Trinity College Dublin
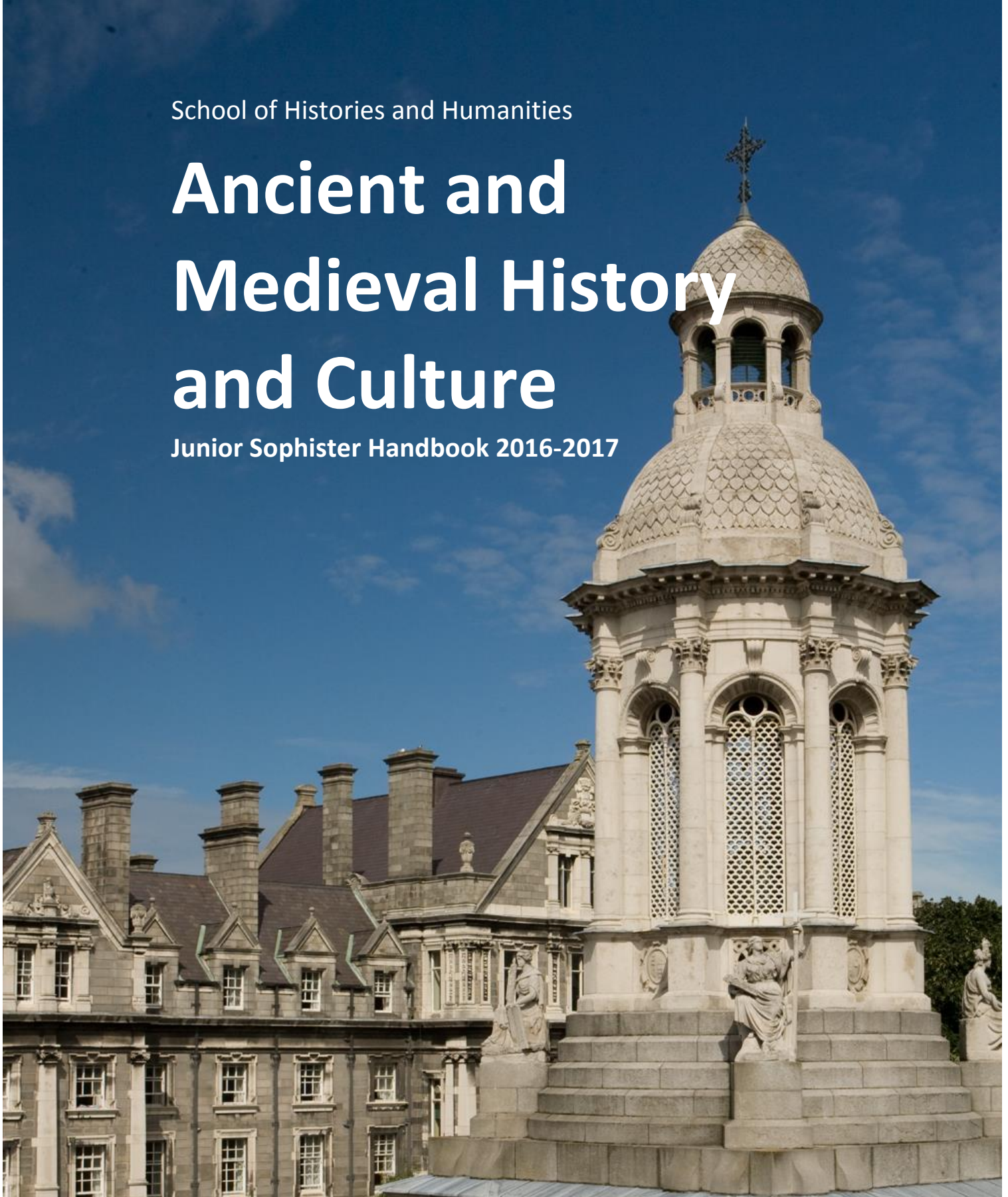Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Histories and Humanities

Ancient and Medieval History and Culture

Junior Sophister Handbook 2016-2017

Contents

ANCIENT & MEDIEVAL HISTORY AND CULTURE

Welcome! This Handbook, which covers the third year (Junior Sophister) of study, provides you with essential information about your course in Ancient & Medieval History and Culture. It also supplements material that is given in the University *Calendar.* The Moderatorship in Ancient and Medieval History and Culture is administered by a Management Committee. More detailed information on each individual module is provided in the relevant module guide. If you are in any doubt about how the regulations affect you, please consult your College Tutor, the Course Director or a member of staff.

Keeping in touch

It is important to keep in contact with the teaching and support staff. There are several ways in which information is circulated by staff to students and by which students can contact staff:

- **Email** – Information from the Course Director and from individual lecturers and tutors will often be sent to your college email address. It is also the quickest way to contact a member of staff. You should check your college email daily. Please note that you should only use your TCD email address when corresponding with us. Get into the habit of checking this account regularly, even if you also use a different email address for personal or professional use.

- **Post & Phone** – Changes in contact details should be reported to the Course Director as well as to Student Records. Please keep your record up-to-date via the 'my.tcd.ie' portal (https://my.tcd.ie). Messages for staff may be left in pigeon holes located in the relevant Departmental offices.

- **Website** - www.histories-humanities.tcd.ie/undergraduate/ancient-medieval

- **Noticeboard** – The Course Noticeboard is located on the 3rd floor outside of the Department of History. Please check this noticeboard regularly, as well as the History of Art (Arts Bldg., Floor 5) and Classics (Arts Bldg., Floor 6).

Course Learning Outcomes

On successful completion of this course students will be able to

- demonstrate an awareness of what art history, archaeology and history are and what historians, art historians and archaeologists do

- demonstrate an assured and critical appreciation of processes, peoples and places during the medieval centuries

- order and analyse critically the main artistic and architectural styles and movements of the ancient and medieval worlds

- contextualise works of art, architecture and written evidence in terms of historical and cultural processes

- apply appropriate methodological frameworks, including comparison and assessment of existing historical interpretations

- engage at first hand with primary evidence (texts in translation, visual evidence and material remains) and assess them as historical, art historical or archaeological evidence

- evaluate historical texts, visual evidence and material remains in the light of their historical, cultural and archaeological contexts and in light of important modern theoretical approaches

- demonstrate an appreciation of, and assess the significance of, literary, historical, artistic and archaeological interconnections

- deploy skills of oral, written and visual communication

- apply skills of summary, synthesis and generalization

- identify a research topic, collect and analyse the evidence for it, articulate and apply the relevant modern scholarship on the subject and produce a clearly planned, independently prepared and accurately written report on the topic

Contacts and Teaching Staff

Director of the Course in Ancient and Medieval History and Culture:
Dr Laura Cleaver, *Ussher Lecturer in Medieval Art*   Rm 5077
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Course Administrator:
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College Tutors

Your College Tutor is your main advisor on both academic issues and personal matters. He or she is appointed by the College, and should not be confused with your module tutors in Ancient and Medieval History and Culture who may be able to help on module-specific matters. You can also get help with problems specifically relating to the course from the Course Director or other members of the team listed above. Staff are here to help – so please feel free to approach us!

Teaching, Attendance & Credit

As you are aware, the College Academic Year is divided into two semesters, Michaelmas Semester (September-December) and Hilary Semester (January-March). Both are twelve weeks long and in both there is a study week in Week 7. Examinations for both semesters are held in April/May.

As in previous years, you are required to attend **ALL** lectures and other classes as required by individual module guidelines. Individual instructors may choose to track attendance by circulating sign-in sheets during each class. In such cases, it will be **your responsibility** to register your attendance by signing in on this sheet. As a rule, students may be deemed non-satisfactory if they miss more than a third of their course of study or fail to submit the required course work in any term. They will be reported as 'non-satisfactory' to the Senior Lecturer, according to the regulations laid down in the *Calendar*, H6, 23-24.

Timetable

Your timetable will be available via my.tcd.ie. The timetable of lectures, seminars and tutorial classes may also be posted on the course and departmental noticeboards. Late amendments to scheduling will also be posted here. If you have problems with the timetable, please contact the Course Director, Dr. Laura Cleaver (cleaverl@tcd.ie) or the Course Administrator, Jo McNamara (jo.mcnamara@tcd.ie).

Obtaining credit

In order to successfully complete the year and gain your degree, you must obtain credit for the academic year by satisfactory attendance at lectures and tutorials/seminars, by carrying out the required module work and by successful completion of examinations.

Junior Sophister Year (JS)

General Information

In the third year you will take the interdisciplinary module on **Ancient and Medieval Rome**, which is taught by specialists from all three disciplines. Your remaining modules must include at least 10 credits from each of the three main subject areas (History, Classics, History of Art). You will have selected your modules in April. All choices are subject to timetabling restrictions.

All lectures, seminars, classes and tutorials are **compulsory**.

Students may be asked to make oral presentations or hand in short pieces of written work in addition to their assessed work. Though these are not formally assessed, they are part of the expected exercises of the module.

Module Options in 2016 – 2017

HH3000 Ancient and Medieval Rome (10 ECTS)

Duration: Hilary Semester	**Contact Hours:** 2 classes a week
Assessment: Examination (80%), continuous assessment (20%)	**Co-ordinator:** Dr Hazel Dodge

This module will tackle the urban history of one of the major European cities in both the ancient world and the Middle Ages: Rome, from its earliest development in the early 1st millennium BC to the city's sack in 1527. It will explore the physical site of the city and changes over time, together with ideas about Rome. It will also address the impact of a range of social and political issues on the city. It will thus consider the infrastructure, peoples and power structures of the site. The lectures will provide an overview of major themes in the material together with case studies of particular examples. Specific primary material will be explored in seminars.

CL2311 Roman Archaeology (10 ECTS)

Duration: Michaelmas & Hilary Semesters	**Contact Hours:** 32 lectures, 6 seminars
Assessment: Examination (80%), continuous assessment (20%)	**Co-ordinator:** Dr Hazel Dodge

This module explores the Roman world through the material culture. It covers the full geographical extent of the Roman Empire examining subjects such as transport and communication, urbanisation and settlement, the economy and resources, religion, and technology. Regional case studies of Rome and Ostia, the Bay of Naples, the Eastern Empire, and North Africa will all be included.

CL2310 Roman History (10 ECTS)

Duration: Michaelmas & Hilary Semesters

Assessment: Examination (80%), continuous assessment (20%)

Contact Hours: 32 lectures, 6 seminars

Co-ordinator: Prof Brian McGing, Dr Hazel Dodge and Dr Shane Wallace

In the Mediterranean world, the first three centuries of the Christian era constitute a period often regarded with admiration by later generations, especially by 19th century Europeans easily impressed by empire. The names of famous emperors roll off the tongue – Augustus, Nero, Trajan, Marcus Aurelius, Diocletian – and the idea of absolute power embodied, to some extent, in these men has fascinated analysts from the beginning. This module will examine aspects of the period, from the emperors themselves to the lowliest of slaves: matters of imperial politics and military strategy, economics and social concerns. There will be a mixture of lectures and small-group seminars conducted in teams. As with all advanced modules the main emphasis is on analysis rather than description, and extensive individual reading is required.

CL2325 Power and Identity in the Greek and Roman Worlds (10 ECTS)

Duration: Michaelmas & Hilary Semesters

Assessment: Examination (80%), continuous assessment (20%)

Contact Hours: 32 lectures, 6 seminars

Co-ordinator: Prof. Monica Gale & Dr Martine Cuypers

This module examines different forms of identity and self-image in both the Greek and Roman worlds, and ways in which they were constructed, maintained and manipulated on the individual and the communal level. The module will also consider the variety of political structures and expressions of power in the ancient world, and assess how power was presented and re-presented in different cultural contexts. In doing so we will look at the relationships between ideas of power and notions of identity. The Greek side of the module will centre on Classical Athens, broadening out to explore other polities within the Greek world and relations between them. In the Roman part of the module we will focus on Augustan Rome, and examine the interconnections between political authority and national/personal identity at the transition from Republic to Principate.

CL2312 Roman Britain (10 ECTS)

Duration: Michaelmas & Hilary Semesters

Assessment: Examination (80%), continuous assessment (20%)

Contact Hours: 32 lectures, 6 seminars

Co-ordinator: Dr Hazel Dodge

This module examines a part of the Roman Empire which has been much studied by both historians and archaeologists. But Roman Britain is also constantly the subject of fresh discoveries and changing perspectives, creating a challenging topic for study. This module will examine the Iron Age background and assess the impact of the invasion of AD 43 as well as the effect of Roman culture on this remote province. The location of Britain on the fringes of the Roman world highlights particular issues of imperialism, acculturation and cultural identity.

CL2302 Socrates and Plato (5 ECTS)

Duration: Hilary Semester

Assessment: continuous assessment (20%), exam (80%)

Contact Hours: 16 lectures, 3 seminars

Co-ordinator: Dr Ashley Clements

This course focuses on the revolution in philosophical thinking initiated in Athens by Socrates (469-399 BC) in the latter half of the fifth century BC, and its further development by his creative disciple Plato (427-347 BC) during the first half of the fourth century BC. In weekly lectures, the course explores the intellectual context, central preoccupations, and defining features of Platonic philosophy through close readings of a selection of Plato's writings (Euthyphro, Apology, Crito, Phaedo, Protagoras, Symposium and Phaedrus). Topics include: Plato's Socrates and the Socratic 'method'; Platonic epistemology; Plato and erôs; Platonic ethics; theories of education and the Arts; dialectic and the literary form of Plato's dialogues; modern approaches to understanding Plato's writings.

CL2323 Roman Letters (5 ECTS)

Duration: Hilary Semester

Assessment: continuous assessment (20%), exam (80%)

Contact Hours: 16 lectures, 3 seminars

Co-ordinator: Prof. Monica Gale

To write a letter - whether a formal, public composition or a private letter to a friend - is to create an image, consciously or unconsciously, of oneself as writer and of one's relationship with the letter's recipient. This was just as true for Roman letter-writers as it is for us today. This course will explore a selection of the wide range of letters that have survived from Roman antiquity, from the highly personal correspondence of Cicero to the self-consciously artful letters of Pliny the Younger. We will also look at the fictional letters of Ovid, the Heroides (Letters of Heroines), which take the form of first-person compositions sent by the heroines of myth to their lovers. Taken together, these varied texts offer a fascinating window onto the thought-world of writers and readers from the first century BC to the second century AD, and prompt reflection on such issues as self-representation and political 'spin'; on the relationship between the public and private spheres; and on male and female 'voices' in Roman literature.

CL2324 Roman Comedy (5 ECTS)

Duration: Michaelmas Semester

Assessment: continuous assessment (20%), exam (80%)

Contact Hours: 16 lectures, 3 seminars

Co-ordinator: Prof. Anna Chaoud

This course is about creative imitation and comic imagination. You will study the works of the Latin dramatists Plautus (3rd century BC) and Terence (2nd century BC), who adapted Greek plays for a Roman audience. These texts are the only example of Latin poetry surviving in complete form from the early Republican period. The lectures will give an outline of themes, characters and techniques, examine the relation between Roman drama and Greek New Comedy, and place the works of Plautus and Terence against the background of a Rome increasingly Hellenised, cosmopolitan, and imperialist.

CL2301 Athenian Drama (5 ECTS)

Duration: Michaelmas Semester

Assessment: continuous assessment (20%), exam (80%)

Contact Hours: 16 lectures, 3 seminars

Co-ordinator: Dr Martine Cuypers

This module provides an introduction to fifth century Athenian drama. We will examine selected plays of the tragedians Aeschylus, Sophocles and Euripides, and of the comedians Aristophanes and Menander, as well as other relevant texts, such as Aristotle's Poetics. Topics to be discussed include the divine, fate and responsibility; the origins of drama; the Aristotelian analysis of tragedy; performance aspects; the organisation of dramatic competitions; the function of drama in the context of religious festivals and the democratic city-state; the use of drama as source of historical information.

CL123L Introduction to Latin Language and Culture (5 ECTS)

Duration: Michaelmas Semester

Assessment: continuous assessment (100%)

Contact Hours: 11 x 2-hour seminars

Co-ordinator: Prof. Anna Chahoud

The study of a language is the best way to make real contact with the world around us. Most of the languages of modern Europe developed out of Greek and Latin, which lie at the very core of how we speak, write and intellectualise our thoughts. Latin was a living language, and the leading one in Western Europe, for over a millennium; it was also the main form of communication of ideas in both Humanities and Sciences until the early modern period. Knowledge of Latin gives us access to a deeper level of understanding of our own language and of the concepts and terminology we encounter in the subjects we study and in the culture we call our own. It is the aim of this module to introduce students to the fundamental structures of the Latin language, and to some of the most important words (particularly those that have made their way into English) and the ideas they convey. We will be looking at the language of politics, family, war, love, death, law, religion. We hope that when you complete this module you will want to learn more of the language.

CL123G Introduction to Greek Language and Culture (5 ECTS)

Duration: Hilary Semester

Assessment: continuous assessment (100%)

Contact Hours: 11 two-hour classes

Co-ordinator: Prof. Brian McGing

The Greek language is one of the great formative forces in the history of European literature, thought and government. Most of the languages of modern Europe developed out of Greek and Latin, which lie at the very core of how we speak, write and intellectualise our thoughts. Democracy and political debate, philosophy, theatre, art, architecture and virtually all forms of literature practised today have their origins in the Mediterranean world of Greece and Rome. It is the aim of this module to introduce students to the fundamental structures of the Greek language, and to some of the most important words (particularly those that have made their way into English) and the ideas they convey. We will be looking at the language of politics, family, war, love, death, justice, philosophy. We hope that when you complete this module you will want to learn more of the language.

HI4338 Medieval Globetrotters (10 ECTS)

Duration: all year   **Contact hours**: Every 2nd week for 2 hours per week (see timetable)

Assessment: [tbc]   **Co-ordinator:** Dr Peter Crooks

Was there a 'global' Middle Ages? In an effort to answer this question, this module ranges far outside the conventional geographical confines of medieval scholarship to explore hemispheric interactions across Eurasia in the age of the Black Death. The opening weeks of the module explore what European armchair travellers thought they knew of the 'outer world' in the Middle Ages, including their belief in monstrous races. We also encounter the largest land empire the world has ever known- the Mongol empire - through the writings of Europeans who travelled to the East during the era of the so-called *Pax Mongolica*. In later weeks the perspective shifts to the experience of non-Europeans, whose itineraries and breadth of cultural knowledge far outstripped that of their European counterparts. To give but one example: the journeys of Marco Polo - which rapidly passed into legend in Europe - were surpassed by his near-contemporary, the intrepid Muslim scholar Ibn Baṭṭūṭa (d.1368/9), who travelled across the Sahara to the Malian empire and its recently-annexed outpost at Timbuktu. Following Ibn Baṭṭūṭa and other travellers, we embark on a grand tour of the major world civilizations and cultures and examine the political upheavals that engulfed the hemisphere after the outbreak of the Black Death. In the final weeks, we follow the astonishing voyages of exploration led by the eunuch Admiral Zheng He, which were sponsored by the Ming dynasty; and we conclude with the rise and fall of Tamerlane, last of the 'world conquerors', whose death marked the end of a distinctive phase of world historical development.

HI4347 Kings and Saints in Early Christian Ireland (10 ECTS)

Duration: Michaelmas Semester   **Contact Hours:** 2 hours per week
Assessment: [tbc]   **Co-ordinator**: Dr Immo Warntjes

See module handbook for details.

HI4352 Power, Nation and Identity in Late Medieval Ireland (10 ECTS)

Duration: Hilary Semester   **Contact Hours:** 2 hours per week
Assessment: [tbc]   **Co-ordinator**: Dr Caoimhe Whelan

See module handbook for details.

HI4331 The Crusades, 1096-1204 (10 ECTS)

Duration: Michaelmas Semester   **Contact hours**: Every 2nd week for 2 hours per week (see timetable)

Assessment: Examination (80%), Essay (20%)   **Co-ordinator**: Dr Thomas Smith

In 1095, at the climax of a church council at Clermont in France, Pope Urban II delivered an electrifying sermon. He called for an armed pilgrimage to rescue the eastern churches from the alleged oppression of the Turks, whom he denigrated as an 'alien race'. In return, these holy warriors would receive remission of their sins, thus easing their way to heaven. The call to arms sparked a mass movement comprised of men, women and children who took the Cross to fight in deference of Christ's patrimony, which endured for two centuries.

Using a wide arrange of medieval sources in English translation, this module looks at the medieval mind-set by questioning why the crusading movement arose, how it evolved and was sustained over two hundred years, who drove this evolution, and

why the idea of the crusade proved so enduring and attractive to would-be crusaders, both noble and humble.

HA4323 To the Glory of God: The Art and Architecture of the Medieval Church (10 ECTS)

Duration: Michaelmas Semester   **Contact hours**: 22 lectures and 5 seminars

Assessment: Examination (70%), Essay (30%)   **Co-ordinator:** Dr Laura Cleaver

Medieval cathedrals and churches are numbered amongst the great monuments of European culture. However modern visitors have a very different experience to that of their medieval predecessors, as they encounter these buildings stripped of their treasures and often in a fragmentary state. This module will consider medieval churches as gesamtkunstwerks (or total works of art). It will address the surviving architecture, sculpture, wall-painting, stained-glass, metalwork and manuscripts associated with medieval churches to try to reconstruct the original appearance of these buildings. In doing so the module will explore questions of making, function and meaning. It will also consider the roles of patrons, artists and critics in determining what was appropriate for the house of God. Taking the period c.1100-1220 and the region of modern France as its focus the module will address the major stylistic change that occurred with the development of the Gothic style, and question what this meant for religious art and architecture.

HA4320 City, Court and Campagna (10 ECTS)

Duration: Michaelmas Semesters   **Contact hours**: 2 lectures per week and a fortnightly seminar

Assessment: Examination (70%), Essay (30%)   **Co-ordinator:** Dr Christine Casey

The dominant patterns and typologies of western European architecture in the early modern period originate in Italy in the fifteenth century. In the cities and courts of central and northern Italy a virtual laboratory of architectural form generated new typologies of domestic, civic and ecclesiastical architecture. In particular the development of domestic or residential design as a subject of focused architectural endeavour reflects the increasing secularisation of European society. This module aims to introduce students to the formal characteristics of architecture in the period 1400-1700, to examine the relationship of function, form and patronage in architectural design and to consider in particular the development of the villa and palace form.

HA3020 Approaches to Art History I (5 ECTS)

Duration: Michaelmas Semester   **Contact Hours:** 1 lecture per week and a fortnightly seminar

Assessment: Continuous assessment (100%)   **Co-ordinator:** Laura Cleaver

This module will provide an introduction to some of the major methods and theories used by writers on art and architecture. We will analyse art historical writing from the ancient world to the present day to explore some of the ways in which authors have approached the study of art and architecture and think about the value of those methods for art historical study in the twenty-first century.

HA2070 Making and Meaning in Irish Art I (5 ECTS)
  Duration: Michaelmas Semester   **Contact hours**: 1 lecture per week & a fortnightly seminar
  Assessment: Coursework (100%)   **Co-ordinator:** Dr Angela Griffith

The course is designed as an introduction to Irish visual culture dating from pre-history to the eighteenth century. Lectures will include the identification of key works form Irish art and architecture, addressing fine, applied and popular artforms. Throughout the course, Irish visual culture will be discussed within its artistic, social and cultural contexts and will be cognisant of its place within a broader European perspective.

HH3050 Field Trip (5 ECTS)
  Duration: Hilary Semester   **Contact Hours:** n/a
  Assessment: Continuous assessment (100%)   **Co-ordinator:** Dr David Ditchburn

This module provides an opportunity to undertake an intensive study of ancient and medieval remains in a particular area through first-hand examination. Students are required to prepare for the visit element of the trip by completing prescribed reading and preparing a presentation to be given during the visit. During the trip students are expected to identify a topic for a research preparation to be completed on their return.

Essays & Other Class Work

During the course of the year, you may be required to complete a number of written exercises for each module. These take a variety of different forms: formal essays, critical commentaries and exercises, and slide tests. Full details are given in individual module guidelines.

<u>PLEASE NOTE</u>: All such written work and exercises are **COMPULSORY**. Failure to complete them without adequate explanation will result in a mark of zero and you will be returned Non-Satisfactory (NS) to the Senior Lecturer for that Semester. It is your responsibility to organise your time and manage your workload.

Formatting your written work
- All essays must be word-processed and printed out on A4 paper

- All written work must be accompanied by a completed AMHC cover sheet (these can be downloaded from module pages in Blackboard and are also available from Room 6014)

- A word count must be given

- To allow room for comments, **all essays must be double spaced** and must have a wide margin

- Check that all of your sources are provided. Any quotations and substantive information taken from other works must be acknowledged by means of footnotes, giving author, title, and page number. When citing unpublished sources, students should follow the advice of the course instructor. A bibliography, listing the documentary sources, books, and articles used (including all those acknowledged in footnotes/endnotes) must be appended to the essay.

Submitting your written work
- ➢ All required written work must be submitted in hard copy, accompanied by an AMHC cover sheet (a copy will be sent to you by email) **to the relevant Departmental Office** on the assigned date (full details are given in individual module guidelines).

Work handed in late will not be corrected and it will receive a mark of zero. In case of personal or family crisis or illness you must provide the Course Director, Dr. Laura Cleaver cleaverl@tcd.ie, with supporting evidence (e.g. medical certificate or a tutor's communication) for a revised deadline to be arranged. Contact your College Tutor if you need further help and advice in these situations.

NB Remember you must also submit an electronic copy via Turnitin by the specified deadline. Instructions for the use of Turnitin will be provided at the start of the year. <u>Failure to submit both hard copy and electronic copy will attract a mark 0.</u>

Plagiarism

Plagiarism is interpreted by the University as an act of presenting the work of others as one's own work, without acknowledgement. It is considered as academically fraudulent and it is an offence against University discipline. The University considers plagiarism to be a major offence and subject to the disciplinary procedures of the University. **A full University statement on plagiarism is given in the College *Calendar*, part II, 82-91.** The College guide to plagiarism is available here: http://tcd-ie.libguides.com/plagiarism and all students are now required to complete the online tutorial here: http://tcd-ie.libguides.com/plagiarism/ready-steady-write.

Each year, cases of student misconduct involving plagiarism or 'inappropriate collaboration' are reported. In some of these cases, students have said that they were unclear as to what plagiarism involves. The following statement represents our principles on this matter:

> *Students are expected to express themselves and to sustain an argument in their own prose. They should not submit written work that does not properly acknowledge transcription or that includes excessive quotation of the work of others. If you want to quote from a published work or from an internet source, either because you think it makes the point or you admire the author's turn of phrase, you must put the passage in quotation marks and cite the reference. If you wish to express what an author is saying in your own words, such phrasing is acceptable but you should include reference to the author concerned to indicate that the ideas stated are his/hers and not yours.*

If you are not clear about the difference between scholarly citation, collaboration and paraphrase, please consult one of your tutors. A charge of plagiarism is a serious College offence and will be dealt with by the Course Director according to the procedures laid out in the relevant section of the *Calendar*.

Return of Essays
Essays will be returned by individual class teachers.

Examinations & Assessment

Examination & Assessment

Assessment in the JS year will be on the basis of examinations, submitted essays and other exercises which form part of continuous assessment (details are given in individual course guidelines).

Examination Procedures

The onus lies on each student to establish the dates of examination by consulting the examination timetable on the College website. You will **not** be admitted to an examination after the first half-hour. If, through circumstances beyond your control, you arrive after the first half-hour, you should immediately contact the Senior Tutor's Office (House 27, College).

Requirements for rising with the year

The pass mark for essays, assignments and examinations is 40%. An average of 40% must be attained for a pass to be awarded in a module. In order to rise with their year, students must achieve an overall pass in the annual examinations. Under normal circumstance students may compensate a failure in one module (35-39%), as long as an overall pass is achieved.

Failure to rise with the year

Students repeating a year, as a consequence of failure to gain academic credit, are required to attend lectures, seminars and tutorials, submit written work, and perform all other exercise in the same way as if they were taking the year for the first time. They may be required to take a different combination of modules.

Marking system

The marking system in operation for the Moderatorship in Ancient and Medieval History and Culture can be found on the next page. This gives brief descriptions of the qualities that are likely to be associated with work that would be regarded as typical of each of the classes of honours that can be awarded.

MARKING SYSTEM		
Class	**Numerical Mark**	**Description**
I	70-100%	• Excellent knowledge • Exemplary structure and organisation • Answers the question clearly and comprehensively, in a focused way • Critical use of secondary and where appropriate primary material • Sound critical thinking • Independence of judgement • Consistent performance • Well-written with supporting references and bibliography correctly used and formatted
II.1	60-69%	• Aware of full implications of question • Good understanding of the topic • Clear evidence of relevant reading/research • Reasoned argument with logical conclusions • Use of relevant examples • Clear analytical ability • Good structure and presentation • Good use of secondary sources.
II.2	50-59%	• Aware of implications of question • Effective structure and presentation • Solid and reliable/sound knowledge • Evidence of some relevant reading • Inclusion of some relevant ideas and examples • Lack of analysis • Style of writing could be improved
III	40-49%	• Understanding of question • Modest level of engagement with question • Some relevant knowledge • No analysis • Adequate presentation • Lacking in style and clarity
F.1	30-39%	• Serious misunderstanding of question • Failure to answer the question (though may be an answer to a different question) • Minimal knowledge • Very little evidence of relevant reading or research • Lack of structured argument • Lack of evidence to support discussion • Lack of relevant examples • Incoherence. • The potential of a candidate to proceed to the next year of study is an important consideration in the award of this grade.
F.2	0-29%	• Some or all of the weaknesses noted under F1, but to a greater and perhaps extreme, extent.

Style Sheet

Presentation is only one aspect of good essay writing. Poor or inconsistent presentation is, however, a distraction to whoever is marking your essay and can result in a lack of clarity and loss of marks. What follows are simple guidelines about presentation. You should keep them in mind when you are writing your essay. Always ask for advice if you are unsure.

General Information
- The titles of books, plays and edited collections (collections of poems, short stories, articles, essays) should be *italicised*.

- The titles of individual poems, essays, articles and short stories should be placed in single quotation marks.

- All spelling should be correct and care should be taken with your use of punctuation and grammar. Pay particular attention to your use of the apostrophe.

- Check all of your quotations for accuracy and make sure that all of your sources are provided.

- Type your essay. Leave ample margins for comments by the marker, use a font size of 12 and double space your essay.

Quotations
- If you are quoting a small amount from a text, simply include the quotation in your essay using double quotation marks.

- For longer quotations you should indent each line on the left hand side of the quotation – as you would if you were starting a new paragraph. When you indent a long quotation from a text, do not use quotation marks.

- When you are quoting a long passage, you may choose to omit part of the quotation because it is not directly relevant to your argument. You can do this by using an ellipsis. This is marked by three consecutive dots (…) and is inserted in place of the words or the lines that you want to omit.

Acknowledging Quotations
The proper acknowledgment of sources for quotations is a vital aspect of good essay writing. Failure to acknowledge a source amounts to more than mere laziness. It could open you to a charge of plagiarism which is a serious academic offence. Further information about plagiarism is provided above.

Style Guides

There are several different ways of annotating sources, and a number of style guides are available for you to follow. MLA (http://www.mla.org/) and the Chicago Manual of Style (http://www.chicagomanualofstyle.org/) are two styles which are particularly recommended. You are welcome to follow either of these styles, or any of a number of other styles which are also available. Whichever style you choose, though, you must be consistent and clear in your use.

Footnotes, Endnotes, Parenthetical Citations

Some style guides recommend the use of footnotes or endnotes; others recommend parenthetical citations. If you choose to use footnotes or endnotes, the simplest thing to do is to number each quotation consecutively. Insert a footnote or an endnote at the end of every sentence where you quote from an author or a text. (This will be done automatically if you click on 'Insert' then 'footnotes' if you are using a Word programme.) A numbered note will appear at the bottom of the page (a footnote) or at the end of the essay (an endnote) where you will be prompted to fill in the details of the source of the quotation. These details will vary, depending on the style guide you are using, but you should always include the page number of that quotation. <u>For example</u>: Beckett, *Malone Dies*, 87, or Beckett 1956, 87. Further details about the book, including the full name of the author, the full title of the text, publisher, place and year of publication, should appear in the bibliography at the end of your essay.

Works Cited, Bibliography

The bibliography should include all of the texts that you have quoted in your essay. It should also include all of the texts that you have consulted in the preparation of your essay. (You may want to distinguish in your bibliography between "Works Cited" and "Other Works Consulted".) You should list all of these texts, by author's surname, in alphabetical order. There are several ways of presenting a bibliography. What follows is taken from the MLA style guide. Once again, you are welcome to follow this or another style so long as you are consistent and clear.

If you are citing a book you should include the following information in order:

- Surname of author, First Name. *Title of Book* (place of publication, year of publication)

If the book is an edited collection of essays, your citation should read:

- Surname of author, First Name, ed. *Title of Book* (place of publication, year of publication).

If the book has more than one author, your citation should read:

- Surname of first author, First Name and First Name and Surname of second author, eds. *Title of Book* (place of publication, year of Publication).

If the book was translated, your citation should read:

- Surname of original author, First Name. *Title of Book*. Trans. Translator's Name (place of publication, year of publication).

Citing an essay in a book
- If you are citing an essay from a book you should include the following information:
- Surname of author, First Name. 'Title of Essay', *Title of Book*, in Editor's Name, ed. (place of publication, year of Publication), Page refs.

Citing an essay in a journal
- If you are citing an essay from a journal you should include the following:
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Citing material from a website
- If you are citing material from a website you should give the full address of that website in the bibliography so that the marker can locate the same material. You should also give the date that you last accessed that material.