



THE UNIVERSITY *of* EDINBURGH
School of History, Classics
and Archaeology



HISTORY HANDBOOK

2018-19

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Useful links

School of History, Classics and Archaeology website	http://www.shca.ed.ac.uk
Undergraduate Student Intranet	http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates
List of Academic Staff in History	http://www.ed.ac.uk/history-classics-archaeology/about-us/staff-profiles/hist_view.php
Course Timetable Browser	https://browser.ted.is.ed.ac.uk
Degree Regulations and Programmes of Study	http://www.drps.ed.ac.uk
DiscoverEd (library catalogue)	https://discovered.ed.ac.uk/
MyEd Portal	https://www.myed.ed.ac.uk/
LEARN	https://www.learn.ed.ac.uk
PATH (information about courses)	https://path.is.ed.ac.uk
Student Contract (information on the University's rules, regulations and policies)	http://www.ed.ac.uk/students/academic-life/contract
Taught Assessment Regulations	http://www.ed.ac.uk/academic-services/policies-regulations/regulations/

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Welcome

Dear Historian,

Welcome to Edinburgh! You are joining one of the largest departments of History in the UK and we are very pleased that you have chosen to study with us.

This booklet gives you the information you need to navigate your History degree successfully. Please keep it somewhere safe, as you will want to refer to it throughout your time in Edinburgh.

There are of course many other places to find information, including the School webpages, the student intranet, MyEd (the University's web portal), and LEARN, for information on your courses. We will also email you from time to time and you should regularly check your University e-mail account.

We hope that you will find this information useful and that it will help you to make the most of your studies.

Prof Steve Boardman
Head of History

1. Your degree

1.1. History @ Edinburgh

We are proud of our degrees and take our teaching very seriously. All our lecturers and tutors are specialists in their field, with world-class reputations. This means that your courses are informed by their own research, often giving you the latest insights before anyone else. At the same time, we take on board what you tell us, about what and how we teach you, through course questionnaires, in Staff-Student Liaison Committees and via course reps and informal dialogue.

A degree in History from Edinburgh is dynamic, rigorous and challenging. We emphasize structured learning and encourage guided independent study. It is worth remembering that a History degree involves reading widely, in both primary and secondary sources, so you need to ensure that you set aside enough study time for this essential component of your learning. We also want to prepare you for the workplace after finishing your degree, by teaching you a range of transferable and practical skills.

In short, History@Edinburgh is:

flexible	combining History with outside subjects, allowing you to tailor your studies to your own interests. Chronologically and geographically, there is a wide range of courses in History on offer.
practical	combining academic rigour with employability
distinctive	the City of Edinburgh is an integral part of the curriculum, allowing you to make the most of its world-class resources
student-centred	encouraging academic progression, personal development and acquisition of transferable skills

The University of Edinburgh has one of the largest groups of historians in the United Kingdom. As a student on one of our History degrees, you will have access to a group of specialists with diverse chronological and geographical interests. This range of expertise will enable you to pursue aspects of the past that you may not have been able to explore at school or college and you should take full advantage of this opportunity to try something new.

The first two years of the degree will introduce you to this range of subject specialisms through a series of survey courses. Your degree programme also provides you with a series of core courses that build your historical skills year-on-year and prepare you for your final year dissertation which is seen, not only as the culmination of your degree, but also as your chance to demonstrate the skills that you have acquired as an historian.

1.2. What skills will you develop?

The historical profession takes the teaching of students very seriously and there is official guidance available on this, in the form of a so-called '**Benchmarking Statement**'. If you would like to have a look at this you can find it here:

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-14.pdf?sfvrsn=269ff781_10

In summary, the Statement stresses the importance of imparting to you a substantial body of historical knowledge with "time depth" and "geographical range" and including different approaches and methods. It also advocates a range of transferable skills, such as the ability to undertake independent research, to analyse, and to present, both orally and in writing, evidence and arguments. These are important skills for any line of work you will pursue after your degree.

The **Degree Programme Specification for History** has more information on what all this means for your degree at Edinburgh, whether you are on a single, joint, or Economic History degree: <http://www.drps.ed.ac.uk/18-19/dps/uthisty.htm>

The History **Graduate Attributes** can be summed up as follows

- Skills and abilities in research and enquiry
- Skills and abilities in evidence-based decision making
- Skills and abilities in personal and intellectual autonomy
- Skills and abilities in communication
- Skills and abilities in personal effectiveness

1.3. After the degree: What do historians do?

History graduates are highly employable. Your degree provides you with the intellectual and transferable skills that employers are looking for, namely the ability to work independently, to think critically and systematically, and to present evidence and arguments persuasively and coherently. Our graduates go on to pursue **a wide variety of careers**, in business, politics, the civil service, teaching, heritage, law, the media, and finance, to name just a few.

Our **Careers Service** (<https://www.ed.ac.uk/careers>) can help with your career choices, and offer practical advice about how to advance your career goals. It organizes hundreds of career events and workshops each year, including the annual Creative and Cultural Heritage Career Festival, and regularly invites employers onto campus to meet with our students. It also makes contributions to the curriculum ensuring students' awareness of the possibilities that a History degree offers. The School of History, Classics and Archaeology has its own dedicated **careers consultant**, Mr. Craig Phillips (craig.phillips@ed.ac.uk) who works on an individual basis with students in the School to guide and support your career needs.

1.4. Academic historians

The first History graduates you will encounter are of course your lecturers and tutors. They are among the top specialists in their field and are active as researchers. Teaching students is a vital part of what they do and their research informs their teaching, but at the same time their teaching has a large impact on their research. Seminars and tutorials are usually the first time new insights and ideas are discussed, and it is common for academic historians to thank their students in their publications. Lecturers and tutors at Edinburgh teach at all levels, at both undergraduate and postgraduate. They also engage in the day-to-day running of the Department, the School of History, Classics and Archaeology, and the University, as well as professional societies, funding councils and book series and journals.

Your lecturers are your first point of contact for advice on your courses and your work. They are available during advertised **office hours and via email**. You may not always find them at their desk or able to respond right away because they are teaching elsewhere around the university, are in meetings or in the library. Sometimes a lecturer is not around for an extended period of time, because they are on research leave and therefore not available to teach.

A brief note on e-mails and e-mail etiquette:

Your lecturers are not available 24/7 on e-mail. However, they will endeavor to answer your e-mails as soon as possible **during the next available working day or two**. Remember that if you e-mail at the weekend, you may not get a reply until the following Monday. Answering e-mail correspondence from students can be counted as “contact hours”.

When e-mailing your lecturers for the first time, please use their title (e.g. Dr., Prof., etc.) and **fill-in the subject line of the message**, perhaps with the name of the course you are asking about and/or the purpose of your enquiry.

Contact details:

A full list of academic staff in History (with details of their research and teaching interests, how to contact them and their scheduled office hours) can be found here:

http://www.ed.ac.uk/history-classics-archaeology/about-us/staff-profiles/hist_view.php

2. The History curriculum

2.1. Overview

The History curriculum has been devised with your needs as an historian in mind. It is designed to develop your historical skills year by year, as well as provide access to a wide range of courses from a variety of chronological periods and geographical regions.

At the heart of your History degree is a series of **core courses**. These core courses are compulsory for almost all History students and are designed to build on each other as well as to inform and assist you with your other History courses. They are called:

Year 1	The Historian's Toolkit (20 credits)
Year 2	Introduction to Historiography (20 credits)
Year 3	Historical Skills and Methods I (20 credits) Historical Skills and Methods II (20 credits)
Year 4	History Dissertation (40 credits)

In addition, you select from a range of History courses. Year 1 (**Pre-Honours**) marks the transition from School/College to University and the courses in this year introduce you to the wide chronological and geographical range of History subjects taught at Edinburgh; in Year 2 (Pre-Honours) you build on what you studied in first year, extending and deepening your range geographically and chronologically, as well as exploring the different theories and methodologies that historians employ. In Years 3 and 4 (**Honours**), you take specialist courses that will explore in much greater depth historical subjects that you may have encountered only briefly earlier in the programme. Your final year dissertation provides you with the opportunity to demonstrate the skills that you have acquired in an extended piece of historical writing.

For more information about your particular degree, including the rules regarding progression from pre-Honours into Honours, please go to the Degree Regulations & Programmes of Study for your degree: http://www.drps.ed.ac.uk/18-19/dpt/drps_hca.htm

2.2. Pathways and themes

Our History curriculum offers a great deal of choice and allows students to pursue their particular interests as much as possible. These interests can be in a particular period, geographical area, type of history, theme or concept. Here are some examples of how you could navigate your way around the curriculum. **Note** these examples are for guidance only and are not compulsory:

Chronological Interest?	Year 1	Year 2	HONOURS
Medieval	Medieval Worlds	Making and Breaking Medieval Britain	Specialist courses
Early Modern	Early Modern History	Themes in Scottish History Global Connections	Specialist courses

Modern	Making of the Modern World	All second year courses except Medieval Britain	Specialist courses
Geographical Interest?	Year 1	Year 2	HONOURS
Scottish	History of Edinburgh	Themes in Scottish History	Specialist courses
American	'World' courses	Modern US History	Specialist courses
Asian	'World' courses	Global Connections	Specialist courses
African	'World' courses	Global Connections	Specialist courses
Intellectual history	'World' courses	Historiography	Specialist courses
British	'World' courses	Making and Breaking Medieval Britain Britain, Ireland and Empire	Specialist courses
European	'World' courses	Themes in Modern European History	Specialist courses
Themes?	Year 1	Year 2	HONOURS
e.g. 'Gender', 'Slavery', or 'Migration'	'World' courses	Historiography/Medieval Britain/ Modern US History/Global connections	Specialist courses

In addition, you may be able to write your dissertation on a topic that relates to your preferred pathway or theme.

Your **Personal Tutor** can help explain such pathways through the curriculum to you and there is plenty of information available on the different courses on the History web pages and the student intranet.

2.3. Your development through the degree

The History curriculum has been designed with a clear progression and deepening of learning in mind. As you progress through the degree you will be expected to read more widely and research historical subjects in more depth. Working steadily throughout the programme you will enhance your understanding of the discipline and be able to produce work of increasing historiographical sophistication.

So in Years 1 and 2 you are taught through a mixture of lectures and 1-hour tutorials, while at Honours the teaching will be mainly in seminars which are much more discussion-based and interactive. We also expect you to prepare more for seminars, and presentations and coursework may become a little longer. In addition, we expect you to be able to engage with topics and themes of increasing complexity. Lastly, in each year, we expect you to demonstrate what you have learned in the core courses and to apply this knowledge in your work:

- Year 1** Demonstrate effective use of the library and other approved learning resources; engage critically with historians' opinions; recognize the difference between primary and secondary evidence. *Focus on the research process*
- Year 2** Demonstrate your understanding of historiographical discussions and debates and be able to incorporate them in your own work. *Focus on historiography*
- Year 3** Demonstrate analysis of source material and use of primary evidence. *Focus on primary research*
- Year 4** Demonstrate independent and original research, adoption of a recognizable methodology. *Focus on autonomy and originality*

See also [6.3](#) for a summary key marking criteria by year.

3. What we expect from you

Now that you know what to expect from us, here is what we expect from you.

3.1. Credits and workload

In History, all courses are 20 credits with the exception of the Year 4 'special subjects', which are also called '4MAs', and the dissertation, which are all 40 credits. One credit represents 10 hours of study. This includes everything you need to do for a course, such as attending lectures and tutorials, preparing for these, researching and writing your coursework and revising and sitting your exams. Thus, over a semester a 20-credit course requires 200 hours of work; a 40-credit course 400 hours.

We have carefully worked out the weightings for each pre-honours course for you. This means that each course represents 200 hours of work:

Lectures: 22 hours of attendance plus 11 hours of preparation (1 hour per lecture), or 33 hours of attendance

Tutorials: 10 hours of attendance plus 60 hours of preparation (6 hours per tutorial)

Assessment (representing c. 5,000 words in total, divided over a variety of coursework (including essays, presentations, and exams): 97 hours

So while courses may look a little different from each other, they all represent the same amount of work.

At Honours we expect you to manage your own workload, while we continue to ensure that courses are comparable, even if they look different.

Note that **each year you must take 120 credits** and that you should normally have an equal course load in each semester (**60 credits in each semester**).

3.2. The learning contract

Successful study at University stems from a partnership between students and staff, and the University is committed to providing you with a learning environment and student services which enable you to fulfil your potential. Find information on the University's rules, regulations and policies here: <http://www.ed.ac.uk/students/academic-life/contract>

The History curriculum aims to enable students to develop both intellectual and personal skills. Students will have the opportunity, in their written work and their tutorial discussions, to participate in intellectual debate – comparing conflicting arguments and theoretical positions, weighing up evidence and reaching conclusions. In the process, we hope that students will be able to develop their research, analytical, and interpretative abilities. Equally importantly, we hope that, in both their written work and their oral discussions,

students will develop their capacity to express arguments cogently and confidently. More generally, we want to use the discipline of history to give a humane education within the tradition of the broad-based Scottish arts degree; to encourage active learning and habits of critical and independent thought, profiting from the close association of research and teaching; and to foster intellectual and communication skills which will equip students for high personal and professional achievement.

The achievement of these aims and objectives depends on the collaborative effort of teachers and students.

The teachers of each course undertake:

- * to give full information on the aims, structure, organization and assessment methods of the course
- * to provide adequate bibliographical advice for all written and oral exercises
- * to be available during term time to advise students individually, and to discuss their academic progress and provide guidance and advice within reasonable limits
- * to mark written work promptly, and return it with written and oral comments
- * to carry out all assessments fairly, and to ensure the highest possible assessment standards
- * to seek student feedback, through questionnaires, student representatives and other means, and to be responsive to the views which students express

On the other hand, **we hope that students on the course will accept the obligation:**

- * to attend all tutorials and seminars unless unavoidably prevented
- * to work diligently throughout the academic year, and to present all written work by the date prescribed
- * to work independently, and to avoid any form of plagiarism
- * to prepare all tasks which are set for tutorials and seminars, to make a fair contribution to general discussions, and to prepare oral presentations with care and thoroughness
- * to give serious attention to the improvement of their English style and presentation where weaknesses have been identified
- * to familiarise themselves with the use of computers, and to use the skills of word processing for presenting their written work
- * to inform their tutors or Personal Tutors promptly of any circumstances which may affect their attendance, performance or punctuality

4. Teaching formats

4.1. Lectures

Lectures provide a vital point of entry into a topic. They will not tell you everything you need to know (you are expected to find much of this out yourself through the reading you do for lectures, tutorials and essays) but they will guide you through the key issues, concepts and themes, as well as providing the lecturer's personal views of the topic. Think of them as a kind of scaffolding for your own reading and thinking. It is essential that you take notes in lectures, not only so you have a record of what was said but also because the very act of taking notes (especially if you force yourself to select, summarize, and translate what you hear into your own words) will improve your learning and retention. At first you may find it difficult to do this, but with practice it will get easier. The ability to identify and articulate the key themes in an oral presentation is a valuable transferable skill that will serve you well in a variety of professions and work situations.

For most pre-Honours courses you will have 2 lectures a week. On many courses a small amount of reading will be assigned for each lecture: you should aim to do this *before* the lecture. Lecture slides and/or handouts will normally be available from the course LEARN site 24 hours before each lecture. These will usually contain a skeleton outline of the lecture; checklists of key terms, names, and dates; illustrative material; and suggestions for further reading. They do not provide a written summary of the entire lecture, and are not a substitute for attending the lecture or for your own notes. However if you review them in advance, you will be able to spend more time in the lecture thinking about the content, and less time frantically writing things down.

Many lectures are now centrally recorded ("lecture capture") and made available on LEARN afterwards (the software for this is being rolled out across all university teaching rooms over the next few years). **Please note:** many course teams elect not to use this facility because some studies have suggested that access to recorded lectures has a negative impact on student learning and loses the teaching/learning benefits associated with critical note-taking as outlined above and the community-building benefits of participating in the lecture as a "learning event" with your fellow students. It is a good idea to take five minutes to review your notes fairly soon after the lecture, amplifying or clarifying them if necessary while it's still fresh in your mind. Why not discuss the lecture with your class-mates?

You are expected to attend all lectures for all your courses. Irregular attendance will put you a significant disadvantage in your coursework assessments.

4.2. Tutorials

Tutorials (Pre-Honours years) last 50 minutes and you will have one each week (in Weeks 2-11) for each of your courses, in a small group of around 10-12 students. Tutorials are usually linked to one or more of the previous week's lectures. The focus of tutorials is on student discussion and interaction. The role of the tutor is to facilitate and deepen this discussion, not to impart information – you should already have acquired a good grasp of the week's

topic through the associated lectures, as well as the reading and thinking you have done in preparation for each tutorial.

It is vital that you **prepare thoroughly for tutorials**. Each tutorial will have a reading list for you to work through. You should aim to read widely and strategically, evaluating a range of different perspectives and interpretations (see advice in [5.3](#) below on reading and note-taking). You will usually also be given a list of discussion questions to think about in advance of the tutorial: use these to guide and focus your reading. You should bring your reading notes (and copies of the sources themselves, if you have them) with you to the tutorial. It is also a good idea to spend a few minutes preparing for discussion by jotting down some key questions and points.

Your tutorial role is twofold: **to listen** (to comments and suggestions from your tutor and other students), and **to contribute** (by defending or developing your point of view, or responding to points brought up by others). You will get a lot more out of tutorials if you participate actively in the discussion. You will learn much more and much more quickly if you make a point of saying something, at least once, in every tutorial. Don't be afraid to ask simple questions, or to provide simple answers. If you need information: ask! If your tutor does not know the answer, she will probably know where to find the information. As with lectures, it is important to take notes in tutorials – on useful points raised by your peers as well as by your tutor.

Attendance at pre-Honours tutorials and Honours seminars is compulsory and a register is taken. If for good reason you have to miss a class, please email your tutor to explain why you cannot attend, ideally in advance of the class.

4.3. Other formats: Seminars, study groups, online discussion forums

In Years 3 and 4 (Honours), most courses will be taught through **seminars**. This is similar to a tutorial in that the focus is on student discussion, but you will usually be in a slightly larger group (around 15-25 students) and as the session is longer you should come prepared for more extensive and in-depth discussion. Like tutorials, seminars may involve a mixture of different activities, including mini-lectures, oral presentations, discussion (in small groups and as a whole class), role play, and debates.

Some courses also incorporate **independent study groups** (of usually around 5-6 students). Study groups (sometimes called *Autonomous Learning Groups: ALGs*) help you learn from each other in preparation for tutorials. You will be asked to meet with your group outside of classes, at a regular time of your choosing, to work through a specific task / set of questions (usually every week).

Finally, some courses employ weekly **online discussion forums** (accessed via LEARN). Typically, you and the other members of your tutorial will each be asked to write a short post (about 200 words) in response to an initial set of thoughts or questions posted by your tutor. Alternatively, you might be asked to keep a “learning log” or diary of your learning on the course, perhaps noting what you read for a seminar; what was discussed in the seminar; and what you followed up after the seminar.

5. Independent study skills

One of the ways in which History at University differs from what you might have learned at school is in the heavy emphasis on independent study (i.e. self-directed learning, undertaken outside of formal classes). In order to make the most of your degree, it is important that you engage with your studies from day 1. Here you will find advice and tips that will help you to get the most out of your courses.

Recommended reading:

The University's Institute for Academic Development has a useful site called **LearnBetter** with lots of general tips and advice:

<https://www.ed.ac.uk/institute-academic-development/undergraduate/learning-resource>

For **History-specific advice**, we strongly recommend:

Robert C. Williams, *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* (Abingdon & New York: Taylor and Francis, 2014) (available as an eBook via DiscoverEd)

5.1. Eight tips to get you started

1. **Get organised.** Familiarise yourself with Learn and the library early on. Put together a weekly timetable for all your classes (lectures, tutorials and seminars) and block out times in which to prepare for them. Look up any deadlines at the start of the semester and put them in your diary.
2. **Check your University email at least once a day** (you can set it up so it forwards to your personal email if you prefer). Information about courses, deadlines and new resources are all communicated electronically so make sure you do not miss out.
3. **Attend all lectures, tutorials and seminars.**
4. **Preparation, preparation, preparation!** You are expected to prepare for all lectures, tutorials and seminars. Working in manageable, regular chunks will make it easier to keep on top of things and you will be a lot less stressed when your deadlines or exams approach.
5. **Set up a study or reading group with other students.** Sharing knowledge and ideas helps everyone!
6. **Contribute to the discussion.** Even if you find it hard, easy or boring, contributing and engaging helps you to get much more out of your courses. Don't be afraid to ask questions and always take notes. The more work you do during the semester and in class, the easier it will be to write your coursework and revise for your exams.
7. **Get the basics right when it comes to coursework.** Make sure you understand and

follow the History guidelines about referencing (see [5.5](#) and [Appendix](#) below) to avoid plagiarism. Give yourself enough time to proof-read your work and to account for the possibility of electronic mishaps (computers crash at inopportune times!). Always save and back-up your work and do not put your USB stick in the washing machine...

8. **Be pro-active in seeking out feedback and advice.** Speak to your course tutor, in class, during their office hours and when they offer individual slots to discuss your work. Usually you can show them a plan or bibliography before your course work is due, but make sure you think about your assignment first; do not ask them to plan your essay for you. If you come well prepared, tutors will be happy to give advice.

5.2. Finding items on your reading list

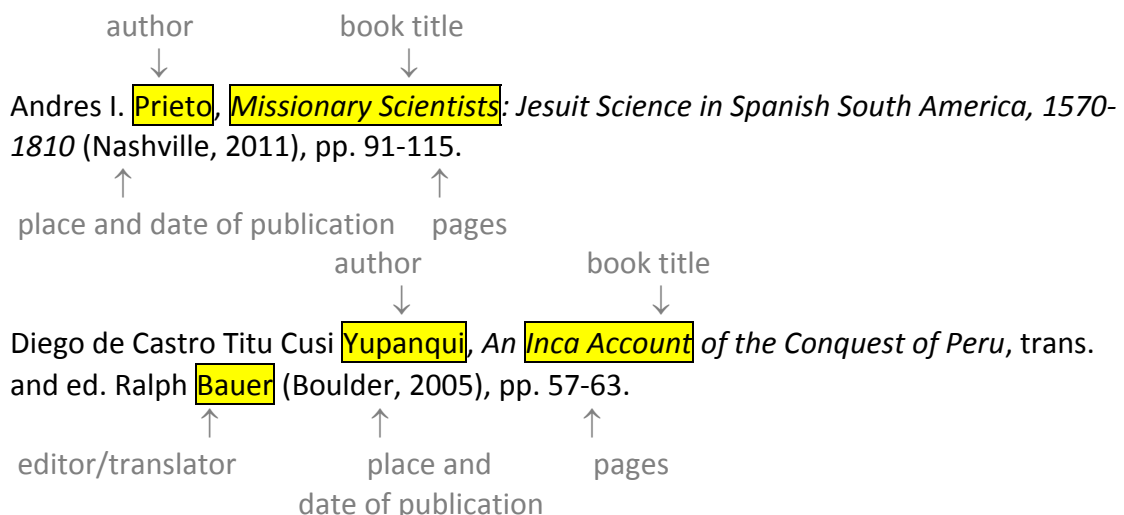
Most of your study time outside of classes will be spent reading journal articles, book chapters and books in preparation for lectures, tutorials, essays and exams. Reading lists for each course will be provided via LEARN or using Leganto, the university's electronic resource list.

- Items marked **e-reserve** will have been scanned especially for your course. A direct link to these may be provided in your reading list; otherwise you will be able to find links to them in the 'Readings' folder on Learn.
- Some readings may be available publicly on the web: in these cases simply use the URL in your reading list to access the source.
- For all other readings you will need to search DiscoverEd: <http://discovered.ed.ac.uk/>.

Looking up items in DiscoverEd

First, determine whether the reference is to a book, chapter, or journal article. Then enter the appropriate keywords from the reference into the search bar, as highlighted below.

1. Books – search for author + book title (+ editor/translator where applicable)



will need to provide accurate references for your work: see below on referencing and avoiding **plagiarism** (5.5).

The basic principles of effective note-taking are that the information you have noted should be **retrievable** when you want to use it and **traceable** to its source. Note taking is research, i.e. working with and evaluating, not merely copying, the work of others. If, in your notes, you merely copy down verbatim quotations from the items you have read, there is a real danger that those quotations might be copied into your essay and, without references, these passages will appear to have been plagiarised. Occasionally, for example if you are taking issue with an author's argument, you may want to reproduce key passages. In that case take particular care to provide detailed references. Perhaps most importantly, make sure that you back-up your files, or keep copies of your notes.

Reading critically

Engage with the author's argument, evaluating their use of supporting evidence. Learning to critique arguments, to weigh up what is convincing about an argument and why, will help you to construct the argument in your own essays. Arguments stand or fall by the quality of the evidence presented, so pay particular attention to that evidence. What primary sources does the author cite? Has the author made use of published sources or have they examined material in archives? The historian will have engaged with the secondary historiography concerning the subject of the article or monograph. What secondary works have they cited? Often the historian will outline the development of the historiography on a subject and this will help you to understand how the historical debate on that subject has evolved over the years. Take a note of these secondary sources and think about whether you should have a look at them. Compare the approaches of other historians. Do they introduce other material, or read the same evidence in a different way? Make use of academic reviews of monographs and other publications, but do not be tempted only to consult such reviews.

5.4. Essay writing

The University's IAD have created an online self enrol resource that includes guidelines on assignment writing: <https://www.ed.ac.uk/institute-academic-development/undergraduate/learning-resource>

Time management

It is important that you make a list of your assignment deadlines and prioritize those which need to be completed first. Successful time management and the ability to meet deadlines are key skills that will enhance your employability.

Choosing a question

You may be given a list of questions or you may be asked to devise an essay title for yourself. It is a good idea to explore more than one option and, if possible, discuss those options with your course tutor. Choose a topic that interests you as you are more likely to produce better work. At an early stage of your research for the essay, it may be possible to change the topic that you have chosen, but you may have to consult your tutor to ensure her/his approval. Before you begin your research, look carefully at the essay question and make sure that you understand what is being asked.

Do some research

Begin reading for the essay title that you have chosen as soon as you can. Generally speaking, the more you read, the better your essay will be. Some courses may stipulate a minimum number of items that you must read for the assignment, but no course will impose an upper limit. Courses provide lists of recommended readings and you should begin with these. Be wary of resorting to a website unless you can be sure of validity of the information posted on that website and the academic credentials of the author(s).

Try to get an overview of the subject to begin with, noting those aspects that are most relevant to the question. *Tip: it is a good idea to begin with a recommended textbook or key article from the reading list supplied for the course.*

Begin with the readings that have been recommended for the assignment. You need not restrict yourself to these lists but, before moving on to other material, make sure that you have consulted as many of the recommended readings as possible. Students are positively encouraged to add to the course bibliographies. It is often useful to read the most recently published item first and note the references/bibliography that it provides. *Tip: look at how the author references their sources, both primary and secondary. Would you be able to find the same information using these references?*

Making a plan

After reading several items, you might think about roughing out an essay plan. All essays should have an effective introduction that prepares the reader for the argument that is to come. There are no set rules for drafting an introduction, but you might include an outline of the essay's structure; a brief comment on your understanding of the question; or a brief survey of what others have written, especially if you are about to take issue with another historian's argument. You may need to include definitions of technical terms, but, if you do, remember that a dictionary definition - even one from so august a publication as the *Oxford English Dictionary* - is open to interpretation. As you read more, you may have to revise this rough plan, incorporating materials as you progress. Ask your tutor if s/he is prepared to comment on your essay plan, but do not submit more than a page or two. Tutors cannot comment on essay drafts, as one of the key skills of the historian is to be able to critique and enhance their own work. You can, however, ask for advice on a plan or bibliography.

Developing an argument

Perhaps the key transferable skill that a History degree develops is the ability to construct and provide evidential support for a point of view. This point of view, or argument, is the essential component of a successful essay. You will need to demonstrate that you are able to weigh up the arguments of others and develop your own response to a question or problem, supporting your argument with valid and verifiable evidence. As well as analysing the work of others, you will need to evaluate your own assumptions about a subject. If a point seems 'obvious' to you, requiring no further comment, you may need to question why it is that you think that point is incontestable. The next step is to set out your argument in the clearest way possible, so that it is structured, coherent, logical and well-supported with the evidence that you have gathered. *Tip: an effective way to test the validity of your*

argument is to discuss it with others on your course. They may have different views that will help you to strengthen your own argument.

Drafting and reviewing your essay

All historians, at whatever stage of their careers, tend to generate written work through a process of **draft** and **review**. Once you have planned your essay, and developed the most effective structure for your argument, write a first draft. Review what you have written, identifying those sections of the essay that might need strengthening, perhaps by supplying more supporting evidence. You may even notice that you have omitted a key theme or essential part of the argument. Make sure that what you have written is relevant to the subject of the essay. During your review, check that your prose is clear and coherent. An effective way to check whether your style is effective is to read your essay out aloud. Does it sound correct? If you found that you were out of breath and in danger of passing out before you reached the end of a sentence, it might be an idea to review your punctuation. Try to ensure that each section of the essay is linked to the one before and the one after. Finally, the conclusion to your essay allows you to summarize the key points of your argument and to emphasize the significance of the foregoing discussion. Is there a particular point that you would like the reader to remember, or does your discussion have wider implications?

Word limit

All assignments have a clear indication of the expected word count. Minimum and maximum word limits are strictly enforced, i.e. there is no +/- 10% allowance. The word count includes footnotes but excludes bibliographies and other material such as the essay title, and (in the case of longer pieces of coursework such as dissertations) the table of contents, lists of abbreviations, acknowledgements, and so on. Please note that the word count provided by **Turnitin** when you upload your coursework to LEARN is not accurate.

Please use your word processor to calculate your word count and include a note of this somewhere in your essay.

Presentation and layout

Please note the following:

- Font size for text should be at least 12pt; for footnotes at least 10pt.
- Use generous margins and at least 1.5 line spacing, to leave enough space for in-line comments from your marker.
- Put your exam number (found on your University card) in the header. Do NOT include your name anywhere in your work or in the file name, as this will compromise anonymous marking.
- Use the essay question as your title. Note that you must answer the exact question set: do NOT rephrase the essay question in your own words.
- Pages should be numbered.
- Use footnotes (not endnotes or in-text citations). See [Appendix](#) for further advice about how to reference, and [5.5](#) for advice on how to format your references.
- Include an accurate word count (including footnotes but excluding bibliography).

Submission check-list

Before you submit your essay, ask yourself:

1. Does the essay answer the question asked?
2. Do the references (footnotes and bibliography) conform to the referencing guidelines published by the History Department? (see [5.5](#) and [Appendix](#) below)
3. Does the essay have a bibliography?
4. Does the essay conform to the word limit?
5. Have you proof-read your essay to eliminate presentational errors (spelling and other grammatical errors; poor referencing; poor formatting, etc.)?
6. Have you completed the required cover-sheet for the essay?

5.5. How to avoid Plagiarism: Referencing: footnotes and bibliographies

Referencing and good academic conduct

As a student historian we expect you to adhere to the highest standards of scholarship in all of your written and oral work. **Referencing is an essential part of this, and key to avoiding plagiarism.**

Plagiarism is defined by the University as: 'the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your own previously assessed original work.' Whether intentional or not, plagiarism is a form of cheating and as such is taken very seriously.

The key points to remember are as follows:

1. Every essay must be written in your own words, with any quotations clearly indicated.
2. Whenever you use something that you have found in someone else's work, you must provide a full reference to the source which you used.
3. Your references should include enough information to allow your reader to find your source for themselves.
4. If you need to refer back to a source that you have already referenced in full, you can use a short title to save words.
5. All references should refer accurately and honestly to the specific source which you used.
6. Failing to give an accurate and honest account of your sources, or failing to provide a reference for information which you have taken from elsewhere, are examples of plagiarism.
7. Accurate note-taking and citation is essential for avoiding plagiarism.

Footnotes and bibliographies

All academic disciplines require you to reference, but different disciplines may follow different referencing conventions. In history referencing takes the form of **footnotes** (rather than in-text citations) and a **bibliography**.

- Footnotes are included in the word count for essays but bibliographies are not.

- The purpose of a footnote is to allow your reader to locate the source of a quotation, idea or piece of information used in your essay. Your footnotes should not normally include any material other than references to primary or secondary sources. Any discursive material should go in the main body of your essay.
- Your bibliography should list all the sources (primary and secondary) which you have consulted and used in preparing your piece of work (whether or not you have actually cited them in the main body of the essay). The sources should be divided into primary and secondary sources, and arranged alphabetically by author within each section.

NOTE: Referencing style sheet

Full guidance on referencing how to avoid academic misconduct (including plagiarism) can be found in the [appendix](#) to this document: **A History Student's Guide to Good Academic Conduct (see below)**.

5.6. Making use of the feedback you receive on your work

Throughout your degree, you will receive written and oral feedback on your work, whether that work is an essay, a presentation, an examination script, or other form of assignment. It is vital that you make use of this feedback and use it to improve your skills as an historian. Please do not just look at the mark you have been awarded without reading the tutor's feedback comments. The feedback is designed to help you as well as explain why the mark you have been given was awarded. It is important that you discuss the feedback you have been given with your tutor, especially if any points need further clarification, or if you are unsure about how to improve your work.

Use the feedback by noting the key points made by your tutor. Take particular note of any comments about the clarity and accuracy of your writing style or your referencing. Some of your feedback may relate specifically to the assignment you were given, but often feedback includes more general points that you can use to improve subsequent assignments. It is helpful to think of your degree programme as a whole and to see each piece of feedback as contributing to your overall development as an historian. In other words, the feedback you get is not just applicable to individual courses. It may be worth keeping a note of these key points in your feedback and ensuring that you address them in subsequent pieces of work, whether for that course or others. For example, if a course tutor draws attention to problems with the way you reference your work, make a note of this comment and specifically address it in your next piece of work.

It is important to realize that different tutors mark in different ways. This is not because they are inconsistent, but because different topics and different types of history require different approaches. For more information about the marking process, please see below [\(6.5\)](#).

6. Marking & assessment

6.1. Forms of assessment

History offers a range of types of coursework, aside from exams. Some of these will be familiar to you, while others may be less so. During your degree you may come across some or all of the following:

- essays (or other extended written discussions of a body of material)
- source extract or 'gobbet' analyses
- use of IT in accessing course materials and/or carrying out/completing/submitting assigned tasks
- seminar discussions (or other forms of small group discussion)
- oral/verbal presentations of historical material, including such methods as podcasts or videos
- projects jointly undertaken with other students ('peer-assisted learning')
- analysis of moving images (films)
- first-hand analysis of material culture
- dissertations characterized by self-direction and intellectual independence
- exercises in peer assessment/reflection

Usually, such coursework is assessed. There will normally be an opportunity to discuss your work before submission to receive advice, so-called 'feed forward', or formative feedback, and you always receive summative feedback as well as a mark.

6.2. Assessment and learning

All your assessed work builds on one another, including the work you do for different courses and in different years. As a whole therefore, all of our assessment should be taken as formative, informative, developmental and remediable. In other words, we want you to learn from your experiences and use your feedback to improve, whether it is for the same course or a different one.

In other words, our assessment is guided by the principle of **Assessment for Understanding**:

<p>What is being looked for? Knowledge, mastery of skills, understanding? Are assignments fully aligned with course learning objectives? How do assignments connect with prior knowledge and experience? What skills and abilities are currently under-represented in assessment? Do assignments encourage critical reflection by students? Is course workload conducive to a deep approach to learning? Are assessment criteria explicit, and do students understand them? Is marking accurate and consistent, and how is this ensured? Do methods encourage student involvement? Do assessment and evaluation techniques provide a clear and detailed picture of how students are learning?</p>

Is feedback understood and reflected upon by students and how is this known?
 From: Alan Booth, 'Assessing for Understanding' in *idem, Teaching History at University. Enhancing Learning and Understanding* (London, 2003), p. 147.

6.3. Key marking criteria by year

Year	Criteria	Focus on
1	Evidence of a considered research process; appreciation of differences of historical opinions; evidence of understanding the difference between primary and secondary sources	Research process
2	Evidence of understanding the difference between primary and secondary sources; incorporation of historiography; use of historiographical discussions to support argument	Historiography
3	Incorporation of historiographical discussions; incorporation of primary material to support arguments; evidence of independence of thought	Primary research
4	Evidence of independent research and use of original primary source material; sophisticated treatment of historiographical debate and the development/change of the way historians have written about the topic over time; adoption of a recognizable methodology	Autonomy and originality

6.4. University marking scale and synopsis of history band descriptors

Excellent	BAND A1 Outstanding First Class (90)	Answer to the question displaying the highest intellectual quality attainable within the course, in all or most respects; command of the issues; original and independent thinking (commensurate with this Level); consistently outstanding in such ' core matters ' as <i>accuracy, structure, comprehensiveness/relevance, criticism, intelligence/depth of analysis and expression</i> .
	BAND A2 Clear First Class (80, 85)	Fully effective answer exceptional in all or most respects (commensurate with this Level); command of the issues; original and independent thinking; consistently excellent in the ' core matters ' outlined in Band A1.
	BAND A3 Low First Class (70, 72, 75, 78)	Sophisticated answer well above average in all or most respects (commensurate with this Level); consistently strong grasp of the issues; original and independent thinking; excellent in the ' core matters ' outlined in Band A1.
Very Good	BAND B (60, 62, 64, 66, 68)	Above-average answer in all or most respects (commensurate with this Level); strong grasp of the issues; strong in the ' core matters ' outlined in Band A1.

Good	BAND C (50, 52, 54, 56, 58)	Sound and competent answer in all or most respects (commensurate with this Level); good general grasp of the issues; reasonable in the 'core matters' outlined in Band A1.
Pass	BAND D (40, 42, 44, 46, 48)	Adequate, limited answer in all or most respects (commensurate with this Level); some grasp of the issues; passable in the 'core matters' outlined in Band A1.
Marginal Fail	BAND E (30, 38)	Inadequate answer in all or most respects; minimal grasp of the issues; weak in the 'core matters' outlined in Band A1.
Clear Fail	BAND F (20)	Work displaying little or no knowledge or understanding of the question, the issues or the subject matter; deficient in the 'core matters' outlined in Band A1.
Bad Fail	BAND G (10)	Work so weak as to represent only a nominal attempt to answer the question; virtually total confusion or misunderstanding of the subject matter.
	BAND H (0)	No acceptable work presented.
100-point extended common marking scale		

6.5. The marking process

The marking process is elaborate and robust, and as a result time consuming.

Marking	Moderation	Administration
10 working days (2 weeks)	2 working days	3 working days

Wherever possible, first marking is done anonymously (the main exceptions being dissertations and other pieces of coursework where you have a hand in devising your own topic, as well as face-to-face assessments such as oral presentations). Marking is done by the course convenor (in the case of Honours courses) plus several members of the lecturing team (in the case of team-taught pre-Honours). Markers typically mark work from multiple tutorial groups and/or courses simultaneously.

After that, samples of course work are moderated, by another member of academic staff. This means that a representative sample of the course's cohort is reviewed with special attention being paid to borderline cases and Fails. The moderator is checking that the mark is justifiable given the standard of the work submitted. She is also ensuring that any feedback is justifiable. In the case of Dissertations, all work is second marked.

Including administrative processing, your submission will normally be marked and returned to you within 15 **working days** of submission (3 weeks).

At the end of the course, an indicative selection of the available first-marked and moderated exam scripts and coursework is sent to an external examiner (a historian at a different UK university), who scrutinises the marking processes and the quality of the marking.

Please note that **all marks are provisional until ratified by an exam board** (these meet in December, June and August). This is to allow external examiners to check the marking, and for consideration of special circumstances (see [6.7](#) below).

6.6. Submission of coursework

All submission is done electronically. Detailed instructions are available at www.shca.ed.ac.uk/assignment-submission. Please ensure that you follow the instructions carefully. In particular please ensure that you:

- Fill in the declaration of own work properly.
- Put your exam number (but not your name) in the header of your assignment file, the file name and in the submission name during the actual submission process, to ensure anonymous marking.
- Allow enough time for submission. It can take between 5-10 mins to complete the submission process, and if you are even 1 minute late, your submission will be marked as late.

If you have any problems, email the course administrator as soon as possible to let them know. **Please supply the following information in your email:** your name, the course title, a detailed description of the problem and, if near the deadline, a copy of your submission.

All submissions are checked for plagiarism using a similarity checker (**Turnitin**).

Late penalties will be applied before your work is returned to you.

You will receive your feedback electronically, through the same system as you used to submit your work. Information about how to view your feedback, is available at www.shca.ed.ac.uk/assignment-feedback. Please note that marks returned are provisional until after the exam board has confirmed them.

6.7. Deadlines, extensions and penalties

You need to submit assessed coursework by the published deadline. Late coursework submitted without an authorised extension will be recorded as late and the following **penalties** will apply: 5 percentage points will be deducted for every calendar day, or part thereof, it is late, up to a maximum of 7 calendar days. After this time a mark of zero will be recorded.

Where you provide a good reason, we will consider accepting late submission of up to seven calendar days without exacting a penalty. Note that **ONLY** serious reasons will be accepted; minor ailments, stress due to poor time management and computer mishaps are normally not accepted.

Pre-Honours students should apply to the course administrator, i.e. NOT their course tutor. You can find their details on your course LEARN site. **Honours students should apply**

to the Student Support Office, hca-ssso@ed.ac.uk.

Where you have a good reason for requiring a coursework extension of more than seven calendar days, you should submit the coursework when you are able to do so and apply via the Special Circumstances process for the Board of Examiners to disregard the penalty for late submission. For more information, see:

<http://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/your-degree-programme/policies-and-regulations/special-circumstances>

7. Student representation and course monitoring

7.1. Student feedback

Students' views are appreciated on all aspects of the course. You are encouraged to provide feedback informally where and when it occurs to you. Appropriate topics include: the helpfulness or otherwise of specific items on a reading list; the success or failure of different techniques and practices in class; confusions arising from the course that have not been clarified by the course organiser; positive and negative views of course administration; and any other topics that may contribute to improving the course for future participants. You should not fear that negative views might hurt your performance.

We also use two more formal devices to get a better idea as to student opinion:

7.2. Course staff-student liaison committee

HCA employs the EUSA Programme Representative system. Student reps will thus represent their peers by subject area at programme level. Programme reps will hold the post from Year 1 through to Year 4 (assuming their representation is satisfactory) which should allow for continuity in inward and outward reporting from SSLCs and also enable reps to build up familiarity with their peers and *vice versa*.

7.3. Course questionnaire

All students will be asked to fill in a questionnaire about the course, made available electronically towards the end of the first and second semesters. The questionnaire will cover all of its aspects, including lectures, tutorials, assessment procedures, and library resources.

And finally...

Well done for reading through this document! We hope that you found it to be a useful guide to your studies in History here at the University of Edinburgh, However, if you still have any questions about your studies, or any of the processes and procedures outlined above, or you have any suggestions as to how we might improve the presentation of this information, please contact us.

Good Luck with your studies!

Appendix

A HISTORY STUDENT'S GUIDE TO GOOD ACADEMIC CONDUCT, ESSAY WRITING AND REFERENCING

Every essay must be written in your own words, with any quotations clearly indicated.

Writing an essay is a way of conveying your opinions about a particular issue to your reader. Your opinions will have been informed by those of other historians, but you should aim to paraphrase your sources rather than repeating them word-for-word. This shows your readers that you have understood and processed everything that you have read.

From time to time, it may be appropriate to quote the exact wording of your sources. You should only do this:

- a) if you want to highlight a specific detail from a source;
- b) if another historian has expressed a particular idea in an especially interesting or useful way.

In both cases, the quotation needs to be enclosed in double quotation marks (" . . . "), to distinguish it clearly from those parts which you have expressed in your own words. Quotations of more than 40 words should also be indented. Both kinds of quotation are shown in the example below:

Attempts to reconstruct Aztec religious practice depend in large part on the information contained in Bernardino de Sahagún's *Universal History of the Things of New Spain*. This text has been prized for its rich depictions of elaborate ritual events, apparently described in all their detail and complexity:

"After having torn their hearts from them and poured the blood into a gourd vessel, which the master of the slain man himself received, [the priests] started the body rolling down the pyramid steps. It came to rest upon a small square below. There some old men, whom they called Quaquacuiltin, laid hold of it and carried it to their tribal temple, where they dismembered it and divided it up in order to eat it."¹

Such accounts cannot, however, be accepted uncritically. One difficulty, observed by Inga Clendinnen, is that the scribes who recopied Sahagún's text had "little respect for a far-away world in ruins before they were born".² They regularly allowed their own expectations and prejudices to intrude upon Sahagún's account of Aztec culture.

¹ Arthur J. O. Anderson and Charles E. Dibble (ed. and trans.), *Florentine Codex*, 12 vols. (Santa Fe, 1952–82), III, p. 3.

² Inga Clendinnen, *Aztecs: An Interpretation* (Cambridge, 1991), p. 395.

Whenever you use something that you have found in someone else's work, you must provide a full reference to the source which you used.

Regardless of whether you are paraphrasing something that you have read, or quoting it directly, you must also provide a reference to show the reader where you got your information. We do this in order to leave a 'paper trail' that readers (and examiners) can use to get back to the original source.

The place to put these references is in a footnote, which should be keyed in to the appropriate sentence in your essay, as shown in the following example:

According to Ian Wood, the kings of Francia may have enjoyed brief periods of overlordship in southern Britain.¹ If so, then this would show that medieval rulers had aspirations beyond their own borders. Some recent historians have, however, remained unconvinced by Wood's argument.²

¹ Ian N. Wood, *The Merovingian North Sea* (Alingsås, 1983), pp. 12–18.

² Daniel G. Russo, *Town Origins and Development in Early England, c.400–950 AD* (London, 1998), p. 170; Roger Collins and Judith McClure, 'Rome, Canterbury and Wearmouth-Jarrow: three viewpoints on Augustine's mission', in Simon Barton and Peter Linehan (eds.), *Cross, Crescent and Conversion* (Leiden, 2008), pp. 33–6.

In this example, the first and third sentences are paraphrasing the ideas of other people, and so have been supplied with footnotes. The second sentence has no footnote, which shows that the opinion contained within it is the author's own interpretation.

Both references in the example have been keyed in to the text with a superscript number placed after the full stop. The reference itself goes at the bottom of the page, identified by a matching number and printed in a smaller type. Your word processor probably has an 'Insert Footnote' button which will do these things automatically.

Sometimes it is appropriate to cite more than one source in support of the same point. In the example above, the second footnote makes reference to two separate sources in a single footnote. They have been listed in chronological order (oldest first), and both have been supplied with their full bibliographic information.

Your references should include enough information to allow your reader to find your source for themselves.

All references contain the same basic information: the name of the author, the details of that author's publication, and the specific page(s) which you used. Make sure that you are including all the right information by modelling your own references on the examples below.

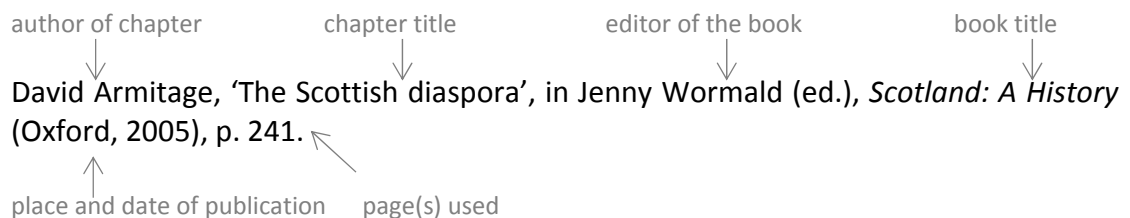
Example 1: books

To cite a book which is wholly the work of one or more authors, you would lay out this information in the following manner:



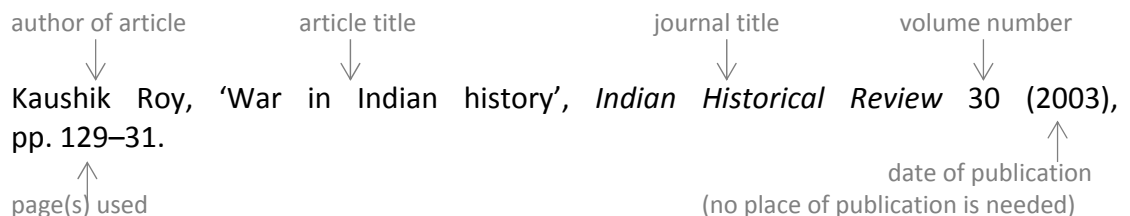
Example 2: chapters in edited volumes

If you are citing a chapter from a book to which many different people have contributed individual chapters, your readers need to be given slightly more information:



Example 3: journal articles

If you are citing an article from a scholarly journal, you need to provide the following details:



If you need to refer back to a source that you have already referenced in full, you can use a short title to save words.

After you have given your reader the full reference to a particular source, you do not need to waste words by repeating the same information every time. All that you need to provide now to identify the work is the author's surname and a short title, together with the specific page(s) which you used.

If you were citing the following pieces of scholarship, you would give the reader their full details when you make your first reference to them...

Natalie Zemon Davis, *Fiction in the Archives: Pardon Tales and their Tellers in Sixteenth-Century France* (Stanford, 1987), pp. 81–2.

Ann Waswo, 'The transformation of rural society, 1900–1950', in Peter Duus (ed.), *The Cambridge History of Japan. Volume 6: The Twentieth Century* (Cambridge, 1988), p. 604.

Nicholas Guyatt, 'America's conservatory: race, reconstruction and the Santo Domingo debate', *Journal of American History* 97 (2011), pp. 978–9.

...after which, you would simply identify them by short titles like those below if you used them in any subsequent footnotes:

Davis, *Fiction in the Archives*, p. 109.

Waswo, 'Transformation', pp. 555–6.

Guyatt, 'America's conservatory', p. 981.

All references should refer accurately and honestly to the specific source which you used.

Sometimes you will wish to make use of information which you have obtained at second hand. This might be through one historian's summary of another's work, or through a lecture handout containing a useful extract from a source that you have not otherwise read.

Second-hand information of this kind is perfectly acceptable, as long as it is accurately and honestly acknowledged in your footnotes. The following examples show some of the ways that you can indicate this to your reader:

Extracts from the trial of Joan of Arc (1431); quoted in course handout.

Judith Stacey, *Patriarchy and Socialist Revolution in China* (Stanford, 1983); summarized in Susan L. Mann, *Gender and Sexuality in Modern Chinese History* (Cambridge, 2011), p. 60.

Nelson Mandela, letter to Winnie Madikizela (1969); reproduced in Matt Liddy, 'Nelson Mandela: 12 letters from the desk of a freedom fighter' (2013), <<http://www.abc.net.au/news/2013-12-06/nelson-mandela-letters/2900788>> [accessed 24 August 2016].

Citing websites

The third of the examples above cites a document from a website. Although external websites should not constitute the bulk of your reading, there is absolutely no problem in using them when they are genuinely appropriate.

In order to assess an electronic source, you need to identify its origin. Are you reading a scan of an article that was previously published in a physical format, or an ebook which you have found through the library? If so, then you can simply handle it as if it were a physical article or book, and cite it like the examples in the previous pages.

If instead you are reading a third-party website, then you need to take extra care and provide more information for your examiner. Any references to such websites need to be provided with their exact URL address, and a note of the date at which you accessed that site (in case the site is updated in future). Ideally, you should also provide the name of their author(s) and their date of publication. You should cite these in the manner shown above. If a website does not provide such information, it can often be a sign that you should treat its contents with caution.

Failing to give an accurate and honest account of your sources, or failing to provide a reference for information which you have taken from elsewhere, are examples of plagiarism.

By following the steps above, you will be able to show the examiners that you can distinguish your own ideas from those of others, and that you can accurately document all the sources which helped you produce the essay.

Essays which do not accurately cite their sources will be guilty of plagiarism – that is, they will have passed off the work of others as their own. This is a form of dishonesty that runs counter to the principles of academic study, and is therefore taken very seriously by the University. This is true regardless of whether or not there was any deliberate intention to cheat. Unintentional plagiarism is still plagiarism, and all suspected cases will be reported to the School Academic Conduct Officer, and may be investigated by the College Academic Misconduct Officer. Plagiarised work may lead to a heavy deduction of marks, or result in the essay being given a mark of zero.

Examples of plagiarism include:

- copying the exact wording of sentences without marking them as quotations;
- paraphrasing someone else's work without referring to the source of that material in a footnote;
- closely following the stages of another person's argument without also offering original opinions of your own;
- using another person's material without acknowledging it (regardless of whether or not that person gave permission for re-use);
- letting another person write all or part of your essay for you;
- buying or being allowed to copy another person's essay, whether in whole or in part.

Self-plagiarism is still plagiarism.

Students should also be aware that the University also considers self-plagiarism to be a form of academic misconduct. If you have already submitted a piece of work for assessment, you cannot submit it again, nor copy any section of it into a new piece of coursework. Every student who submits a piece of work signs a declaration to that effect, and is expected to hold to this rule. If you are concerned about potential overlap between different pieces of coursework, then this is something which you should discuss with your tutor or supervisor at the earliest opportunity.

Accurate note-taking and citation is essential for avoiding plagiarism.

You must ensure that you take full and accurate notes when conducting research for your essays. Make sure that you know whether you have copied down someone else's words, or whether you have paraphrased them in your own words. Whenever you make a note of anything you find in a book or article, make sure that you have also kept a record of exactly where that information came from (which book or article? who wrote it? which page?).

You may also find it useful to consult the EUSA student guide on how to avoid plagiarism, which is available online:

https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/academic/citeright/