

**University of Glasgow
Department of Classics**

**Classics Handbook
2007/8**



**UNIVERSITY
of
GLASGOW**

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1. General

This document is to be read in conjunction with the **course document** for each course, and/or the Honours and MLitt Documents where appropriate. They comprise reference material applicable to each course.

1.1. Location

The Classics Department is located in 65 Oakfield Avenue. The Classics Office is run by Jane Neil (department secretary) and can be found in room 316, to the right as you enter the main door. Access for those with mobility restrictions can be made via a ramp to 69 Oakfield Avenue, which connects with 65 Oakfield (see §4.3. Physical access to the department). The office is open between 9 - 12 and 2 - 5.

1.2. Members of Staff

1.2.1. Members of Staff

All rooms are in 65 Oakfield Avenue, unless otherwise stated. The first digit in the room number indicates the level on which the room is located (main entrance is level 3).

<i>Name</i>	<i>Room</i>	<i>Email</i>	<i>Extension</i>
Professor Matthew A. Fox	404, 69 Oakfield Ave.	m.fox@classics.arts.gla.ac.uk	5583
Professor Roger P. H. Green	320	r.green@classics.arts.gla.ac.uk	4276
Mrs Linda E. M. Knox	215, 67 Oakfield Ave.	l.knox@classics.arts.gla.ac.uk	4381
Dr Ronald A. Knox	407	r.knox@classics.arts.gla.ac.uk	4157
Mrs Jane M. Neil	316	j.neil@classics.arts.gla.ac.uk	5695
Dr Luke B. T. Houghton	508	l.houghton@classics.arts.gla.ac.uk	5872
Dr Costas Panayotakis	507	c.panayotakis @classics.arts.gla.ac.uk	4383
Dr Ian A. Ruffell	513	i.ruffell@classics.arts.gla.ac.uk	5379
Dr Julia L. Shear	408	j.shear@classics.arts.gla.ac.uk	3222
Professor Catherine E. W. Steel (Head of Department)	514	c.steel@classics.arts.gla.ac.uk	4382

1.2.2. Graduate Teaching Assistants

<i>Name</i>	<i>Room</i>	<i>Email</i>	<i>Extension</i>
Ms Kirsten Bedigan	319	k.bedigan.1@research.gla.ac.uk	5695
Mr Fraser Dallachy	319	f.dallachy.1@research.gla.ac.uk	5695
Mr Quentin Kelly	319	q.kelly.1@research.gla.ac.uk	5695
Mr David McOmish	319	d.mcomish.1@research.gla.ac.uk	5695
Ms Marie Martin	319	m.martin.1@research.gla.ac.uk	5695

Note that room 319 is a shared office. Please check when your tutor will be available for consultation and make an appointment.

1.2.3. Emeriti (Retired) Staff

<i>Name</i>	<i>Room</i>	<i>Extension</i>
Mr P. M. Brown	319	5256
Professor A. F. Garvie	319	5256
Dr B. I. Knott-Sharpe	319	5256
Professor D. M. MacDowell	319	5256
Professor P. G. Walsh	319	5256

1.2.4. Library

<i>Name</i>	<i>Room</i>	<i>Email</i>	<i>Extension</i>
Mr Graham Whitaker	Room 1006, Glasgow University Library	g.h.whitaker@lib.gla.ac.uk	6782

1.3. Staff Responsibilities

Head of Department:	Prof Steel
Bookshop Representative:	Dr Shear
Equal Opportunities:	Dr Ruffell
Examinations Officer:	Dr Knox
Student Disability:	Dr Ruffell
Teaching Monitors:	Dr Knox, Dr Ruffell
Undergraduate Convener:	Dr Knox
Postgraduate Conveners:	
Taught MLitt	Dr Ruffell
Research	Dr Panayotakis

See 2.4 for Course Conveners

2. Courses Available

2.1. Pre-Honours Courses

2.1.1. Classical Civilisation

Classical Civilisation 1A: Early Greece, from Troy to Plataea, 776-479 B.C. (KXVU)

Classical Civilisation 1B: Republican Rome (KZLU)

Classical Civilisation 2A: Greek and Roman Epic and Drama (7XKV)

Classical Civilisation 2B: Conflict and Change in the Greek and Roman World (7XLV)

Classical Civilisation 3 (2Y5D)

2.1.2. Greek

Greek 1A (116B)

Greek 1B (2HHU)

Greek 2A (7FDV)

Greek 2B (7FCV)

2.1.3. Latin

Latin 1A: Beginning Latin (2HLU)

Latin 1B: Reading Latin (2HMU)

Latin 1C: Introductory Reading of Latin (2HNU)

Latin 1D: Reading Latin Advanced (2HPU)

Latin 2A: Latin Letters and Society (7FBV)

Latin 2B: Augustan Poetry (7FAV)

2.2. Honours Courses

These papers will normally be available at least once in a two-year period, but the availability of any particular course cannot be guaranteed. Advance warning of non-availability or change will be given at the first opportunity.

<i>Dept. Code</i>	<i>Title</i>	<i>University Code</i>
A	<i>Greek Papers</i>	
A1	Greek Unprepared Translation	89DF
A2	Greek Prose Composition and Unprepared Translation	89DE
A3	Greek Tragedy	89DA
A4	Greek Comedy	89DB
A6	Greek Lyric, Elegiac, and Iambic Poetry	89DG
A7	Thucydides and Athens 454-421BC	89DH
A8	Greek Oratory	89DD
A9	The Age of Xenophon 404-362BC, with Greek Texts	89DJ
A10	Greek Prose Style	87KS
B	<i>Latin Papers</i>	
B1	Latin Unprepared Translation	96NW
B2	Latin Prose Composition and Latin Unprepared Translation	93VU
B3	Roman Drama	89DS
B4	Roman Elegy (not currently available)	89CQ
B5	Roman Epic (not currently available)	89CR
B6	Roman Fiction	89DV
B7	Latin Historiography	89CT
B8	Latin Oratory (not currently available)	89CS
B9	Roman Satire	89DW
B10	Medieval Latin	89CP
C	<i>Classics Papers</i>	
CH1	Herodotus and the Persian Wars, 546-479BC	89EK
CH2	Athens and Sparta, 478-403 BC	89EL
CH3	The Age of Xenophon, 404-362 B.C. in translation	89XR
CH4	The Macedonian Monarchy, 360-323BC	89QH
CH5	Rivalry and Disorder: Rome and its Empire, 82-31BC (not currently available)	89AL

CH6	The Augustan Age	89AM
CH7	Gender and sexuality in ancient Rome	89DR
CH8	Revolution and Democracy at Athens	87KB
CH9	Greeks and the Divine	87AT
CH10	Gods, Humans and Sacred Spaces: Greek Sanctuaries	87AV
CL1	Rhetoric at Rome (not currently available)	89AG
CL5	Interpreting Greek Tragedy	89BC
CL6	Reasons to be cheerful: theorising comedy with Aristophanes and Menander	89CA
CL7	Putting the gods in their place: low culture and mythological burlesque	89CB
CL8	The novel in antiquity: impotent heroes and damsels in distress	89CD
CL9	The Roman Stage	89CE
CL10	Epic remake: Ovid and Lucan	89BR
CL11	Renaissance humanism in Scotland	89BS
D	Dissertation	89DK
E	Language Papers	
E1	Elementary Greek Language	89NG
E2	Higher Greek Language	89NH
E3	Advanced Greek Language	89NJ
E4	Elementary Latin Language	89NK
E5	Higher Latin Language	89NL
E6	Advanced Latin Language	93VV

2.3. Honours Degree Programmes

- Unless otherwise stated, papers may be chosen from any of the five areas (A-E), subject to any entry requirements for those papers; all curricula are subject to approval by the Head of Department and Honours Convener.
- It is possible, as part of any of the Single Honours Degree in the Faculty, to take up to 60 credits within a different department subject to any entry requirements;¹
- Joint Honours courses may be combined with any non-classical subject available in the Arts Faculty, and some in Science and Social Sciences subject to timetable;
- Joint Honours students **must** include a dissertation, in one of their two subjects;
- Students who plan to go into research after their degree, or intend a career in Classics teaching are particularly encouraged to choose a language paper (E1-E6);
- If students have qualifications in Greek or Latin, then they are not permitted to take language papers of equivalent level (E1/E2 and E4/E5 equate to Level One, E3 and E6 equate to Level Two).
- All these programmes have a travel requirement.
- There is a Reading week in week 6 (week beginning 29th October) of Term 1 for all A, B & C options but this does not apply to E options

¹ The Department wishes in particular to draw two such options to students' attention: (1) it is possible to complete a multimedia project with a Classical theme by taking the Multimedia Analysis and Design honours course offered by the Humanities Advanced Technology and Information Institute (HATII); this involves studying multimedia design and a project supervised by both a Classics and a HATII supervisor. See <http://www.hatii.arts.gla.ac.uk/courses/multimedia.html>.

(2) The Department of Archaeology offers an option on Development of Greek and Roman Coinage in Term 2, led by Dr J. D. Bateson of the Hunterian Museum. Assessment will be 50% coursework consisting of two essays and 50% 2 hour examination.

<i>Degree Programme</i>	<i>Syllabus</i>
Single Honours Classics	Ten A, B, C, or E papers, including at least one history paper (CH1-CH10) and one literature paper (CL1-CL12) from the C menu Dissertation
Single Honours Greek	A1 or A2 Six of papers A3-A10 Three Classics papers CH1-CL12 Dissertation
Single Honours Latin	B1 or B2 Six of papers B3-B10 Three Classics papers CH1-CL12 Dissertation
Joint Honours in Classics	Six A, B, C, or E papers, including at least one history paper (CH1-CH10) and one literature paper (CL1-CL12) from the C menu Or Four A, B, C, or E papers, , including at least one history paper (CH1-CH10) and one literature paper (CL1-CL12) + Dissertation
Joint Honours in Greek	A1 or A2 + Three or four of papers A3-A10 + One or two Classics papers CH1-CL12 Or A1 or A2 + Two of papers A3-A10 + One Classics paper + Dissertation Or with the special permission of the head of department, a dissertation, A1 or A2 and three papers from A3-A10.
Joint Honours Latin	B1 or B2 + Three or four of papers B3-B10 + One or two Classics papers CH1-CL12 Or B1 or B2 + Two of papers B3-B10 + One Classics paper + Dissertation Or with the special permission of the head of department, a dissertation, B1 or B2 and three papers from B3-B10

2.4. Course Conveners

2.4.1. Classical Civilisation

Classical Civilisation 1A: Dr Knox
 Classical Civilisation 1B: Prof Steel
 Classical Civilisation 2A: Dr Shear
 Classical Civilisation 2B: Dr Ruffell
 Classical Civilisation 3: Dr Knox

2.4.2. Greek

Greek 1A: Mrs Knox
 Greek 1B: Mrs Knox
 Greek 2A: Dr Knox
 Greek 2B: Dr Knox

2.4.3. Latin

Latin 1A: Prof Steel
 Latin 1B: Prof Steel
 Latin 1C: Prof Green
 Latin 1D: Prof Green
 Latin 2A: Dr Panayotakis
 Latin 2B: Dr Panayotakis

2.4.4. Honours

Honours Classics: Dr Knox
 Honours Greek: Dr Knox
 Honours Latin: Prof Green

3. Communication (Between Students and Staff)

Efficient teaching cannot take place without good staff-student communication. We believe that this is a two-way process. The department will do all it can to maximise the information available to students, to keep in contact with them, and to encourage transparency. Students likewise have a responsibility to keep up-to-date and in contact with the department.

3.1. Personal Communication

3.1.1. Email

Individual communication will **normally be by email in the first instance**. All students have access to a university computer account, which includes email. University email accounts can be accessed via webmail (<http://webmail.student.gla.ac.uk/>) both within and outwith the university.

The department will assume that you have access to your university account and read it frequently. We will **only** contact you at your university address and will **not** contact you via Hotmail or any other ISP or mail service.

Students are strongly encouraged to acquire the Certificate of Competence in IT during their first year.

3.1.2. Telephone

If it is urgent, lecturers or the Classics Secretary may be contacted via phone. Contact details can be found on the *staff* page of the website.

3.1.3. Formal Notice

The department will normally communicate on paper to students only when a formal notice (usually disciplinary) is at issue.

3.2. Department and Course information

The following are the normal sources of departmental information. Consult them frequently!

3.2.1. Department Website

The website carries up-to-date general information, including staff details and contacts, news about the department, general announcements and upcoming research events (seminars and conferences). All course documents and this handbook are available in electronic formats on the website. The URL is:

<http://www.classics.arts.gla.ac.uk/>

For more detailed information on each *course*, and various downloads, see **moodle** (below).

3.2.2. Moodle

Individual courses have sites on the Faculty of Arts Virtual Learning Environment, **moodle**. The URL is:

<http://moodle.gla.ac.uk/arts>

Register using your existing university login details. Full instructions are available at the site itself.

Available on the site are timetables, handouts, details of assignments and bibliographies, announcements, web resources, discussion boards, chat rooms and much more.. In the interests of improving academic standards, the general patterns of use in each class may be monitored, but not those of individuals.

3.2.3. Noticeboards

The noticeboards are on the left hand side as you enter 65 Oakfield Ave and will have information on examination dates, tutorial groups and any changes in teaching arrangements, echoing and in

some cases supplementing the website. Other information available includes such matters as student societies, seminars, conferences, awards and postgraduate opportunities. Please consult frequently.

3.2.4. Email Circulars

Class-specific information, especially changes in teaching patterns or supplementary information, may be carried out by class-based email, or announcements on moodle: please check both sources of information regularly.

3.2.5. Classics Office

If you have been unable to find the information you require at any of the above sources, the Classics Secretary, Jane Neil, will be pleased to help. The Classics Office is open between 9 - 12 and 2 - 5.

Telephone (0141) 330 5695; Email j.neil@classics.arts.gla.ac.uk.

All coursework should be handed into and signed for through the Office, unless you are instructed otherwise.

3.3. Feedback

The department welcomes and encourages all forms of feedback. There is a regular process of obtaining student views on each course. At the time of writing, these surveys are carried out via pen and paper, but the department is looking into developing an online feedback facility. In addition, comments and (constructive) criticism are always welcome.

For serious and/or personal grievances, there is a formal complaints procedure (see §10 Complaints).

4. Student Support, Effective Learning and Student Disability

The Department of Classics is committed to equality of opportunity for all students. We aim to make our courses and our teaching as accessible as possible, regardless of educational, social or physical background. We understand accessibility to be something that benefits *all* students, and are constantly seeking to improve our course provision in this respect.

We are introducing increased flexibility into our teaching methods and are happy to format materials to meet any specific needs. Students and prospective students should have absolutely no hesitation in approaching staff members either directly or through the Student Disability Service.

The university encourages all those with a disability to make contact with its specialist staff at an early stage, so that appropriate help and provision can be made.

4.1. Approaches to Learning and Study Skills

We seek to build study skills and different approaches to learning into our courses, and develop them over your time at university. Some of these you may already be familiar with, but some you may not. Classics, as you will discover, is a distinctive discipline. Beginning a new subject and moving from school to university are both potentially awkward, but we will do what we can to ease the transition. If you do find yourself struggling, the important thing is not to panic, or to ignore it, but to seek help.

There are a number of things you can do. One is to let us know: we may not have explained clearly enough what you need to be doing. In this case, it is very useful for us to know where we can be doing more (or less, as appropriate). If you think you need more specific help with your study skills, the people to turn to are the Student Learning Service (SLS).

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 the McMillan Reading Room or contact the Effective Learning Adviser (ELA) for your faculty. Popular topics for discussion include improving essay writing, revision techniques, exam techniques and note-making.

You can find more information about the SLS at <http://www.gla.ac.uk/services/sls> or contact your ELA at studentlearning@gla.ac.uk. The ELA for the Arts Faculty is Grace Wink.

4.2. Student Disability

If you are aware of having a disability, there is a dedicated team of advisers who can assist you in making the most of your time at Glasgow University. In addition to working with you as individuals, they can also alert departments to any special provision that might be required. Note that care is taken to emphasise what the department should be providing and not to dwell upon personal details of the student.

The Student Disability Service is based on the ground floor of the John McIntyre Building (to the left of main gate as you enter). Wheelchair access is from the rear of the building.

For further information, see the student disability website:

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

Or

Tel: (0141) 330 5497

Fax: (0141) 330 4562

E-mail: studentdisability@gla.ac.uk

Availability: 9.30 - 4.30 Monday-Friday

4.3. Physical access to the department

Main access to the department is through 65 Oakfield Avenue, up a small flight of steps. For those with mobility restrictions, there is a ramp at the side of 69 Oakfield Avenue, into the basement level of the adjoining Department of Philosophy, from which it is possible to proceed to the Department of Classics. There is an entry phone system, which connects to the Classics Office. Currently there is lift access only to level Three.

Some Honours, and some pre-Honours small-group teaching, will take place either in the Murray Room (410), 65 Oakfield Avenue, on the first floor, or in one of the philosophy teaching rooms. It is important that if you have mobility restrictions, you let us know, so that we can arrange for teaching in a fully accessible room.

Lectures take place throughout the university campus, with varying degrees of accessibility. Please let us know of any mobility restrictions, so that we can book more suitable accommodation.

We are keen to develop as accessible an environment as possible, and we welcome any suggestions for improvements to the accessibility of our physical context, or to the accessibility of our teaching.

4.4. Documentation

We are endeavouring to ensure that all departmental information is available in multiple formats, and in both hard copy and electronic form. If any of the current formats are not suitable, we will be delighted to provide copies in whatever format is required (e.g. extra-large type). We aim to make available copies of lecture and seminar handouts ahead of time on moodle for viewing online or for downloading.

All web-pages are written according to web standards and should be accessible in text-only browsers as well as graphical browsers. We aim to match the web accessibility guidelines, and at least on the main pages we are close to AAA level.

4.5. Other provision

We are happy to implement other forms of provision that we do not at the moment routinely provide. This might include, for example, the taping or the videoing of lectures, for which we have facilities within the department.

4.6. Honours Travel Requirement

If you are considering taking Classics to Honours level, potential students should be aware of the travel requirement, at the end of the Junior Honours year. We are confident that this travel requirement should be both financially and physically viable, with advance preparation, for nearly all students. Funding for travel is available from a number of sources. We discuss travel plans fully with all students, and we can help to point students towards resources for travel abroad with, e.g., physical impairment. Nonetheless, should travel prove impossible for a medical or similar reason, we are prepared to consider waiving the requirement.

5. Coursework: Guidelines and Submission

5.1. General Principles and Marking Criteria

When we mark an essay, we are looking, in general, for the following:

- knowledge of the evidence (texts, artefacts, etc.);
- an understanding of the cultural, literary and historical context of the evidence;
- the ability to develop a coherent and well-argued case on the basis of the evidence.

These three elements are spelt out in more detail in each course's Intended Learning Outcomes, which are to be found in the relevant course document. Your approach to coursework should take account of these general and specific objectives.

The criterion of **making a coherent case** implies that you should answer the question you have been asked. Make sure that you understand the question that has been asked and that you answer that – and not the one you want to be answering. You will not receive credit for bringing in everything you know about a given topic; you should only include things that are relevant to the question in hand, and which contribute to the argument you are trying to develop. Relevance is a very important criterion in assessing student work; try always to ask yourself, does this point help me to answer the question; if it doesn't, leave it out.

5.2. Sources

You will build up your view of a subject, both the evidence and the arguments you want to make about it, from a number of different sources:

1. Your reading of the primary sources or materials in the subject;
2. Your reading of the most important secondary sources in the subject;
3. Your seminars, tutorials and lectures on the subject;
4. Your discussion with fellow-students outside formal classes;
5. Your personal reflection on all the above.

5.2.1. Primary Evidence

The fundamental basis for all work in Classics is thorough acquaintance with the relevant **primary sources** (i.e. the set texts, the documents, or the artefacts on which the course is based). A good essay always makes frequent reference to the primary sources; but above all it is intelligent **use** of those sources that is important. Once you have acquired the solid foundations of knowing your primary sources, you then need to deploy that knowledge judiciously to make a coherent case. Both your own enjoyment of the subject and higher marks derive from making the jump from the first position to the second.

5.2.2. Secondary Sources

Secondary sources – books and articles by modern writers about the original, primary texts – are important too. While it is true that, at the introductory level (Level 1 courses), there is a particular focus on developing your personal response to the primary sources, it is always the case that wider reading of, thinking about, and criticising other people's responses to the same material will guide your interpretation and help you see what the issues are. Thus some secondary reading will always improve your essay. As courses become more specialised (through Level 2 and into Honours), use of secondary sources becomes even more important, and it is expected that students will demonstrate familiarity with the major items of scholarship in the fields in which they write their essays.

Secondary reading rarely (if ever) offers the final word on any subject, so do not feel bound by it. Use it as a guide to the evidence and current arguments, and use it critically as a sounding board for your own ideas. It is also important to recognize that not all secondary discussions are equally useful: some may be perfectly good works in their own right, but contribute nothing to the

assignment on which you are actually engaged; others may focus on the right topics, but may be out-of-date, inadequate, or just plain wrong. It is common, though, to find that secondary works that are provocative, or with which you disagree, are the ones that push you to find your own views.

Though it is good (and good fun) to follow your instincts and discover people's discussions for yourself, you should also be guided by the general and specific bibliographies that accompany your courses, and also by the suggestions for further reading given in class or on handouts. It is certainly unwise to use only old or eccentric sources to the exclusion of the current and the mainstream. One of the key skills you will acquire as you develop as a Classicist will be the ability to discriminate between different sorts of secondary sources, and this will be relevant especially for the dissertation at Honours level (or indeed any Arts dissertation). Relevant questions include: "Who is the author and what else have they written?", "Where was it published, and when?", "Is it cited in any other secondary texts?", or even the old favourite, "Does it make any sense?". To begin with, start with the current and recommended sources, then (if you are interested and have time) pursue the issues these raise further back into earlier discussions, judging the discussions at every stage in terms of the sense that they seem to you to make of the primary material that is their focus.

Take detailed notes on the secondary sources you read, and in taking these notes, devise some system of distinguishing between direct quotations from the author you are reading and your own observations on (or summaries of) the author's opinion. This is important for correct attribution, and avoiding plagiarism.

Remember that it is possible to read too much as well as too little: when you find that your reading is no longer contributing much to the case you want to make, or if you find that you are reading another book or article simply as a means of postponing writing up a piece of work that is ready to be written, it is time to stop reading and start writing.

5.2.3. Seminars, Tutorials and Lectures

Seminars and tutorials offer ways for you to start thinking through the subject for yourself, and is a good place to try out some ideas, as well as picking up extra information. Use the tutor and your fellow students to develop your arguments. The focus for a seminar or tutorial will usually be a primary text or texts, and you will usually be set some secondary material as well. Other texts can and should be brought in by the tutor, fellow students and yourself.

Lectures should help you orient yourself in the subject and become familiar with the main issues that have been discussed in relation to them and the main currents in the scholarship that discusses those issues. Lecturers will encourage students to think through these both within and following lectures. Note that it will be possible to gain most from lectures if you are familiar with the primary sources already, and most lectures are delivered on that understanding.

Note that there is no essay set by the Department of Classics in any course at any level which can be adequately completed on the basis of knowledge gained from attendance at lectures or seminars alone.

5.2.4. Learning With Fellow Students

One of the best ways to develop ideas is to discuss them with fellow students. It is important to stress that you will be marked on how far you meet the marking criteria – the intended learning outcomes – and not on how you measure up against fellow-students. Any discussions that you have outside class are likely to assist both of you, rather than hinder your chances.

This needs to be distinguished sharply from plagiarism, on which see the separate section later in the document.

5.2.5. Personal Reflection

Students often claim to be able to distinguish between some markers, who value the student's own views on a topic, and others who are supposed only to require a digest of others' views. This is a false dichotomy: all markers want to read the student's own views on the topic – the very purpose of coursework is to allow students to process and internalize their knowledge and to develop a

personal response to the material studied. But this response must be an informed one – it must be informed not only by detailed acquaintance with the primary sources, but also by effective and insightful deployment of the secondary sources. A truly personal response (a view that is truly your own) comes from a knowledge of the primary material that accounts fully for its complexities and an application of others' scholarship that enters in a detailed fashion into the debates and controversies that surround the subject. So we do very much want your own views; but we also want them to be deeply rooted in an understanding of the primary material and its interpretation, so that you can always justify your opinions with evidence and provide convincing arguments as to why you favour X's interpretation over Y's.

5.3. Structure

To ensure that you have a well-ordered and well-argued case to make, you should always **prepare an outline** before you begin writing. Always try to write clear, concise and simple English, and take care over the way you organize your answer. One good **structure** is introduction, argument, conclusion. The introduction and conclusion are there to help the reader catch on to what you are trying to say in between. In the introduction state (briefly) how you understand the question, and indicate (briefly) how you are going to approach it. Remember that you are introducing your essay, not the subject as a whole; so do not start your essay with a string of irrelevant general statements (e.g. about the life of the author or the greatness of his work). In your conclusion, briefly summarise the conclusions you have reached, and perhaps mention the most important reasons why you have reached those conclusions. The middle of the essay should connect the beginning (which says what the question is) and the end (which says what the answer is) by way of a logically constructed argument. Try always to keep the programme you outlined in the introduction in mind: if in making a point you find yourself deviating from what you said you were going to do in the introduction, ask yourself how you can make that point relevant to your programme; if you can't, then you probably don't need to make that point at all.

5.4. Presentation

There are a number of points about good practice in the presentation of essays of which you should take careful note.

5.4.1. Bibliography

Every essay should have a **bibliography** listing all the primary and secondary sources cited in your work, including any unpublished or internet-based sources. It is usually convenient to list primary and secondary texts under separate headings. Your bibliography should follow the standard scholarly conventions, which we summarise here.

Items should be given in alphabetical order of author's surname.

For books, we recommend that you give the **author, title, place of publication, publisher and date of publication**, as follows:

A. W. H. Adkins, *Merit and Responsibility* (Oxford: Clarendon Press, 1960)

Some people omit the publisher, but the critical point is to be consistent in your practice.

For articles give the **author and title, plus journal, volume, year, and pages**, like this:

G. Zanker, 'Sophocles' *Ajax* and the Heroic Values of the *Iliad*', *CQ* 42 (1992), 20-5.

For papers in volumes of collected essays give the **author and title, the editor(s) of the volume, the title of the volume, place and date of publication, and pages**, like this:

J. E. Lendon, 'Homeric Vengeance and the Outbreak of Greek Wars', in H. van Wees (ed.), *War and Violence in Ancient Greece* (London, 2000), 1-30.

Note the following standard conventions in Humanities publications:

- The title of a **book** (ancient or modern) or **journal** should be italicized. If you cannot use italics (as with a typewriter), underline. (This is just a conventional way of indicating to printers that a word should be set in italic script.)
- The title of an **article** (or **essay** in a multi-author volume) is placed in single quotation marks.
- Get to know the common scholarly abbreviations for journal titles (e.g. *CQ* for *Classical Quarterly*; for a full list of these (and of common abbreviations for ancient authors and works), see the *Oxford Classical Dictionary*(= *OCD*), 3rd edn., xxix-xliv.

5.4.2. References

In the main text of the essay you should give the **reference** whenever you make a point based on something you have taken from another author. The reference may be placed in brackets, or in a footnote or endnote. It is not necessary to give full details, since these will be in the bibliography. There are two principal forms of referencing in the Humanities.

5.4.2.1. Author + Short-title

This is the most traditional (sometimes known as ‘Oxford’ style). Give the author and page reference, e.g. Adkins, 23-4; or, if there is more than one item, use a *clear and consistent* short title to distinguish the works, e.g. Adkins, *Merit and Responsibility*, 23-4. There is no need to write ‘p.’ (= page) or ‘pp.’ (= pages) in giving references; but note these correct forms, if they are used.

This system is usually used with footnotes or endnotes, which you should number sequentially.

5.4.2.2. Author-Date System

Used originally in the social sciences, most Classics publications now use the author-date or ‘Harvard’ style. This is convenient for larger bibliographies, and allows for convenient citation in the body of the text. In this, the bibliography is written to emphasise author and date:

Adkins, A. W. H. (1960) *Merit and Responsibility*. Oxford: Clarendon Press.

References can be made within the text as follows

“As Adkins (1960) demonstrates,”

“... as can be seen in Homer’s value system (Adkins, 1960: 1-15)”

“I disagree with Adkins’ claim (1960: 45) that ...”

You can also use footnotes, especially if there are a number of references:

“See Adkins (1960: 45-48), Lendon (2000: 1-2).”

5.4.2.3. References to Ancient Texts

When you refer to or quote from an ancient text, you should normally follow the standard reference conventions for that author; for example: Homer, *Iliad* 1.1-6; Sophocles, *Antigone* 35-46; Plato, *Republic* 355a-356e; Thucydides 1.22.1. There is usually no need to write ‘lines’ or ‘book’ or ‘chapter’. Titles should be italicized, where applicable.

Sometimes it is not possible to give line numbers, for example because the prescribed translation does not give the original line numbers. You should then make it clear what alternative convention you are using (e.g. by page-number in a specified translation).

5.4.2.4. Referencing Online Material.

Internet sources must be acknowledged as scrupulously as published, hard-copy sources. Acknowledge not only direct quotation, but also sources of information you have consulted, and do so in such a way that any reader of your work can check your sources. In addition to all of the above details (where they can be determined), add the date on which you accessed the page, and the URL, e.g.:

Thomas E. Jenkins , review of Reginald Gibbons and Charles Segal (trans.), *Euripides: Bakkhai. The Greek Tragedy in New Translations*. Oxford: 2001. Posted: 19 July 2001. Last visited: 23 July 2001: <http://ccat.sas.upenn.edu/bmcr/2001/2001-07-19.html>

When referring to online versions of texts or articles that have *already been published in hard copy*, such as the translations in the Perseus database or articles in JSTOR, give references to the *original* publication.

If you do not know the author of an online resource, you can (instead of author) give the sponsoring organisation, or else use a series of meaningful labels, e.g.: WWW001. (1999) ...

5.4.3. Notes

Where possible, incorporate references and short notes in the text itself, e.g.: 'Lucretius goes on to say (2.790-5) that atoms ...'; 'It is further suggested (Smith, 1897: 33, n. 7), a view ignored by Jones (1898: 413) that ...'. As noted above, the author-date system is particularly suited to such methods with secondary bibliography,

Notes which cannot be included without confusion in the text should be kept as short and as few as possible. Footnotes (at the bottom of each page) are preferable to endnotes (i.e. notes at the end of an essay, chapter or dissertation). If a note is lengthy, consider carefully whether its content should have been included in the main argument of the text or even supplied in the form of an appendix.

5.4.4. Quotations.

Words or short phrases in any language other than English or Greek, such as *tribunicia potestas*, *variatio*, *vice versa*, should be italicized, and not put in quotation marks. (The same applies to titles of books and journals [see above] or any words that require extra emphasis.)

Short quotations can be cited with standard quotation marks (double or single, but be consistent). You can indicate line-breaks in short quotations of poetry with a bar '|' or slash '/'.

Any **long** quotation should be set off and indented, without quotation marks, and may be typed in single spacing. Prose is presented continuously, without line breaks, but if you quote poetry in a display quotation, you must respect the line breaks of the original: i.e. do not quote poetry as if it were prose. All quotation must be carefully indicated and reference given to its source.

5.4.5. Acknowledgement

The crucial test of understanding is whether you can make a point in your own words. Never reproduce someone else's work word-for-word, or closely paraphrased, without due acknowledgement: always identify your source (giving author, book or article, and exact page reference).

5.5. Submission of Coursework

Two copies of each coursework assignment must be handed in to the Departmental office no later than 4.30pm on the due date. The Department requires all assignments to be *word-processed or typeset*; hand-written submissions are acceptable only where access to typing/computing facilities is very difficult or impossible, and only with the permission of the relevant course convener. Students are warned that hand-written assignments which are difficult to read may be returned to the student for typing (at his/her own expense). We recommend that you retain a copy of all your coursework.

Your name must not appear on any assessed coursework. All pieces of coursework must, however, be clearly marked with your student number. **Do not use your user ID which has an initial after your number.** The cover must also have the course title, assignment title and name of the tutor (for Levels 1 and 2) or course convener (for Honours and Level 3). Sample departmental coversheets, which include all the required information, are produced in the appendix to this handbook. A skeleton coversheet, which can be imported into word-processing packages, can be downloaded separately at <http://www.classics.arts.gla.ac.uk/handbook.php?id=coversheet> .

At the time of submission, **all students are required to sign for coursework they are handing in.** This acknowledges receipt of the assignment by the office. Please note: submission by email will not be accepted.

The Department's normal practice is to return coursework with marks and comments within three weeks of receipt.

n.b. where possible, the office will not close between 12 – 2 on days when coursework is due.

5.6. Late Submission, Penalties and Extensions

For permission to hand in an assignment late **you must contact the course convener.** Permission will not be given without good cause (illness, bereavement, family emergency or similar) and production of evidence (see below). You should contact the convener **before the date of submission and in no case later than ten term-time days (excluding weekends) after that date.**

Where permission to hand an assignment in late has not been granted by the course convener, or unless otherwise indicated, the following penalties will apply (all days are term time weekdays excluding Saturdays and Sundays):

Levels 1 and 2

<i>Overdue by</i>	<i>Penalty deduction</i>
One week-day	1 point
Two to four week-days	2 points
Five to ten week-days	6 points

Level 3, Honours and MLitt

<i>Overdue by</i>	<i>Penalty deduction</i>
One week-day	1 point
Two to four week-days	2 points
Five to ten week-days	4 points

A student who fails to submit an assignment within ten term-time week-days (excluding weekends) without the permission of the course convener, will receive a mark of 0 for that piece of coursework. No coursework will be accepted after this final date.

The course convener, in consultation with the convener of the Department's Learning and Teaching Committee, has discretion to waive these requirements in exceptional circumstances, but students are **warned that, if they neglect to seek permission, submit evidence, or bring a relevant matter to the course convener's notice in good time, they can expect to be penalised.**

5.6.1. Dispensations

In some courses, class conveners are empowered to dispense students from assignments. However normally you cannot be exempted from all coursework.

5.7. Absences and Production of Evidence

Any student who has been prevented from completing an assignment by illness or any other reasons, or who believes that their performance has been adversely affected by any such reason, should notify the Department. For absences of more than five term-time week-days (excluding week-ends), evidence must be submitted to the Registry. This evidence should be a medical certificate for absence through ill health and a letter from the student for any other sort of absence.

Course conveners may require a student self-certificate for medical absences (or an equivalent letter for other absences) lasting for five working days or fewer.

For further information, see <http://www.gla.ac.uk/services/registry/students/absence/>

All medical and other relevant evidence is taken into account at the Examiners Board.

5.8. Absence from Language Classes and their Class Examinations

Attendance at lectures is obligatory, as is the work which is set to be done in advance of a lecture.

A student prevented by illness or for other good reason from attending a lecture and performing the work set for it by the tutor must inform the tutor concerned as soon as possible (**advance warning should be given if at all possible**). If required by the tutor, a medical certificate or other written evidence must be produced. Otherwise for regulations on absence see 5.7. above

A student prevented from sitting a class examination by illness or other strong reason should apply to the Class Convener for dispensation, producing a medical certificate or other evidence as appropriate. Medical certificates should be sent to the Registry who will inform your Adviser of Studies and all registered classes. Evidence must be given or sent as soon as possible and in any case not later than seven days (one calendar week) after the relevant class examination.

Dispensation will be granted where there is good reason for absence, and you will not be penalised. But a student who fails to explain his or her absence from an examination and provide written evidence will be given a mark of zero for that examination. However please note that normally you cannot be dispensed from both class tests (see individual assessment for each course). The Class Convener, in consultation with the Head of Department, has discretion to waive these requirements in exceptional circumstances, but students **are warned that if they neglect to seek permission, submit evidence, or bring a relevant matter to the Course Convener's notice in good time they can expect to be penalised.**

5.9. Absence from End of Course Examinations

A student prevented from sitting an examination by illness or other strong reason must send a medical certificate or other evidence as appropriate to the Registry. Evidence must be given or sent as soon as possible and in any case not later than seven days (one calendar week) after the relevant examination.

6. Information Resources

In addition to the departmental website, and the Virtual Learning Environment Moodle (on page 6), the following is a brief guide to the information resources available on campus

6.1. Library

The University Library has excellent facilities for classical studies. Its large holdings in the subject include long runs of periodicals. The breadth of its coverage has been carefully safeguarded and indeed notably enhanced in recent years. The Library is also at the forefront of information technology: through its integrated information system (Merlin) library users can key into world-wide information networks – including databases, thesauruses and electronic journals – as well as investigate the library's own holdings.

The Classics section is on level 10 and has, incidentally, an excellent view of the city and its environs - one surpassed only by the views from the two floors above. One of these floors houses a new Rare Books section, specially built as part of the Library refurbishment.

Students should take special note of the Short Loan section on Level Two. Recommended reading for courses in general and for specific assignments is usually to be found there.

The library has a wide range of study areas, equipped with up-to-date computers, and is one of the principal locations for non-specialist student computing in the university.

For electronic resources in Classics, there is a particularly good section on the library website by the Classics Subject Librarian, Graham Whitaker.

Links:

- Glasgow University Library: <http://www.lib.gla.ac.uk>
- Merlin: <http://merlin.lib.gla.ac.uk>
- Classics Page at GUL: <http://www.lib.gla.ac.uk/Subject/Classics/index.shtml>

6.2. Museum

The Hunterian Museum, which is in the Main University Building, houses an extensive and world-wide collection, and mounts frequent exhibitions. In the classical field it is especially renowned for artefacts and inscriptions that throw light on Roman Britain, and for the Hunter Coin Cabinet, a major collection of classical Greek and Roman coins.

Visit the Hunterian Museum website at <http://www.museum.gla.ac.uk> .

6.3. Bookshops

There is a branch of John Smith's booksellers on campus. There are major branches of Waterstones and Borders bookshops in the city centre, which may also be useful for finding materials. In addition, students should be aware of (at least) the following online retailers:

- Blackwells - the leading UK academic bookseller (<http://www.blackwells.co.uk>).
- Amazon - the most well-known online general bookseller (<http://www.amazon.co.uk>).

6.4. Computing

There are facilities managed by the Computing Service, primarily in the Library, and clusters managed by HATII (the Humanities Advanced Technology and Information Institute) throughout the Faculty of Arts.

6.4.1. Classics and Philosophy Labs

We share access with Philosophy of undergraduate and postgraduate computing facilities in 67-69 Oakfield Avenue. These are managed by HATII. They can be accessed either through the

Philosophy department (69 Oakfield) or through Classics (65 Oakfield) and are open Monday to Friday, 9a.m.- 5p.m.

The undergraduate room is 217 (level 2) of 67 Oakfield Avenue, and comprises eight PCs, with printer.

The postgraduate room is 209 (level 2) of 69 Oakfield Avenue, and comprises four PCs, with printer.

6.4.2. Library and Computing Services Facilities

There are student clusters on levels 2, 3, 4 and 5 of the University Library. There is also a large cluster in the McMillan Reading Room. For full details, see the Computing Service website:

<http://www.gla.ac.uk/services/computing/help/faq/student/clusters.shtml>

6.4.3. HATII Labs

Classics students also have access to labs managed by HATII elsewhere in the Faculty of Arts. All labs are subject to timetabled classes, so students should check before going in. Most labs have timetables on the doors.

- DISH labs A and B, 1/2 University Gardens. Open Monday to Friday, 9-5 (termtime)
- STELLA labs, 6 University Gardens. Open Monday to Friday, 9-5 (termtime)
- HATII labs, George Service House, 11 University Gardens. (first floor and basement) Open Monday to Friday, 9-5 (termtime and vacation)
- Hetherington Building (Ground Floor), Bute Gardens. Open Monday-Thursday 9-9, Friday 9-4.45 (termtime); Monday-Friday 9-4.45 (vacation)
- Adam Smith Building (Ground Floor). Open Monday- Friday 9-9, Saturday 9-3.30 (termtime); Monday-Friday 9-5 (vacation)

The Flexio Latin trainer is currently available in the Classics and Philosophy lab and the DISH labs. DISH labs have supported lab sessions please look at the timetables and notices in the labs for further information.

6.4.4. Assistive Technology

On Level Five of the University Library, there is an Assistive Technology cluster. Users should consult the Student Disability Service, and in particular the IT Adviser for Student Disability, Metta Macleod:

- Address: Room 516, Level 5, The Main Library, Hillhead Street, Glasgow University G12 8QE;
- Tel.: 0141 330 2340 or extension 2340 from within the University;
- Email: metta.macleod@.admin.gla.ac.uk

6.4.5. Consumables

The Computing Service, at James Watt North Building, can supply a range of computer consumables over the counter at the front desk. Payment may be by cash or cheque with cheque guarantee card.

6.5. Using the Internet for Research

The internet can be a useful source of information for essays and coursework, though for various reasons it is important to think of it as a *supplement* to the books and journals held in the University Library, rather than as a substitute for them. The following is a basic list of sites relevant to Classics (see also the links from the departmental website).

6.5.1. General Indexes and Catalogues of Sites

Glasgow University Library Classics Page

<http://www.lib.gla.ac.uk/Subject/Classics/index.shtml>

Thesaurus Linguae Graecae: Electronic Resources for Classicists: the Second Generation

<http://www.tlg.uci.edu/index/resources.html>

Oxford University Faculty of Classics: Web Resources

<http://www.classics.ox.ac.uk/resources/www/index.asp>

Humbul Humanities Hub: Classics Section

<http://www.humbul.ac.uk/output/subout.php?subj=classics>

Voice of the Shuttle: Classics

<http://vos.ucsb.edu/browse.asp?id=2708>

British Academy Portal: Classical Antiquity

<http://www.britac.ac.uk/portal/bysection.asp?section=H1>

6.5.2. Electronic Texts

Perseus Online Digital Library: Texts in English, Greek and Latin

http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html#text1

Thesaurus Linguae Graecae: Texts in Greek

<http://www.tlg.uci.edu/>

Project Gutenberg: Out-of-copyright texts in English with minimal formatting.

<http://www.gutenberg.net/catalog/>

Internet Ancient History Sourcebook

<http://www.fordham.edu/halsall/ancient/asbook.html>

6.5.3. Art, Archaeology, Geography

The Beazley Archive

<http://www.beazley.ox.ac.uk/BeazleyAdmin/Script2/default.htm>

ArtServe from ANU

<http://rubens.anu.edu.au/>

Index of Art Historical Sites: Digital Imaging Project

<http://www.bluffton.edu/~sullivanm/index/>

Art Images for College Teaching (AICT)

<http://arthist.cla.umn.edu/aict/html/ancient.html>

Dr. J's Illustrated Guide to the Classical World

<http://lilt.ilstu.edu/drjclassics/>

Maecenas: Images of Ancient Greece and Rome

<http://wings.buffalo.edu/AandL/Maecenas/>

Art History Server from University of Colorado at Colorado Springs

<http://harpy.uccs.edu/>

UNESCO World Heritage List

<http://whc.unesco.org/pg.cfm?cid=31>

THAIS – architecture image database from Italy

http://www.thais.it/architettura/default_uk.htm

Vitruvio: Architecture on the Web

<http://www.vitruvio.ch/>

Perseus Project: various art and archaeology resources

http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html

Ancient World Mapping Center: Maps for Students

<http://www.unc.edu/awmc/mapsforstudents.html>

Metis: Ancient Sites

<http://www.stoa.org/metis>

6.5.3. Electronic Publishing

Many Classical Journals are available both in print and in electronic versions. These should be pursued through Merlin (the Library catalogue).

Secondary literature online, other than texts and commentaries, tends to be introductory or unreliable. Most is not refereed or peer-reviewed, the usual academic standard. However, a good source of refereed work is *The Stoa* (<http://www.stoa.org/>), with various subsites.

One of the most longstanding pure electronic publications is *The Bryn Mawr Classical Review* (<http://ccat.sas.upenn.edu/bmcr/>), which publishes reviews that are longer and more swift to appear than in standard journals.

7. Study Abroad.

Undergraduates in their second or third year of study at Glasgow have the opportunity to study at a university in America, Canada, South America, Australia or New Zealand as part of their degree. The year abroad is not an additional year in your degree course but an integral part of your Glasgow degree. This means that you will normally be required to do all the relevant class and examination work overseas.

The Department of Classics will then recognize the work you have done overseas as equivalent to the classes you would have taken if you had stayed in Glasgow. If you are a Junior Honours student, you must remember that the year as an Exchange Student will count as equivalent to the Junior Honours year here.

The Department will liaise with you on a choice of courses which will be comparable to Glasgow Honours papers and, in interpreting and (if necessary) translating overseas marks in line with Glasgow practice, will follow the relevant Faculty of Arts and Registry guidelines. Exchange schemes are administered by the Student Recruitment and Admissions Office, 1 The Square, from whom application forms and further information may be obtained. You should also consult your Adviser of Studies.

If you are interested in a year abroad you should begin planning it as early as possible and no later than Term 1 of the preceding year.

8. Plagiarism (University Guidelines and Departmental Notes)

Plagiarism is defined as the submission or presentation, in any form, of work which is not one's own, without acknowledgement of the source(s) from which it is taken. If a student obtains information or ideas from an outside source, this source must be cited. Whether you use someone's exact words or paraphrase them, you must acknowledge that you have done so. Direct quotation must be placed in quotation marks. Unacknowledged paraphrase also constitutes plagiarism (close paraphrase of other people's work, even with acknowledgement, should in any case be avoided). Use of another student's work also constitutes a serious form of plagiarism. Though the line between poor essay technique and deliberate intention to deceive may be difficult to draw in particular cases, any unacknowledged borrowing reduces the value of the work submitted, and this will, as a matter of academic judgement, be reflected in the mark awarded. Where unacknowledged quotation/paraphrase is wholesale or considered to be fraudulent it will, in accordance with University regulations, be treated as an offence against University discipline and be reported to the Clerk of Senate for action under the Code of Discipline.

It is your responsibility to ensure that you do not lay yourself open to the charge of plagiarism. You must not lend your essays to other students or borrow theirs. You should be careful when taking notes from secondary sources to distinguish direct quotations from your own summaries of the source's opinions; if you do not, it is all too easy inadvertently to incorporate unacknowledged quotation or paraphrase into your work. Please note that using someone else's words without putting them in quotation marks, even if you do supply a reference to your source, is still a form of unacknowledged quotation and is plagiarism.

Bearing all this in mind, each year, students must sign the following declaration at enrolment; this will cover you for all coursework you submit to the Classics Department:

I have read and understood the Department of Classics' guidelines on plagiarism and declare that any essay I submit is entirely my own work, that all sources used have been acknowledged in the text and included in the bibliography, and that all quotations from other authors are marked as such in the text.

8.1. University Statement on Plagiarism (Excerpt)

8.1.1. Introduction

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.

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.

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.

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.

8.1.2. Referral

5. Where a student is suspected of plagiarism the member of staff shall refer the case to the Head of Department² or equivalent (hereinafter referred to as Head of Department) along with all appropriate documentary evidence (the piece of work in question duly marked-up, a copy of the original source of the plagiarism, information on the contribution of the piece of work to the overall assessment, etc). Any further departmental consideration of that piece of work shall be held in abeyance until the procedures set out below have been completed. The student shall be informed in writing that his or her marks have been withheld pending an investigation of suspected plagiarism.

6. The Head of Department shall assess the extent of the suspected plagiarism and, if necessary, consult with the Senior Senate Assessor for Discipline. The Head of Department will deal with suspected cases that are first offences and not considered to be severe. The Head of Department will refer all suspected second offences and cases of severe plagiarism directly to the Clerk of Senate or to the Head of the Senate Office for investigation under the provisions of the Code of Discipline.

7. Whilst there is no definitive list, examples of cases which would be regarded as severe plagiarism include:

- i. any case involving a final year undergraduate or postgraduate student (taught or research);
- ii. any case of serious and or blatant plagiarism when considered in relation to the student's year of undergraduate study;
- iii. a first offence where a reduction in marks would put at risk the student's degree or direct progression;
- iv. any case, regardless of extent, where it is inappropriate to deal with it within a department.

For further information, including full details of disciplinary procedures, see:

<http://senate.gla.ac.uk/academic/plagiarism/statement.html>

² Where the Head of Department has a potential conflict of interest (e.g. teaches or examines on the course concerned) then he or she should pass the case to another senior member of academic staff in the Department. In the case of small departments, where it may not be possible to pass the case to another senior member of academic staff, the case should be passed to the Head of a cognate department.

9. Mark Schemes and Grade Descriptors

9.1. pre-Honours

Primary Grade	Gloss	Secondary Band	Aggregation Score	Primary verbal descriptors for attainment of Intended Learning Outcomes
A	Excellent	1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
		2	21	
		3	20	
		4	19	
		5	18	
B	Very Good	1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
		2	16	
		3	15	
C	Good	1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
		2	13	
		3	12	
D	Satisfactory	1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
		2	10	
		3	9	
E	Weak	1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
		2	7	
		3	6	
F	Poor	1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
		2	4	
		3	3	
G	Very Poor	1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
		2	1	
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

CR	CREDIT REFUSED			Failure to comply, in the absence of good cause, with the published requirements of the course or programme.
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9.2. Honours

Primary honours Class	Secondary Band	Aggregation Score	Primary verbal descriptors for attainment of Intended Learning Outcomes
First	1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
	2	21	
	3	20	
	4	19	
	5	18	
Upper Second	1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
	2	16	
	3	15	
Lower Second	1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
	2	13	
	3	12	
Third	1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
	2	10	
	3	9	
Fail	1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
	2	7	
	3	6	
	1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
	2	4	
	3	3	
	1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
	2	1	
		0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

9.3. MLitt (T)

Primary honours Class	Secondary Band	Aggregation Score	Primary verbal descriptors for attainment of Intended Learning Outcomes
A	1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
	2	21	
	3	20	
	4	19	
	5	18	
B	1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
	2	16	
	3	15	
C	1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
	2	13	
	3	12	
D	1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
	2	10	
	3	9	
E	1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
	2	7	
	3	6	
F	1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
	2	4	
	3	3	
G	1	2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
	2	1	
H		0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

Notes:

- The Secondary Band indicates the degree to which the work possesses the qualities of the corresponding descriptor – high (1), medium (2) or low (3); except in the top grade, which has five secondary bands.
- These bands have to be viewed in the light of the **intended learning outcomes** of each course, for which see the relevant course document.

9.4. Technical Criteria for Specific Types of Exercise

The principal reference for assessment will be the individual Intended Learning Outcomes of each course or course.

In this section, however, we offer some general, technical criteria for individual skills and tasks.

9.4.1. Coursework Essays

In **coursework essays** we are looking for:

- thorough and accurate knowledge of the subject under discussion
- insight and discrimination in the selection of evidence
- plenty of evidence, illustration, citation, and quotation
- a well-constructed, consistent, and coherent argument
- strict relevance to the assignment
- evidence of originality of thought and personal engagement with the subject
- evidence of independent research
- full references to all primary and secondary sources used
- mastery of all relevant bibliographical conventions
- clarity and appropriateness of expression
- a good standard of written English, including spelling, grammar, syntax, and punctuation
- work that is clearly and legibly presented

9.4.2. Examination Essays

For **examination essays** we are looking for:

- thorough and accurate knowledge of the subject under discussion
- insight and discrimination in the selection of illustrative evidence or quotation
- a well-constructed, consistent, and coherent argument
- relevance to the question
- evidence of originality of thought and personal engagement with the subject
- clarity and appropriateness of expression
- a good standard of written English, including spelling, grammar, syntax, and punctuation
- work that is clearly and legibly presented

9.4.3. Gobbets (Commentaries on Texts or Objects)

In assessing **gobbets** or **visual tests** we are looking for:

- evidence of a developed acquaintance with the text or class of object
- ability to identify the literary, historical, philosophical, or art-historical issues represented by the gobbet or image
- a well-constructed, consistent, and coherent argument
- strict relevance to the question
- clarity and appropriateness of expression
- a good standard of written English, including spelling, grammar, syntax, and punctuation
- work that is clearly and legibly presented

9.4.4. Unseen Translation

For **unseen translation** exercises, at a level appropriate to the course or course, we are looking for an accurate translation that allows the reader readily to comprehend the meaning of the passage, showing accurate comprehension of the linguistic constructions and vocabulary, with an appropriate understanding of style, register and idiom in both the languages concerned.

9.4.5. Exam Translation

For **exam translation** from set books we are looking for an answer which accurately represents the overall sense of the passage and demonstrates that the student has properly understood the linguistic constructions and the vocabulary. A loose paraphrase is not acceptable.

9.5. Degree Classifications

9.5.1. Honours

Degree classifications are awarded as follows, using the average mark for Honours papers, weighted according to the credit-rating of the paper, following the standard university guidelines:

Where the average falls within one of the following ranges, the Board of Examiners shall recommend the award stated:

<i>Range</i>	<i>Classification</i>
18.0 to 22.0	first class honours
15.0 to 17.0	upper second class honours
12.0 to 14.0	lower second class honours
9.0 to 11.0	third class honours
0.0 to 8.0	fail

Where the average falls between two of the ranges defined above, the Board of Examiners shall have discretion to decide which of the alternative awards to recommend:

<i>Range</i>	<i>Classification</i>
17.1 to 17.9	either first or upper second class honours
14.1 to 14.9	either upper or lower second class honours
11.1 to 11.9	either lower second or third class honours
8.1 to 8.9	either third class honours or fail

9.5.2. MLitt (T)

- A candidate will be eligible for the award of the degree on obtaining an average of Grade C or better (with no more than 25% of credit at Grade E and none below grade E) in all the taught courses within the programme, and obtaining a grade D or better in the dissertation.
- A candidate who has achieved Grade C or better in all components and Grade B or above in at least **one third** of the total credits of the award will be eligible for the **award with Merit**.
- A candidate who has achieved Grade B or better in all components and Grade A in at least **one third** of the total credits of the award will be eligible for the **award with Distinction**.

For regulations on progression and coursework, see the M.Litt. Course Document.

9.6. Scripts

All students will have the opportunity to access to their examination script if they wish. The Department of Classics will make available all scripts for viewing in the departmental office within one week of the results being published or by appointment at a suitable agreed time no later than three months after the publication date.

10. Complaints

The Department of Classics is ready to receive student complaints and to manage them in a way that is both sensitive to the needs of each specific case and integral to the Department's procedures for monitoring and reviewing its courses.

The Department wishes to ensure that all students are fully aware of its complaints procedures and of the ways in which they may register dissatisfaction. These are the kinds of procedures that may be followed:

10.1. Registering Dissatisfaction

Students wishing to register problems with courses or teaching are encouraged to make use of the opportunities offered by the Staff-Student Committee (for Student Representatives, see notice-boards) and by the feedback questionnaires which are periodically issued in class. Problems may also be registered informally by contacting the Convener of the course in question, or a member of the Department's Learning and Teaching Committee (Dr R. A. Knox or Dr I. Ruffell), or the Head of Department (Dr. C. E. W. Steel). Students may also leave signed letters of complaint with the Departmental Secretary (Mrs J. Neil), who will pass them on to the appropriate member of staff.

10.2. Informal Discussion

Often, informal discussion of a particular problem (e.g. in the delivery of teaching) can best take place between the student and the member of staff most concerned. Alternatively, students may discuss the matter with the Course Convener, Undergraduate Convener (Dr. Knox) or Head of Department, and ask them to pursue the matter on their behalf. The Staff-Student Committee is also a suitable avenue for such discussion. Responsibility for ensuring that complaints at this level are appropriately dealt with rests with the Undergraduate Convener.

10.3. Formal Procedures

Formal complaints (particularly those concerned with issues of misconduct or harassment) should be lodged with the Head of Department. The Head of Department undertakes to meet all complainants within 14 days of a complaint being lodged and to respond within a further 7 days. Details of the complaint and its outcome will be notified, in writing, to the Clerk of Senate. Complaints about the Head of Department should be lodged with the Undergraduate Convener (Dr Knox), who will respond as outlined above. Complaints about the Undergraduate Convener should be lodged with the Head of Department.

10.4. What Is Covered by This Procedure?

The above procedure covers complaints such as:

- dissatisfaction with standards of academic provision
- dissatisfaction with the quality of supervision
- dissatisfaction with standards of service
- violation of the University's Code of Practice on Equal Opportunities
- harassment or bullying of any kind
- professional misconduct by members of staff
- any other matter directly affecting the quality of the learning experience

10.5. What Is Not Covered?

Appeals against academic judgement (the outcome of degree examinations and assessments) are dealt with by separate procedures (details from the Examinations Officer, Dr R. A. Knox). There is also a separate procedure for considering appeals against disciplinary decisions taken by the University.

10.6. What if I cannot resolve the problem at a local level?

If you cannot resolve a problem by following the above procedures, you may ask your Adviser of Studies to intervene on your behalf (indeed Advisers are a useful source of advice at all stages), or you may pursue your complaint at a higher level, by writing to the Dean of the Faculty of Arts. The Students Representative Council will advise you how to proceed.

11. Committees, Clubs and Societies (Academic and Social)

11.1. Staff-Student Committee

In this committee, members of the department sit with student representatives from each of the following groups:

Pre Honours:	one or two from each course
Honours:	one or two from each degree programme in each year
MLitt:	one from all MLitt (T) students

Student representatives are elected by each group. They act as liaison between staff and the student body, offering feedback in addition to the regular anonymous departmental questionnaires and reporting back on discussions at the committee to the student body. The department takes very seriously such student representation and this is a real opportunity to contribute to departmental decision making. Student representatives have proved to be vital for maintaining staff student communications throughout the year.

It meets normally twice in the session. Student representatives are asked to consult widely in advance of Committee meetings, and will meet before the meeting of the full Committee to establish an agenda. The Committee will have a Student Secretary whose job it will be to convene the preliminary meeting, draw up the agenda, convey it to the Chairman of the Committee, and write the minutes of the full Committee meeting.

11.2. Societies

There are three societies which meet regularly in Terms 1 and 2, and in which you are strongly encouraged to participate.

11.2.1. The Alexandrian Society

The Alexandrian Society (the department staff-student society) was founded in 1887 and is one of the oldest societies in the university, indeed one of the oldest in Britain. It holds meetings on classical and classics-related subjects, and generally promotes the social well-being of its members. There is a modest annual subscription. The current Chair is Ed Neville, the Secretary is Charly Lynn and the Treasurer is Ian McElroy. The Staff member of the Committee is Ian Ruffell. The society has a pigeonhole in the departmental office through which its officers can be contacted. Information about meetings can be found on Departmental noticeboards and on moodle.

11.2.2. Classical Association of Scotland

The Classical Association of Scotland (Glasgow and West Centre), founded in 1972, is a 'town and gown' society open to all those both inside the university and in the wider local community with an interest in the classical past. Some of the lectures or talks require a knowledge of Latin or Greek, but most of them can be fully enjoyed without it. The meetings (from October to April, usually on a Monday at 7.30 pm) will be held in Room 410 (the Murray Room) in the Department of Classics, 65 Oakfield Avenue, The University of Glasgow, and are open to students without subscription. The current Secretary (from whom further details may be obtained) is Dr Susan Milligan (email: susan@writtenword.co.uk.)

11.2.3. Scottish Hellenic Society

The Scottish Hellenic Society, founded in 1956, embraces both university members and those in the wider community with an interest in Greece and the Greeks, both ancient and modern. It seeks to form a social venue for Scots, Greeks and Cypriots. The meetings, on wide-ranging subjects, usually Greek but occasionally Scottish and sometimes both, are held monthly from October to April, usually on a Wednesday at 7.15 pm. The student subscription is currently £2. Further details about this society may be obtained from Dr Richard Jones (email: R.Jones@archaeology.arts.gla.ac.uk), President of the Scottish Hellenic Society. It is not expected

that students will attend every meeting of these societies, but they provide a good opportunity to hear speakers from outwith the Department and extend your social contacts.

11.3. Research Seminars

There are regular seminars within the Department, principally for staff and postgraduates, but you may find some of the topics and speakers interesting. You are very warmly invited to attend. Details will be found on noticeboards. There are:

- Departmental research seminars. These meet roughly once a fortnight on Tuesday at 5 pm, see noticeboard or website for details.
- There are also occasional lectures by visiting speakers on other days; which are advertised on the noticeboard and website.

12. Prizes

During their long history the departments of Greek and Latin (separate until 1988) and the University have received generous endowments for the encouragement of classical study. Various cash prizes and medals are awarded to outstanding students in each class. The following prizes are available to students in different branches of the subject at various levels. Not all are available every year.

12.1. Greek

12.1.2. Level 1

Jeffrey Medal

awarded from a fund founded in 1821 by Francis Jeffrey, undergraduate in Arts (1788-90) and later Rector of the University

Allan Prize

founded in honour of Donald J. Allan, Professor of Greek 1957-71

12.1.3. Level 2

Scott MacFarlan Medal

from a fund founded in 1870 to honour Duncan MacFarlan, Principal of the University 1823-58

12.1.4. Honours

Cowan (Greek) Medal

awarded from a fund founded in 1836 by James Cowan, undergraduate in Arts 1819

Sandford Scholarship

founded by subscription in 1862 in memory of Sir Daniel Keyte Sandford, Professor of Greek, 1821-1838. Awarded on the basis of essay work, should a candidate be deemed to have shown particular distinction.

12.2. Latin

12.2.1. Level 1

Cowan Medal

awarded from a fund founded in 1836 by James Cowan, undergraduate in Arts 1819

12.2.2. Level 2

Muirhead Memorial Prize

founded in 1776 in memory of George Muirhead, Professor of Humanity 1754- 73

Cowan Medal

Second level students in Latin are also eligible to enter the *viva voce examination on the Black Stone for the Cowan Medal*. This is literally an examination taken (sitting) on a black stone, part of an ornate mahogany chair made in the late eighteenth century and now one of the treasures of the Hunterian Museum. Once a necessary part of student progression, this test (some call it an ordeal) is now a voluntary examination for second-year latin students based on prior study of two set texts.

12.2.3. Level 3

Muirhead Memorial Prize

(see above)

12.2.4. Honours

William Ramsay Medal

founded in memory of William Ramsay, Professor of Humanity (Latin) 1831-63

12.3. Civilisation

12.3.1. Level 1

Chalk Prize

awarded in honour of H.H.O. Chalk, lecturer in Greek in the University 1950-81

12.3.2. Level 2

George Gilbert Ramsay Prize

founded in 1922 in memory of George Gilbert Ramsay, Professor of Humanity 1863-1906

12.3.3. Honours

Cowan (Classics) Medal

awarded from a fund founded in 1836 by James Cowan, undergraduate in Arts 1819

12.4. General

The following are open to students of more than one class:

Coulter Prize

founded in 1787 by James Coulter, undergraduate and merchant. For translation and composition. Open to all students of the university.

Kenmure Prize in Classics

founded in 1976 in memory of the Reverend Vera Kenmure, first woman minister of the Congregational Union of Scotland. For the most meritorious student in Junior Honours Latin, Greek or Classical Civilization. This prize is to be used for travel abroad.

Lanfine Bursary

a two-year bursary awarded to a student for distinction in Greek or Latin at Level 1. Awarded biennially.

Luke Historical Prize

founded in 1863 in memory of G. R. Luke, student in Glasgow and Oxford, and tutor in Oxford. This is awarded on the basis of performance in two elements, i) a special written examination on Greek and Roman History, ii) an essay of around 5 000 words.

Scott Scholarship

awarded by the Faculty of Arts for Postgraduate work on the basis of examination results in one of the subjects Classics, Philosophy, English Literature.

Appendix

Sample Pre honours coversheet

Matriculation number: 0000000

Course title: Classical Civilisation 1A

Tutor: A. N. Other (nb this is your assigned tutor not the convener or lecturer)

Date: Day Month Year (eg 1 February 2008)

[Essay Title]

Sample Honours coversheet

Matriculation number: 0000000

Course title: Herodotus and the Persian Wars

Convener: Dr. R Knox

Date: Day Month Year (eg 1 February 2008)

[Essay Title]

Sample MLitt coversheet

Matriculation number: 0000000

Course title: Further Topic in Latin Literature I

Convener: Dr. A. N. Other

Date: Day Month Year (eg 1 February 2008)

[Essay Title]