1. **Title of the module**

CLAS6002 (CL6002) – Extended Essay

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

Students must write an Extended Essay proposal of approximately 500 words, formulate a potential question, and have their proposal approved by the module convenor. The proposal will be due on a date set by the convenor. In principle, this will be not later than the last day of the preceding Summer term.

Cannot be taken alongside CLAS6001 – Dissertation

1. **The course(s) of study to which the module contributes**

Compulsory for BA Classical & Archaeological Studies (Single Honours); BA Ancient History (Single Honours), BA Classical Studies (Single Honours)

Optional for BA Classical & Archaeological Studies (Joint Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Conducted an independent academic study on a suitable topic of their choosing, under the guidance of an academic supervisor;

8.2 Demonstrate research skills appropriate to their topic, including the use of bibliographical resources, the investigation, comparison and synthesis of different kinds of evidence, and the critical review of primary and secondary sources);

8.3 Write up their conclusions in accordance with accepted scholarly conventions (those governing the formulation of bibliography and references, the presentation of evidence, the use of illustrations &c where appropriate), using word-processing skills;

8.4 Demonstrate an in-depth knowledge of and critical appreciation of one academic theme, including an appreciation of the nature and role of the evidence and its analysis, and explanation and discussion in relation to current interpretative frameworks.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Take responsibility for their own learning;

9.2 Evaluate and learn from their own performance;

9.3 Demonstrate an enhanced ability to manage their own time and prioritise workloads;

9.4 Demonstrate good IT and presentation skills in the production of their extended essay.

1. **A synopsis of the curriculum**

This module addresses one of the fundamental aims of the programme, to familiarise students with the techniques of independent study and practice methodological skills they have acquired/are acquiring in their other modules. Essays may be written on any suitable subject, subject to approval by the convenor, and the module can be linked with any of the modules in the programme. Choices will be informed by the student’s personal interests, the fulfilment of the aims of the module, the availability of expert supervision, and the accessibility of relevant material.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

*The Chicago Manual of Style* (2003), University of Chicago Press, Chicago/London.

http://www.chicagomanualofstyle.org/home.html

1. **Learning and teaching methods**

Total Contact Hours: 4

Total Private Study Hours: 296

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Extended Essay (5,000 words) – 80%
* Exercises – 20%

13.2 Reassessment methods

* 100% Project (5,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  |  |  |  |  |  |  |
| Supervision | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Extended Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exercises | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students e Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will demonstrate and appreciation of cultural differences in the ancient world. The skills acquired are applicable to understanding and working with societies outside of the UK. Students will appreciate cultural differences in thinking, language, art and/or material remains (because they will be writing on different topics).

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/01/17 | Major | January 2018 | 5, 7, 12, 13 | No |
| 14/01/2021 | Major | 2021/22 | 6,13 | No |

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| Revised FSO Jan 2018 |