1. **Title of the module**

CLAS6001 (CL6001) – Dissertation

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**

60 Credits (30 ECTS)

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

Autumn and Spring

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

Students are typically allowed to take this module only if they are averaging at least a 2:1 in Stage 2, or the equivalent for visiting students.

Prospective students must write an extended essay dissertation proposal of approximately 500 words, formulate a potential question, find a willing supervisor, and have their proposal approved by the module convenor before being admitted to the module. 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, though requests to join the module at the start of Autumn term will be considered. Approval of the proposal will depend in part upon the availability of staff to supervise. It is therefore not guaranteed that all proposals will be approved

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)

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

8.1 Demonstrate that they can choose a topic appropriate to their skills and interests, and where possible will be able to demonstrate originality in theme or approach;

8.2 Demonstrate pursuit of guided research into their chosen topic in classical and archaeological studies;

8.3 Demonstrate that they have been introduced to management of and standards pertinent to research publication in classics and archaeology.

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

9.1 Demonstrate knowledge of the techniques of independent study required at Stage 3;

9.2 Demonstrate use and development of research skills (use of bibliographical resources, investigation and comparison of different kinds of evidence, critical reviewing of primary and secondary sources);

9.3 Write up their conclusions in accordance with accepted scholarly conventions (as to the use of bibliography and references, the presentation of evidence, the use of illustrations and co. where appropriate), using word-processing skills;

9.4 Produce written work that is presented to a high standard;

9.5 Produce written work that shows a high degree of organisation;

9.6 Produce written work that contains an independent intellectual argument.

1. **A synopsis of the curriculum**

This module is intended to introduce undergraduate students to research. As such it provides an opportunity to work on a topic of their own choosing, in either archaeology, history or ancient literature. Originality and feasibility are important aspects of writing dissertations, and to avoid problems topics will be scrutinised and approved by CLAS before research can begin. Students can expect guidance from the module convenor and an academic supervisor throughout the process, varying from one-to-one tutorials to classes on how to edit your own prose. There will also be a meeting regarding the Dissertation at the end of the Spring term of the previous year to clarify arrangements and to outline what work is required on this module.

The programme document with regulations is sent to all students before the end of spring term of Stage 2. Students are invited to suggest titles for comment, for which tutors are allocated. They are advised to do preliminary reading over the summer based on generic advice of the module convenor. They then choose precise topics in consultation with the convenor and personal tutors at the start of the autumn term.

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

*The MLA Style Sheet* (New York 1970).

*MHRA Style Book*, notes for authors, editors and writers of Dissertations (London 1978).

F.W. Jenkins, *Classical Studies. A Guide to the Reference Literature*, 2nd edition (London 2006).

See also the updated *MHRA Style Guide* (MHRA 2002) on the web at www.mhra.org.uk

1. **Learning and teaching methods**

Total Contact Hours: 9

Total Private Study Hours: 591

Total Study Hours: 600

1. **Assessment methods**
   1. Main assessment methods

* Dissertation (10,000 words) – 80%
* Exercises (3 in total; marks averaged) – 20%

13.2 Reassessment methods

* 100% Project (10,000 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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  |  |  | **x** | **x** | **x** | **x** |  |  |
| Supervision | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Dissertation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exercises | **x** | **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 with Inclusive 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 an 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) |
| 09/02/17 | Major | September 2017 | 1,4,6, 7, 9,12,13 | No |
| 20/01/2021 | Major | 2021/22 | 6,10,13-14 | No |

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| Revised FSO Jan 2018 |