ARCHAEOLOGY TUTOR INDUCTION

Ulf Schoop – Archaeology Teaching Director
Ulf.Schoop@ed.ac.uk

This meeting:

- Archaeology tutor's responsibilities
- Health and safety
- Preparing tutorials
- Running tutorials
- Assessments
- Marking

Your Responsibilities

- You should encourage/facilitate independent learning
- You should familiarize yourself with the lecture slides on LEARN & tutorial readings
- Access to LEARN
- If information on the slides is unclear ask the relevant lecturer
- If your tutees ask for additional help with academic matters outwith tutorial hours direct them to the relevant lecturer or course organizer
- If your tutees approach you with pastoral issues please direct them to Student Support: the University employs trained, skilled professionals to support students

Your Responsibilities

- If you have any concerns about the behaviour/conduct/welfare of any of your tutees please contact Student Support or if immediate intervention is required contact emergency services

- Do not provide your tutees with handouts or additional information/tips on assessments, etc. without first consulting the course organizer

- All students must be given the same opportunities to access course information/help

Health and Safety

- You should be familiar with what to do in an emergency

- Medical emergencies, fire – nearest first aider; how to get hold of the emergency services

- In event of fire you are responsible for making sure your group calmly and safely leaves the building by the nearest fire exit

- The locations and mode of operation of extinguishers

Tutorial Topics and Structure

- You should be provided with a clear outline for each tutorial/workshop by the course organizer

- Tutorial structure
  - Arch 1A set readings and one practical exercise or artefact handling session

- Think about learning outcomes
  - What information do you want them to have considered/absorbed?

- Who should be doing most of the talking?

Tutorials and Expectations

- Set out your expectations in the first tutorial

- Tell the tutees what they can/can't expect from you

- Tell them what they should read for the next week

- Give them a set of questions to consider for the next tutorial

- Ask students to give a short presentation

- Tutor presentations?

Typical Questions

- I can't attend my tutorial group this week – what do I do?
- What's the minimum I have to read for an essay/assessment?
- Can I use the internet as a source?
- Can you tell me what I should read for this assessment?
- Can you tell me what I should study for the class test?
- Can you check over my work before I submit it?
- I can't meet the deadline...
- I missed the deadline...
- I'm not happy with my mark...
- Can I resubmit my essay/short report?
- I need additional support – what do I do?
- What does critical writing/evaluation mean?

Writing Critically

- Carefully considering/evaluating the argument(s) and evidence presented by other scholars before accepting or rejecting their interpretations or conclusions

- Explaining clearly and concisely why the interpretations/conclusions of other authors should be accepted or treated with caution

- Presenting your own argument clearly and ensuring you present a balanced account of the evidence (i.e. not omitting evidence that does not support your argument)

- Recognising the limitations of your research/argument

- Descriptive writing does not develop an argument – it reports the work of other scholars without analysis

Artefacts and the Collections

- Use of artefacts or other archaeological materials for tutorial classes is strongly encouraged

- Arch 1A handbook

Marking Year 1 Students

- Be kind!
- Be fair
- Be consistent
- Try to put yourself back into the mindset of a student who is experiencing their first contact with Archaeology
- What constitutes "weak", "good" or "excellent" work FOR A BEGINNER ?
- Where do I expect the centre of the mark distribution to be?
- What is your ultimate aim when marking?

Don't be a Rage Marker!

Marking Assessments

- Arch 1 tutors mark tutor group assessments

- Tutors may be asked to mark other assignments in agreement with the relevant course organizer

- SHCA does not use the University Common Marking Scale

- You are encouraged to use the entire marking scale

First (A1/A2)	First (A3)	2.I (B)	2.II (C)	Third (D)	Fail (E-
100	78	68	58	48	38
95	75	66	56	46	30
90	72	64	54	44	20
85	70	62	52	42	10
80	-	60	50	40	0

SHCA Grade Descriptors

https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/school-s-regulations/school-grade-descriptors

A1 Excellent (90-100%)

An answer that fulfils all of the criteria for A2 and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues. Work displaying the highest level of scholarship and originality attainable within any given course/year of study. In courses involving classical languages the work shows, where appropriate, an exceptionally high level of linguistic competence.

A2 Excellent (80-89%)

An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content. In courses involving classical languages the work shows, where appropriate, a very high level of linguistic competence.

A3 Excellent (70-79%)

A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using sources creatively to arrive at its own independent conclusions. In courses involving classical languages the work shows, where appropriate, a high level of linguistic competence.

B Very Good (60-69%)

Clearly structured work displaying an ability to deal with the concepts, sources and arguments relevant to the topic under discussion and critical judgement in selecting, evaluating and organising material. In the 65-69 range the work will display some of the qualities of excellence outlined above, although some aspects will be less fully realised. The 60-64 range represents above-average achievement in all or most respects. In courses involving classical languages the work shows, where appropriate, a sound grasp of the linguistic aspects of the subject.

C Good (50-59%)

Sound and competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description rather than analysis but does attempt to answer the question. There will be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument. Work in the 50-54 band is likely to be factually sound but to show only a general grasp of the issues which the question is raising, and to be weak in critical awareness and analytical qualities. In courses involving classical languages the work shows, where appropriate, a fair understanding of the central linguistic aspects of the subject.

D Pass (40-49%)

Work which is adequate but limited. It may include irrelevant material and be too descriptive and narrative. Some aspects of the question may be answered competently, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the key issues and arguments, or poor style, structure and presentation. In exams, an answer left unfinished may earn a mark in this range if it gives evidence of the potential to perform better. In courses involving classical languages the work shows, where appropriate, a basic understanding of the principal linguistic features of the subject.

E Marginal Fail (30-39%)

Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real argument. In courses involving classical languages the work approaches closely a basic understanding of the linguistic aspects of the subject but is deficient in important respects.

F Clear Fail (20-29%)

Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

G Bad Fail (10-19%)

Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

H Bad Fail (0-9%)

Incomplete work, or work with absolutely no relevance to the question.

Archaeology Grade Descriptors: Essays (1)

Grade %	0	20 +	40 +	50 +	60 +	70+	80+
Descriptor	Clear Failure	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Outstanding
Content	Very little or incomplete content.	Major omissions, incomplete content.	Demonstrates basic knowledge and/or understanding. No critical omissions. May be repetitive.	Identifies and outlines the major points of the question. However, there may be a lack of detail. May be repetitive.	Covers all the major points of the question with very good understanding and level of detail.	Demonstrates breadth and depth of knowledge and understanding.	Demonstrates breadth and depth of knowledge and understanding. Exceptional demonstration of insight.
Relevance	Largely irrelevant. Little attempt to answer question.	Some relevant information but out of context. Limited attempt to answer question.	Some relevant material.	May contain some irrelevant information.	Most material relevant to the question.	All material included relevant to the question.	Comprehensive and relevant to the question.
Factual Accuracy	Serious errors, little or no accurate material.	Serious errors.	Some mistakes.	Occasional errors.	Minor errors.	No errors in understanding.	Factually accurate throughout.
Analysis, Reasoning and Structure	No organisation of material. No critical evaluation.	Poorly organised material that does not present a coherent or logical argument. No critical evaluation or non-reasoned evaluation of evidence.	Outlines an argument, but with little or no development of ideas. Descriptive rather than discursive.	Some development of an argument, but reasoning may be unclear or inaccurate in places. Presentation of evidence is descriptive rather than discursive.	Clear argument and critical evaluation of evidence with the coherent focus on the question.	Clear argument and well-developed critical evaluation of evidence sustained throughout.	Exceptionally insightful argument and high level of critical evaluation of evidence throughout out.
Supporting Evidence	No examples used to support argument.	Little or inaccurate use of examples in support of argument.	Use of some examples to support argument, but may reflect poor choice or lack depth.	Use of some examples to support argument, but may lack depth.	Good use of examples to support argument.	Extensive use of examples to support argument.	Particularly appropriate and extensive use of examples to support argument.
Outside Reading	No evidence.	No evidence.	Little evidence.	Evidence of required reading only.	Clear evidence of reading beyond required reading.	Excellent choice and use of additional reading.	Excellent choice and demonstration of initiative in the selection of extensive additional reading.

Archaeology Grade Descriptors: Essays (2)

Grade %	0	20 +	40 +	50 +	60 +	70+	80+
Descriptor	Clear Failure	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Outstanding
Writing Style and Clarity	Lack of clarity obscures meaning. Non-academic or informal writing style.	Lack of clarity obscures meaning. Non-academic or informal writing style.	Attempt at academic writing style. May be informal in places. Concepts and ideas not clearly conveyed in places.	Attempt at academic writing style. Able to get across concepts and ideas with some clarity.	Fluid and academic writing style. Concepts and ideas clearly presented.	Excellent communication of arguments and ideas sustained throughout.	An exceptionally high standard of communication and academic writing style sustained throughout.
Referencing and Bibliography	Limited or no in-text citation. Limited or no bibliography.	Limited or no in-text citation. Limited or no bibliography.	In-text citations may be missing or incomplete. Bibliography inconsistent or incomplete.	In-text citation largely accurate. May contain minor omissions or presentation errors.	In-text citation accurate. No omissions. Bibliography is largely accurate and consistently presented.	Archaeology referencing standards used throughout. Bibliography is accurate and consistently presented.	Archaeology referencing standards used throughout. Bibliography is accurate and consistently presented.
Use of Figures and Tables	Limited or no use of relevant tables or figures.	Limited or no use of relevant tables or figures.	Some attempt to use tables or figures. Some tables or figures may not be relevant or necessary. Major omissions or inconsistencies in source attribution.	Use of largely tables and/or figures to support argument. Some tables or figures may not be relevant or necessary. Minor omissions or inconsistencies in source attribution.	Use of appropriate tables and/or figures to support argument. Some tables and/or figures may not be necessary. No omissions or inconsistencies in source attribution.	All tables and/or figures included are relevant and enhance the written text. All tables and/or figures correctly attributed to source.	Exceptional initiative demonstrated in the synthesis and presentation of information in tables and/or figures. All tables and/or figures correctly attributed to source.

Archaeology Essay Guidance

https://www.ed.ac.uk/files/atoms/files/archaeology_essay_guidance21-22.pdf

PART 1 –Essay content

Why essays? / The essay question / The essay structure / The introduction / Argument / Conclusion / Appropriate sources / Using quotations / Using images / Writing, revising, re-writing

PART 2 –Essay presentation

Format / Word limit / Bibliography / Reference citation / Bibliography format / Writing style / Presentation of images

PART 3 –Good academic practices –Avoid plagiarism

SCHOOL OF HISTORY, CLASSICS, AND ARCHAEOLOGY
GUIDELINES FOR ESSAYS IN ARCHAEOLOGY
UPDATED FOR 2021-2022

This document is in three parts. The first part explains how you should go about organising your points, backing them up with evidence, and building them up into a finished essay. The second covers the standard style for referencing and presentation that applies for essays in Archaeology. The third part provides a guidance for avoiding plagiarism.

PART 1: ESSAY CONTENT

1.1. Why essays? Objectives of the assessment

When we mark an essay, we are assessing your ability to critically evaluate the evidence and/or arguments presented in academic articles or books. More specifically, we are assessing your ability to:

- **Understand a question** by identifying the key lines of evidence and/or argument(s) relevant to the topic;
- Carry out **individual research** (as opposed to group/class work): i.e. your ability to work independently, and to research the key topics, arguments, or types of evidence that are relevant to the set question;
- **Collect and synthesise factual knowledge** of the subject;
- **Understand evidence**: i.e. evaluate different ranges of sources and types of evidence; simplify complex ideas/hypotheses/theories;
- **Think critically**: take distance with sources; confront sources and evidence; make an objective argument as opposed to taking only one side on the topic;
- **Argue...**: make differentiated arguments, and create a sustained, coherent and well-argued case;
- **...using evidence**: use relevant and specific evidence appropriately to support your arguments;
- **Write**: i.e. your ability to communicate arguments in clear, well-organised prose, avoiding jargon and repetition;
- **Be structured and organised**: define a clear structure with a coherent introduction and a relevant conclusion which reflects on the main elements considered; stick to the required word limit.

Your approach to essay writing should take these objectives into account.

1.2. The essay question

Make sure that you understand the question that has been asked, and that you answer that question (not the one you wish had been asked!). You will not receive credit for writing down everything you know about a given topic; you should only include in the essay things that are relevant to the essay in hand, and which contribute to the argument you are trying to develop. Essay questions may consist of two or more parts; make sure that you answer all parts completely.

Marking: Good Academic Practice

- ## School Good Academic Conduct guide

https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/academic-conduct

- ## Plagiarism/poor scholarship
  - ### Should be discussed in Arch 1a tutorial

WHAT CONSTITUTES PLAGIARISM?

- using other authors' material (including figures/tables) without acknowledgment
- often indicated by changes in writing style/font

WHAT CONSTITUTES POOR SCHOLARSHIP?

- 'cut and paste' reproduction of others' work even where a reference is provided

Marking: Good Academic Practice

- School Good Academic Conduct guide
  - https://www.ed.ac.uk/files/atoms/files/archaeology_-_guide_to_good_academic_conduct_essay_writing_and_referencing.pdf
- Plagiarism/poor scholarship
  - Should be discussed in Arch 1a tutorial
  - If identified the course organiser must be notified
- Referencing/citation
  - H/C/A use different citation standards reflecting professional academic practices
  - 1st semester, 1st year – lenient!
  - BUT poor referencing ≠ no references
  - Direct quotes – full citation always necessary

Marking: Grammar, Spelling, Typos, Quotes

- Issues with grammar, spelling and typos can/should be pointed out
- Only point out an issue if you are absolutely certain there is one
- If you have significant concerns you can notify the student's personal tutor or advise the student to see their personal tutor
- DO NOT penalise the student for grammar/spelling/typo errors
- Direct quotes and archaeology
  - Direct quotes should be avoided
  - Unlike history direct quotes are seldom primary sources of evidence in archaeology
  - Students should be encouraged to paraphrase in their own words

How many references are enough?

- Do not penalise assessments for having too few references per se...
- UNLESS the course handbook stipulates a minimum number of references
- Any assessment based on a small number of references is unlikely to give a balanced, in-depth evaluation of a topic
- Any discursive assessment (e.g. essay/critical report) that relies entirely on lecture notes should not receive more than a C grade
- Any discursive assessment that does not engage critically with the source material should not receive more than a C grade
- Archaeology is an evidence based topic

Discussing Feedback and Marks

- Office hour for discussing feedback/marks

- You can explain why the student has received a particular mark

- You should not enter into discussions about marks

- Send all tutees with complex, mark-related questions to the Course Organiser

- Students can appeal a mark – if a student wants to do this it is best to point them to the Advice place

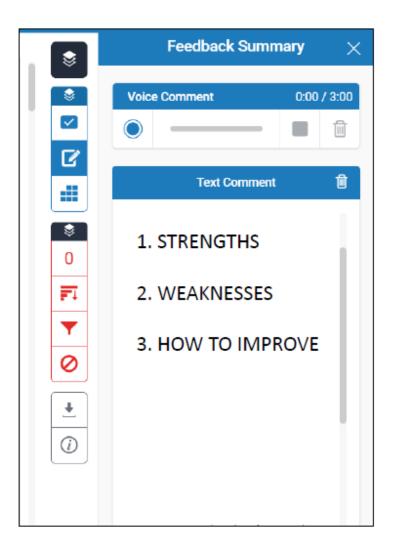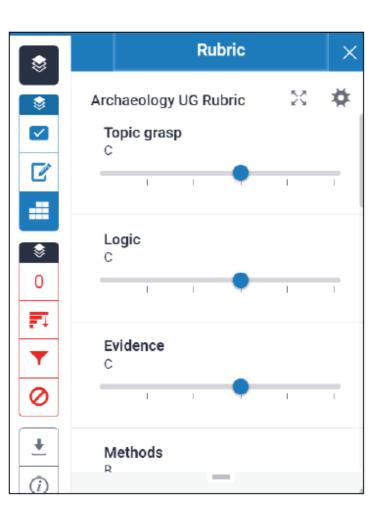- NOTE: A mark of 60 or higher is considered very good or excellent!

Marking on LEARN

'Feedback studio'

Marking on LEARN

Marking on LEARN

Topic grasp
Overall grasp of topic /coverage /depth /relevance

Logic
Logic / coherence/ order/ subdivision/ progression of the work

Evidence
Analysis /understanding/ assessmen tof evidence /data

Methods
Analysis /understanding /assessment of methods/ theory/ controversies

Acumen
Critical acumen (re sources, arguments, ideas)

Bibliography
Bibliography layout (consistency of style)

Initiative
Initiative /independence /originality

References
Range/ number of relevant references used

In-text refs
In-text referencing

Writing qual
Writing quality (grammar, punctuation, spelling)

Style
Writing style (clarify, flow, sentence /paragraph construction)
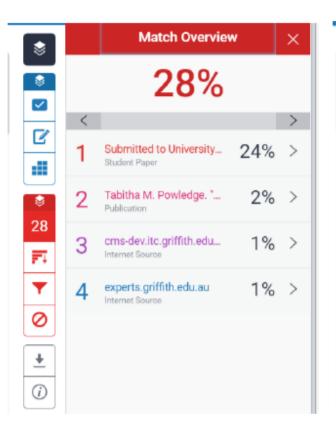
Layout

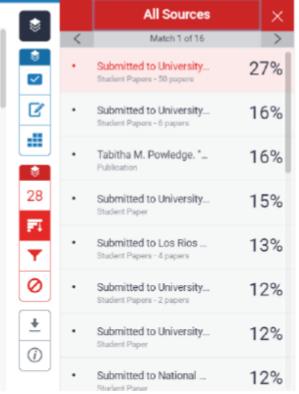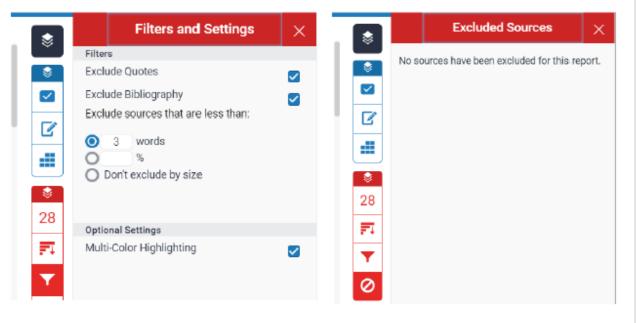Layout: spacing, fonts, pagination

Illustrations
Use of relevant/ helpful illustrations (pictures, tables, figures)

- Five grades, A-E
- Grades do not 'add up to a mark'
- Certain criteria are more 'significant' than others when evaluating an assessment
- BUT if you give an assessment mostly A's it signals that this is a 1st class attempt; mostly B's =2.1; mostly C's = 2.2….

Plagiarism Check

- If plagiarism is identified the course organiser must be notified

Peer Review

- Your marking will be moderated

- As moderation is anonymous it is not always possible to provide feedback to individual markers

- Each PG/PT tutor should have a peer review of one of their tutorial classes

Tutor Support

- If you cannot give your tutorial for any reason please contact the course organizer and the course administrator as soon as possible

- If you experience any difficulties resulting from your work as a tutor/demonstrator please discuss them with the course organizer, Graduate Officer or Head of Subject Area

- PG/PT Committee

QUESTIONS ?