

Writing Essays

Writing Guidelines

All papers must be typed, with 12pt Times New Roman font. They must be well spaced with 1 inch margins. They should be coherent, well written, and must include proper citations. Cited references should include a range of book and journal references. Exclusively web-based references should not represent more than 25% of the total references. Papers will be graded on quality of research, strength of argument, organization, and style.

It is advisable to submit your paper as pdf, unless otherwise instructed, as that is the only way to be sure that your layout and formatting will be preserved.

Organization

Essays and other academic texts, if indeed not all texts, begin with an introduction in which the aims of the texts are set out. The body of the text is made up of the arguments, which will usually include descriptions of the evidence used. If several lines of argument are developed, these will need to be pulled together in a final discussion. The text is always wrapped up by a conclusion that refers back to the aims set out in the introduction. A list of full references must follow the text on a separate page.

References

You should use the so-called Harvard system of referencing, which consists of two elements namely

1. short in-text author and date citations;
2. a full bibliography at the end of the paper.

The in-text references always include author name and year, plus page numbers if and when appropriate. Details of the bibliography format may vary but it is crucial that whatever system you use you apply it consistently. An obvious example is that used in the syllabus - examples below - but you can find a number of examples in *The Chicago Manual of Style* that has a very helpful online guide. Failure to cite properly will result in a full grade deduction.

Note that you should *not* just list any work you have ever read or of which you have the impression that it has some relevance to your topic: the list of references only includes those publications that you have mentioned in the text and that you have actually consulted.

Examples

Book (monograph) Abulafia, D. 2011: *The Great Sea: a Human History of the Mediterranean*. Oxford: Oxford University Press.

Id. in a series Leighton, R. 2012: *Prehistoric Houses at Morgantina. Excavations on the Cittadella of Morgantina in Sicily 1989–2004*. (Specialist Studies on Italy 15). London: Accordia.

Edited book	Dietler, M. and C. López-Ruiz (eds) 2009, <i>Colonial Encounters in Ancient Iberia. Phoenicians, Greeks and Indigenous Relations</i> . Chicago: University of Chicago Press.
<i>Id.</i> in a series	Kyriakidis, E. (ed.) 2007: <i>The Archaeology of Ritual</i> . (Cotsen Advanced Seminars 3). Los Angeles, CA: Cotsen Institute of Archaeology, University of California.
Book chapter/ article in collection	Aubert, M.E. 1995: From trading post to town in the Phoenician-Punic world, in B. Cunliffe and S. Keay (eds), <i>Social complexity and the Development of Towns in Iberia. From the Copper Age to the Second Century AD</i> . (Proceedings of the British Academy 86). Oxford: Oxford University Press, 47-66.
Journal article	Cañete, C. and J. Vives-Ferrándiz Sánchez 2011: 'Almost the same': dynamic domination and hybrid contexts in Iron Age Lixus, Larache, Morocco, <i>World Archaeology</i> 43.1: 124-143.

Grading

Final grades will be issued in 10% increments (100-90 is an A; 89-80 is a B; 79-70 is a C; 69-60 is a D; 59 and below is a Failure). A basic grading rubric is provided below. Additional criteria may be applied to individual assignments. Those additional criteria will be outlined in greater detail with the official assignment.

- *Achieving an A-grade*

Student has mastered the content of the course. Papers are innovative, well researched, well argued, persuasive, and easy to follow. The bridge between research and theory is clearly stated. They are also concisely written with no grammar or spelling mistakes. Student attends all classes, turns in all assignments on time, posts weekly discussion questions on time, and participates actively in class activities and discussion section. Exams on average score 90% or higher. All assignments are of consistently high quality in content and execution.

- *Achieving a B-grade*

Student has a highly proficient understanding of the course's content. Papers are well-argued and persuasive, well researched, and easy to follow. Occasionally the bridge between research and theory is unclear, or there may be some minor errors in method. They are concisely written with few grammar or spelling mistakes. Student attends all classes, turns in all assignments on time, posts weekly discussion questions on time, and participates actively in class activities and discussion section. Exams on average score 80% or higher.

- *Achieving a C-grade*

Student has a competent grasp of the course's content. Papers for the most part meet the basic requirements of the assignment, but may be poorly argued or poorly researched in sections. They may lack organization. Spelling and grammar errors are present. Papers may also contain

inaccuracies or methodological errors. Student occasionally misses classes and infrequently participates in class activities and discussion section. Exams on average score 70% or higher.

- *Achieving a NC*

Student has only a limited understanding of parts of the course's contents. Papers are of poor quality. Argument is vague. Research is not always easy to follow, lacks organization, and/or contains incorrect information that is irrelevant to the paper's argumentation. Spelling and grammar errors are prevalent. Student occasionally misses classes and rarely participates in class activities and discussion section. Exams on average score 60% or higher.

Late Assignment and Missed Exam Policies

Assignments are to be submitted on the noted date. Late assignments will result in reductions of one-grade (10%) per day late.

Academic Honesty

Academic dishonesty will not be tolerated. Any cheating or plagiarism will immediately result in a zero-grade for the assignment and will be reported to the Dean of the College according to the Academic Code of Conduct. Please see the Academic Code website or consult the instructor with any concerns.

Academic Support

Students are encouraged to visit the instructor during office hours, to attend review sessions, and to access other departmental resources for learning, whether or not they are experiencing academic difficulty. Students, who by nature of a documented disability, require academic accommodations, should contact the instructor during office hours. Students may also speak with Student and Employee Accessibility Services at 401-863-9588 to discuss the process for requesting accommodations.