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 refer to it again 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

For other information (assessment, fieldwork, referencing, etc.), see the right-hand menu on the Information for Current Students webpage:

Teaching Administrator: Gail Henry, School of Humanities Office, 1 University Gardens. Tel. 0141 330 7778. Gail.Henry@glasgow.ac.uk

Level 1–2 Archaeology general convenor. Semester 1: Professor Stephen Driscoll, Gregory Building, Room 315. Stephen.Driscoll@glasgow.ac.uk. Semester 2: Dr Michael Given, Gregory Building, Room 318. Michael.Given@glasgow.ac.uk
1. Timetable 2017–2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon 11 Sept 2017</td>
<td>Start of academic year/orientation week</td>
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<tr>
<td>Mon 18 Sept</td>
<td>Start of semester 1 teaching: classes begin</td>
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<tr>
<td>Fri 1 Dec</td>
<td>End of semester 1 teaching: classes finish</td>
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<tr>
<td>Mon 4 Dec</td>
<td>Examination period starts</td>
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<tr>
<td>Fri 15 Dec</td>
<td>Examination period ends</td>
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<tr>
<td>Mon 18 Dec</td>
<td>Christmas Vacation starts</td>
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<tr>
<td>Fri 5 Jan 2018</td>
<td>Christmas Vacation ends</td>
</tr>
<tr>
<td>Mon 8 Jan</td>
<td>Start of semester 2 teaching: classes begin</td>
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<tr>
<td>Fri 23 Mar</td>
<td>End of semester 2 teaching: classes finish</td>
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<tr>
<td>Mon 26 Mar</td>
<td>Spring Vacation starts</td>
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<tr>
<td>Fri 13 Apr</td>
<td>Spring Vacation ends</td>
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<tr>
<td>Mon 16 Apr</td>
<td>Revision period starts</td>
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<tr>
<td>Mon 23 Apr</td>
<td>Examination period starts</td>
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<tr>
<td>Mon 7 May</td>
<td>May Day (University holiday)</td>
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<tr>
<td>Fri 18 May</td>
<td>Examination period ends</td>
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<tr>
<td>Fri 25 May</td>
<td>Semester 2 ends</td>
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<tr>
<td>Mon 28 May</td>
<td>Spring Bank Holiday (University holiday)</td>
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<tr>
<td>Mon 30 Jul</td>
<td>Resit examination period begins</td>
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<tr>
<td>Fri 17 Aug</td>
<td>Resit examination period ends</td>
</tr>
<tr>
<td>Fri 7 Sept</td>
<td>End of academic year</td>
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2. 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 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 & Engineering. If you are interested in either of these degrees, you should ask your Advisor of Studies or consult the Archaeology Honours and Three Year Degree convenor, Dr Stephen Harrison.

- Archaeology can be taken as an Honours degree, either on its own, or jointly, with a wide range of other subjects in the Colleges of Arts, Science & Engineering, and Social Sciences. If you are interested in pursuing Archaeology to Honours level, whether singly or as a joint degree, and you wish to discuss this, contact the Archaeology Honours and Three Year Degree convenor, Dr Stephen Harrison.

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: Archaeology of Scotland (Semester 1); and Archaeology in the Modern World (Semester 2)

Neither of these courses has any entry requirements. Each course is entirely self-contained and progression to the 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.

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 must take both Level 2 courses, each worth 20 credits: Archaeology of Europe and the Mediterranean (Semester 1); and Archaeology in Theory and Practice (Semester 2)

Level 3 and Honours
If you are planning to continue into Archaeology 3 in the College of Arts or the BSc in Archaeological Studies in the College of Science and Engineering, you must obtain 40 credits at level 2 Archaeology at band D or above. 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 40 credits at Level 2 normally at an average of band C or above. In the summer before you enter Junior Honours you are expected to complete the three-week field school, which gives you essential practical experience for your Honours courses.

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 the Junior Year Abroad section below).

Classes: When and Where Do They Take Place?

Refer to MyCampus for your class timetable and for details of where the individual classes will take place. Class dates, times and locations will also be detailed in the documentation accompanying each individual course – Available on the ‘Moodle’ website for each course (http://moodle2.gla.ac.uk/course/category.php?id=495).
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 information for each course, including timetables, reading lists, study support materials and details of the assessed coursework is made available on the course ‘Moodle’ website. The archaeology Level 1–2 Moodles can be found at [http://moodle2.gla.ac.uk/course/category.php?id=495](http://moodle2.gla.ac.uk/course/category.php?id=495)
- The course staff: the course convenor (who is the overall manager for the course), course lecturers and Graduate Teaching Assistants (GTAs)

However, not everyone knows everything, nor is everyone in their offices all the time. To ask a question or to arrange to meet, you can contact course staff via email. Staff email addresses (as well as research interests and publications) can be found here: [http://www.gla.ac.uk/subjects/archaeology/staff/](http://www.gla.ac.uk/subjects/archaeology/staff/)

Prizes for Student Performance

In 2017-18, we will be offering two prizes for performance at Levels 1 and 2:

- Archaeology Level 1 Best Overall Performance: £25;
- Archaeology Level 2 Best Overall Performance: £25

Along with a modest but no doubt welcome cash prize, this award brings recognition for your achievement and can be cited on your CV.

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. You will receive details of how to stand for election in class at the start of the semester 1 teaching term.

The Committee usually meets once a semester and is chaired by the Head of Archaeology. 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.

Your Responsibilities

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 seminars, 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 for your courses

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, e.g. in terms of what coursework you need to submit and when to submit it
- Ensure you regularly attend classes. This is the easiest way for you to keep on top of a course rather than try to catch up afterwards. If for any reason you are unable to attend a specific session, please inform your tutor or course convenor
- Do the work for the course 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 or the overall Level 1-2 Convenor know.
3. Course descriptions

The Archaeology of Scotland

Level 1; 20 credits; Course code ARCH 1001
Course convener: Professor Stephen Driscoll, Tel: 0141 330 6114; Stephen.Driscoll@glasgow.ac.uk

This course introduces you to a substantial body of knowledge about Scotland’s past from the earliest human habitation until the modern era – around 10,000 years of history. It will provide you with an understanding of the cultural evolution of Scotland, enriching your knowledge of the history and heritage of the nation. It will introduce you to the methodologies and principles through which archaeological knowledge is generated, whether in Scotland or elsewhere in the world.

Intended Learning Outcomes
Having completed this course, you should be able to:
• demonstrate understanding of the contribution of archaeological evidence to Scottish history, gained through the experience of working with primary data during fieldtrips and practical sessions;
• appreciate the indigenous characteristics of Scotland's material heritage;
• recognise the significance of archaeology for interpreting Scotland's cultural development and its contacts with the wider world;
• and, demonstrate a basic understanding of key archaeological methods and techniques.

Progression
This course is a prerequisite for entry to Level 2 and Honours archaeology. It may be studied in either the first or second year.

Course Structure and 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 and through a sequence of specific themes. The course is taught through lectures, practical classes, seminars and one full-day field class on a Saturday. Each week you will have two lectures and one other class (e.g. a practical class, a seminar). The field class will be held on a Saturday in October (exact date to be announced). The field class is not optional. The field classes and the practical sessions will be assessed via on-line worksheets and missing the classes will make it hard to succeed in the assessments.

The Archaeology of Scotland class learns about prehistory first-hand, in the field
Timetable
Lectures will take place at 12.00 noon on Tuesdays and Thursdays in Semester 1. Details of the lecture rooms are available through your timetable in MyCampus. You will also sign up via MyCampus for a small-group practical/seminar class which will meet for one hour per week at the designated time. The fieldtrip will leave from the Main Gate of the University, on University Avenue, at 9.00am sharp on the designated Saturday.

Assessment Overview
The mark for this course will be determined as follows: 50% from an examination (1.5 hours long, takes place in December); 20% from the essay (1500 words long); and 30% from two worksheets based upon knowledge gained through the fieldtrip & practical classes.

Reading
The essential reading for this course including two books (both available as e-books via the University Library website):


Also recommended are the short introductions to different periods in Scottish archaeology published by Birlinn in their *Making of Scotland* series ([http://www.birlinn.co.uk/](http://www.birlinn.co.uk/)).

### Archaeology in the Modern World

Level 1; 20 credits; Course code ARCH 1002
Course convener: Michael Given; Tel: 0141 330 6553; [Michael.Given@glasgow.ac.uk](mailto:Michael.Given@glasgow.ac.uk)

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 practised 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 you 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 and Honours Archaeology.

Course Structure and Content
The major themes are: What is archaeology?; Recovering the Past; The Politics of the Past; and Presenting the Past. The course is taught through lectures, plus tutorials and practical sessions. In any one week, you will typically have 2 lectures and either a practical, tutorial, or seminar.

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. Sign up for a practical/seminar group on MyCampus. There is one Saturday field trip held towards the end of the course.
Assessment
One 1.5 hour examination in April/May (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.

Reading

The Archaeology of Europe & the Mediterranean

Level 2; 20 credits; Course code ARCH 2004
Course convenor: Dr Claudia Glatz. Claudia.Glatz@glasgow.ac.uk

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

Intended Learning Outcomes
By the end of this course, you should be able to:
- outline the central themes of European and Mediterranean archaeology;
- demonstrate 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;
- assess critically different archaeological interpretations of problems in understanding the past;
- show organisational and academic skills in presenting arguments in written work;
- demonstrate oral, organisational and interpersonal skills, sustaining and defending arguments in presentations and group discussions on prescribed topics.

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

Course Structure and Content
This course is organised thematically in four major blocks. These will 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 Europe and the Mediterranean, highlighting particularly prominent sites and regions. The course is taught through 22 lectures, 4 seminars and 2 practical classes.

Timetable
The course will run in semester 1 for 11 weeks. Lectures will take place on Wednesdays and Fridays at 12.00 noon. Details of seminars and practicals are available in your timetable in MyCampus and will be highlighted in course documentation on Moodle.

Assessment
Two 1500 word essays (25% of the final result each); a 1.5 hour exam in December, worth 50%.

Reading

**Archaeology in Theory and Practice**

Level 2; 20 credits; Course code ARCH 2011  
Course convenor: Dr Rebecca Younger (Rebecca.Younger@glasgow.ac.uk).

This course provides you with the opportunity to learn about the craft of archaeology in terms of the concepts and theories through which past societies are understood and the practical and scientific skills, methods and techniques which archaeologists use to recover, analyse and interpret artefacts, sites and landscapes. In other words: how do archaeologists make sense of the past? Through the course, we aim to:

- introduce you to key developments in the history of archaeological thought, practice and technique;
- provide you with a grounding in contemporary theory and interpretation, practice and method in archaeology;
- examine the relationships between archaeological data, methods and interpretations;
- provide you with experience in the practical and scientific methods and techniques of archaeology.

**Intended Learning Outcomes**

By the end of this course you should be able to:

- outline central themes in the history of archaeology as a discipline;
- demonstrate understanding of the inter-disciplinary nature of archaeology;
- evaluate the inter-relationships of theory, method and data in archaeological practice and interpretation;
- demonstrate competence in key archaeological skills, methods and techniques;
- critically reflect upon individual and group work undertaken in the context of an archaeological project.

**Course Structure**

The course is taught through 22 one-hour lectures, a series of two-hour practical classes and a fieldtrip. In any one week, you will typically have two lectures and a practical class. The fieldtrip involves a two day, overnight trip to the island of Bute. Full timetable details are available in MyCampus and will be provided to you in course documentation.
Assessment

- 1 short-answer Fieldtrip Worksheet (20%)
- 1 Essay (2000 words) (30%)
- 1 Practical Project: comprising a Practical Portfolio (drawings and other records produced in practical classes (20%) and a Project Report (presenting and interpreting the project results) (30%).

Assessment for this course is 100% by coursework, i.e. there is no exam.

All courses

Lecture Recording and Course Materials

Recordings of the lectures for each of the courses are made available, after the lecture has taken place, on the relevant course Moodle. Please note that lecture recordings and ALL course materials provided are for your own personal use and can only be used in relation to your studies. Any unauthorised distribution of course materials, including uploading them onto unauthorised web sites and social media sites such as YouTube or Course Hero, will be considered in breach of the code of conduct and will be subject to disciplinary action. The University's lecture recording policy can be found at http://www.gla.ac.uk/media/media_359179_en.pdf
4. Assessment and Coursework

Full guidance on the regulations for assessed coursework, on how to submit your work and on how we mark it is contained in the Assessment Handbook.

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 Archaeology in Theory and Practice (Level 2) which is 100% coursework (with no exam).

Your final grade for each course will be based on both the assessed coursework and the exam (or the assessed coursework for Archaeology in Theory and Practice), so failure to submit coursework can have a serious effect on your overall performance. If, by the end of the academic year, you have not submitted at least 75% of the assessment for a course, you will receive no credit for that course. As indicated above, your ability to progress from one year to the next will be dependent upon your achieving a minimum standard grade.

Return of assessed coursework
You should normally expect to receive your grade and feedback for any assessed coursework within 3 weeks of the date of submission.

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 – or, 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.

For full details on assessment and plagiarism, see the Assessment Handbook.

Fieldtrip Attendance and Assessment
A number of courses include fieldtrips, some of which may be assessed through a notebook or worksheet (see above). In ALL cases, participation in the fieldtrips is essential and it is not possible to attend an alternative fieldtrip if you miss the scheduled class.

Sitting exams
At Levels 1 and 2 most courses have an exam, which is scheduled at the end of the semester in which the course is taught – in December for Semester 1 courses or April/May for Semester 2 courses. It is your responsibility to consult the University website to establish the time and place of your exams. Generic feedback will be provided on exam questions. If you fail to achieve a band D or above for the course, you will generally be eligible to resit the exam in August and have the option of re-submitting coursework to try to improve your grade. However, it should be noted that the overall course result will be capped at a grade of D3 (9 grade points) if the result has been achieved by re-sitting the exam and/or re-submitting coursework without mitigating circumstances such as ill health or adverse and unforeseen personal circumstances.

Copies of past exam questions are available from the University Library, the more recent ones being available in electronic format via the library website. When studying for exams it is always important to use your common sense: ALWAYS balance past exam questions with your own lecture notes as the course content can change, meaning that topics covered in the exam in the past may no longer come up and that new topics will be included in the exam.

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] to ensure that all requirements of the Data Protection Act 1998 are met.

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 the DPO office.

5. 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.

**Back-up your computer work:** No computer system is entirely reliable so you must back-up your files. Save files frequently and make back-up files at end of each session on a PC. Save your work on at least two media, e.g. on your university network drive and on a memory stick. 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**

For full details of how to reference your essay, see the explanation on the Archaeology referencing webpage.
6. Assessment affected by ill-health or other good cause

Course convenors can give an extension of three working days at their discretion, for medical or personal issues (but not normally for computer breakdowns etc: submit in plenty of time, and always keep a back up of everything). Beyond three working days, you will need to follow university ‘Good Cause’ regulations.

If you miss a coursework deadline or an exam with ‘good cause’, or if you feel that your academic performance has been affected with ‘good cause’, you can ask us to consider the circumstances. ‘Good cause’ refers to the sudden unforeseen onset of illness or other adverse circumstances affecting you. Further details on this can be found in the Archaeology Assessment Handbook.

If you consider that you have good cause for submitting coursework late or missing an exam, or for general reduced performance, then you should do the following:

1. Inform your Course Convenor as soon as possible by email. Your convenor will advise you on how to proceed and this will include:
   2. Where applicable, submitting the coursework as soon as possible;
   3. Obtaining appropriate documentary evidence which confirms your case for good cause, where possible;
   4. Notifying and documenting your case for good cause using MyCampus – it is essential that you do this, even if you have informed your course convenor of the reasons for your absence/missed assessment, because MyCampus is the official central student record. Submissions for Good Cause in exams (whether missing the exam or for a situation that caused poorer performance than would have otherwise happened) must be made within 7 days of the exam.

7. Practical work

Archaeology is a practical as well as an intellectual discipline, which means that a vital part of your education will be to learn the skills and strategies of archaeological practice such as excavation, field survey and the handling and analysis of artefacts and other archaeological materials. 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.

Note that students doing Level 1/2 Archaeology do not need to do any practical work other than that undertaken within specific courses. However, any student intending to do Honours/Level 3 Archaeology will be expected to attend the three-week Archaeology field school in the summer between Level 2 and Junior Honours/Level 3. Any extra practical heritage experience (field work, museum volunteering, etc) you do before entering Honours will be very beneficial to you, and will give you extra material for Honours courses. 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 approved practical experience.

Detailed information about the practical work requirement, health and safety and fieldwork opportunities can be found in the Fieldwork webpage and Fieldwork Handbook, along with a blank Fieldwork Report Form.
8. 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 Erasmus programme – Archaeology has Erasmus 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 Recruitment and International Office and consult Dr Claudia Glatz (claudia.glatz@glasgow.ac.uk) of Archaeology 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 Dr Claudia Glatz. Opting for a JYA scheme does not change the rest of your Honours curriculum substantially. What you do, when your 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). Dr Claudia Glatz 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 Dr Claudia Glatz at the start of each semester;
• DO bring back all the assessed work which you complete while abroad.

Bon voyage!

Relevant Contacts
• Dr Claudia Glatz, Archaeology; email: claudia.glatz@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/
9. Support and Contacts

Important People to Know

Level 1–2 Archaeology general convenor. Semester 1: Professor Stephen Driscoll, Gregory Building, Room 315. Stephen.Driscoll@glasgow.ac.uk. Semester 2: Dr Michael Given, Gregory Building, Room 318. Michael.Given@glasgow.ac.uk. The Level 1-2 convenor is responsible for the overall administration of Level 1 and Level 2 Archaeology courses. He can help you with decisions about how to progress from one level to another and will be your main point of contact if you have any major problems with assessment on your course(s) that course convenors cannot resolve.

Your Course Convenor(s) (see course outlines above for contact details)
Your course convenor should be your first point of contact for any issues relating to a specific course. He or she can offer you advice on strategies for study and will be able to advise you what to do if you miss classes or assessment due to illness or for other reasons. If you have any questions about the course timetable, the classes, the assessment or any other aspect of the course, ask the course convenor or another member of course staff. Please note: the course convenors only have authority to grant short extensions on assessed coursework (e.g. an extra day or two), if you can demonstrate good cause (see above). Beyond that, you will be referred to the overall Level 1-2 convenor.

Practical work/fieldwork Co-ordinator. 1st Semester: Dr Adrian Maldonado (Adrian.Maldonado@glasgow.ac.uk). 2nd Semester: Dr Tessa Poller (Tessa.Poller@glasgow.ac.uk). The fieldwork coordinator is responsible for co-ordinating volunteer field and practical work opportunities for undergraduate students. In general, they can point you towards opportunities, and they maintains the record of who has done what, where and for how long.

Archaeology Level 1-2 Student Disability Officer, Gail Henry (Gail.Henry@glasgow.ac.uk) Mrs Henry 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 the Level 1-2 Convenor, or the Advising Team in your College.

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:

Computer Facilities
The University provides several central computer clusters. Colleges also maintain their own local computer labs/clusters. All registered undergraduate and full-time postgraduate students can use the central open clusters. For details, see http://www.gla.ac.uk/services/it/studentclusters/

College Advising Team
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’. Contact details for the Arts Advising Team can be found at: http://www.gla.ac.uk/colleges/arts/currentstudents/undergraduatestudents/ - other Colleges will have their equivalent service so check their websites.

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
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
10. **Frequently asked questions**

Q. *Where does my lecture meet and when?*
A. All Level 1 and Level 2 Archaeology 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. Check your course information on Moodle; note that there is a specific time as well as a specific day.

Q. *I can’t make the fieldtrip on Saturday, can I make it up another time?*
A. No, you cannot. The field trips are an essential part of the teaching and are not repeated. However, if you cannot attend either a fieldtrip or a scheduled practical class for medical reasons or other good cause, contact your course convenor to discuss how to manage the situation.

Q. *I do not understand the lecture/reading material, who can I talk to?*
A. The Graduate Tutorial Assistants (GTAs) who lead the practical, seminar and other small-group sessions on the courses are on hand to discuss any problems you may have in understanding lectures, tutorials or reading materials. They are approachable and will be happy to help you if they can. In addition, they can offer advice on researching and writing essays, as well as studying for exams. You can also talk to the lecturer who taught the subject matter you are having problems with or to the course convenor.

Q. *I can’t find any books in the library - can I have an extension on my essay?*
A. No. Essay topics are provided early on in the course in order to give you plenty of time to track down references and to recall books that are already out on loan. There are also plenty of resources now available online (e.g. e-books and electronic journals available through the university library website). It is your responsibility to allow yourself plenty of time to identify and get hold of the literature you need for your coursework.

Q. *Can I have a second opinion on my essay?*
A. If you disagree with a grade that you have received, or don’t understand the feedback comments, contact the person who has marked it and request a more thorough explanation. If you think you have grounds for requesting a second opinion, contact your course convenor.

Q. *I can never find a lecturer when I want to.*
A. If you have not successfully found them during their office hours, email them.

Q. *Do I have to do any fieldwork or other practical work outside of my courses?*
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 approved practical work. If you know you want to do Honours, you are strongly advised to do some practical experience during the summer between levels 1 and 2.