjunction with the discipline specific guidance provided by the Subject at <http://www.gla.ac.uk/departments/archaeology/>.

31.1 The University's degrees and other academic awards are given in recognition of a student's **personal achievement**. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without **acknowledgement of the sources**. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration.

31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism.

Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information **or ideas** are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and **any direct quotation must be placed in quotation marks** and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Subjects should provide guidance on other appropriate use of references in examination conditions.

31.4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.

If you are still unsure or unclear about what plagiarism is or need advice on how to avoid it, **SEEK HELP NOW!**

You can contact any one of the following for assistance:

Lecturer

Course Leader

Dissertation Supervisor

Adviser of Studies

Student Learning Service

Understanding the Marking System – A Guide for Students from the Senate Office

These notes refer to the Code of Assessment which is used across the University so that the same rules apply for all students doing taught courses in all faculties at all levels. The Code is in the Calendar which can be found on the Senate Office website at

<http://www.gla.ac.uk/services/senateoffice/workingwithstudents>

Assessment - measuring what you've learned

Assessment is used to determine what you've learned – something the University needs to know so that it can monitor progress and make an appropriate award at the end of your programme. At the same time, feedback is essential to improving your learning and, for the assessment to make sense, you need to know what you are expected to learn. For this reason all courses have intended learning outcomes (ILOs) and it's important that you check these out in your course handbook.

Primary grades and secondary bands

The grades you get reflect your achievement of the ILOs. Schedule A of the Code of Assessment includes a description of each grade in exactly these Semesters. Subjects may customise these descriptions so that they are more relevant to their own subjects, so check course documentation also. There are eight grades (A to H), representing everything from full attainment of the ILOs to no attainment at all. But over such a range you need more than eight points of reference to monitor progress so the primary grades have been divided into secondary bands, usually three bands to each grade. The middle band in each grade is the default with those above and below indicating a slightly stronger or weaker performance.

Marking in numbers

Some assessments look for answers which are either right or wrong, and the number of right answers may be added up to give a mark out of, say, 50 or 100. But, when an exam of this kind is being designed, ranges of these numerical marks will be mapped to the grades and bands (A1 to H) according to how the marks reflect achievement of the ILOs.

Combining your grades

To get the overall grade for your course or programme it's necessary to combine individual grades for exams and coursework. The fairest way of doing this is by averaging the various results while adjusting them to reflect their relative weights. To do this, the 'B2's, 'C1's, etc are turned into scores. These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The Code of Assessment explains how the averages are calculated and rounded.

More about Grades and what you need to do to get them

What you have read so far should have helped you understand the principles on which the marking system is based. The ILOs tell you what you should learn on your course, and your grade tells you how successfully you've demonstrated having done so.

The following guidance should provide directions on how to demonstrate the achievement of ILOs, and the characteristics that tend to distinguish work at different grades. It is very important, however, that these directions are treated as secondary to application of the descriptors in Schedule A.

Grade A

An excellent performance is likely to be characterised by several of the following:

- questions are answered clearly, comprehensively and with appropriate focus
- excellent organisation and structure of answers
- reasoned arguments developing logical conclusions
- insight, imagination, originality and creativity
- integration of new information
- sound critical thinking
- independence of judgement
- explanation of relevant theory
- citation of relevant evidence
- evidence of wide, relevant reading
- application of learning to new situations and problem solving
- accuracy and absence of errors

Grade B

A very good performance is likely to be characterised by some, at least, of the following:

- questions are answered clearly and fully
- good organisation and structure of answers
- reasoned arguments developing logical conclusions
- very good understanding of the subject
- clear evidence of relevant reading or research
- explanation of relevant theory
- citation of relevant evidence
- inclusion of highly relevant ideas
- use of relevant examples
- application of learning to new situations and problem solving
- accuracy and absence of significant errors

although, distinguishing it from an excellent performance, it might be faulted on grounds of:

- demonstrating less insight, imagination, originality or creativity
- including a less comprehensive presentation, solution or answer
- integrating information less successfully
- exhibiting less critical thinking
- exhibiting less independence of thought

Grade C

A good performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- basic to good understanding of the subject
- evidence of some relevant reading or research
- inclusion of some relevant ideas
- inclusion of some relevant examples

although, distinguishing it from a very good performance, it might be faulted on grounds of:

- lacking sufficiently well structured argument
- not offering sufficient evidence to justify assertions
- not including sufficient relevant examples
- lacking insight, imagination, originality and creativity
- offering less in its presentation, solutions or answers
- containing some errors

Grade D

A satisfactory performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- modest evidence of understanding of the subject
- modest evidence of relevant reading or research
- inclusion of a few relevant ideas
- inclusion of a few relevant examples

and, distinguishing it from a good performance, it might:

- contain more errors of judgement, fact or application
- present arguments which are less well structured
- offer less evidence in support of assertions
- offer fewer relevant examples
- contain more errors

Grade E

A weak performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a similar question may be offered
- partial solutions to problems set
- little evidence of understanding of the subject
- little evidence of relevant reading or research
- inclusion of very few relevant ideas
- absence of structured argument
- little evidence to justify assertions
- few relevant examples
- several significant errors

Grade F

A poor performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a question within the same topic area may be offered
- very little evidence of understanding of the subject
- very little evidence of relevant reading or research
- inclusion of ideas relevant only in a wider consideration of the topic
- absence of structured argument
- very little evidence to justify assertions
- very few relevant examples
- many significant errors

Grade G

A very poor performance is likely to be characterised by some of the following:

- failure to answer the question set
- no evidence of understanding of the subject
- no evidence of relevant reading or research
- absence of relevant ideas
- absence of structured argument
- absence of evidence to justify assertions
- absence of relevant examples
- many significant errors

It is distinguished from a Grade 'H' performance by the fact that not all of these characteristics will be present.

Grade H

Absence of positive qualities.

Dates for Academic Session 2011-12

The Academic year runs from 12 September 2011 until 7 September 2012.

Teaching begins on 19 September 2011.

2011

12 September	Monday	'Freshers' Week
15 September	Thursday	Level 1 Introductory Meeting
16 September	Friday	Level 2 Introductory Meeting
19 September	Monday	Semester 1 starts: Level 1/2 teaching begins
2 December	Friday	Level 1/2 teaching ends
5 December	Monday	Examination period starts
16 December	Friday	Semester 1 ends
19 December	Monday	University Christmas vacation starts

2012

6 January	Friday	University Christmas vacation ends
9 January	Monday	Semester 2 starts: Level 1/2 teaching begins
23 March	Friday	Level 1/2 teaching ends
26 March	Monday	University Spring Vacation starts
13 April	Friday	University Spring Vacation ends
23 April	Monday	Examination period starts
7 May	Monday	University holiday (<i>May Day</i>)
21 May	Friday	Examination period ends
25 May	Friday	Semester 2 ends
4 June	Monday	Spring Bank Holiday
5 June	Tuesday	Diamond Jubilee Holiday
30 July	Monday	Resit examination period begins
17 August	Friday	Resit examination period ends

Please direct any queries to:

Michelle Nicholl (Wed-Fri)
Room 104
1 University Gardens
University of Glasgow
Glasgow G12 8QQ

Tel: 0141 330 5690

Email: secretary@archaeology.gla.ac.uk
<http://www.gla.ac.uk/archaeology>

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