THE COLLEGE OF WOOSTER

PROGRAM IN ARCHAEOLOGY

GUIDELINES FOR INDEPENDENT STUDY

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Introduction

As is indicated in the College's *Handbook for Independent Study*, the capacity for individual inquiry and expression is a mark of a liberally educated person, and the objective of the Independent Study program is to provide an opportunity through which this capacity may be nurtured.

Three elements of each Independent Study project (thesis or equivalent project) are content, method and form:

Content Students differ in their individual interests and the requirements for various courses of study are not uniform; consequently, there are few rules for the proper choice of content for I.S. projects. A well-selected thesis or project should be governed by such considerations as the significance of the subject for personal intellectual development, the progress of professional understanding, and the needs of society. Given the constraints imposed by available resources and time, the manageability of the topic is also an essential consideration.

Method Method, as the late College of Wooster President Howard Lowry once wrote, "consists in learning how, under any given situation, to find the necessary facts, to associate and evaluate them, to draw just conclusions from them, and to present the results in clear and attractive form." There are many specific methods that can be employed. Your topic will partly determine which method or methods you will employ, and your adviser can give you help on a particular methodology.

Form Successful completion of the project requires the communication of what has been discovered or developed. Through the form of the thesis or creative project, students share with others the results of their efforts. Whether by exposition or through an act of creative expression, the forms of communication should be consistent with the content and method, and should be chosen carefully to communicate as clearly and forcefully as possible the results.

The normal pattern of Independent Study is as follows: Students will be required to take an introductory course of Independent Study, Idpt. 401, in the sophomore or junior year (ordinarily the latter) before undertaking the Independent Study thesis, which must be done during the senior year. Double majors will do a single Senior Thesis that involves the two disciplines.

The Introductory Semester of Independent Study (Arch. 401)

1. The student should have had at least three courses toward the Archaeology major before beginning I.S. 401 and must register with the chair of Archaeology to enroll in I.S.401.

2. In consultation with the chair of Archaeology and with the adviser, if other than the chair, the student will choose a topic, develop it, and write a 25-35 page paper, to be completed by 5:00 p.m. the last day of classes of the semester. Tardiness in submitting this paper will ordinarily cause a reduction in the grade.

3. The student should have periodic conferences with his or her adviser to discuss the progress of the project. The schedule and length of such conferences will be arranged between each I.S. student and the adviser.

4. The student should take note of the qualities of a superior paper as set forth in the I.S. evaluation criteria given later in this document.

5. The student must adhere to the statement on academic integrity that is found in *The Scot's Key* and The Wooster Ethic. Information procured from any source in either quoted or paraphrased form must be acknowledged. Credit must be given the original source by using quotation marks and/or references.

6. On matters of style and usage, the student has several options. The preferred form is that outlined in *American Antiquity* (see volume 57, number 4, 1992, pages 749-770), which uses the scientific convention of citing author, year and page in parentheses within the body of the paper. You can download a copy of the styleguide from the SAA web page. You will need Adobe Acrobat reader to read the file: http://www.saa.org/StyleGuideText/tabid/985/Default.aspx. Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, offers a variety of other models. The final draft should be double-sided, with a tight black spiral binding. The front cover should be clear plastic so that the title page appears through it. We recommend that you take your document to Office Services in Lowry center for preparation of the final bound copy.

7. It is the students' responsibility in preparing the I.S. paper by word processing to learn the proper use of this electronic medium, including means of saving and backing up input material. All students should back up material on cd, hard disk, and/or USB smart drive; in addition, be sure to save all written material on your

Novell account. Loss of text through computer malfunction or operator error is not an acceptable reason for lateness.

8. Only one copy of the introductory semester I.S. paper needs to be submitted. It will be read and retained by the adviser. The adviser will assign a letter. If it seems desirable, a final conference on the graded paper may be held.

The Independent Study Thesis (Arch. 451-452)

1. The student ordinarily should have had at least five courses toward the Archaeology major before beginning the I.S. thesis and must register with the chair of Archaeology to enroll in I.S. 451-452. It is highly recommended that the student take Idpt. 350-Archaeological Method and Theory prior to enrolling in Independent Study.

2. The I.S. thesis must be done in the senior year unless the Dean of the Faculty approves an exception.

3. In consultation with the chair of Archaeology and with the adviser, if other than the chair, the student will choose a topic, develop it, and write a 50-80 page paper. The content and format may need to be especially tailored if archaeological field work, drafting or other non-literary activity is involved.

4. The student should have periodic conferences with his or her adviser to discuss the progress of the project. Ordinarily, the research and organization for the paper will largely be completed during the first semester and most of the writing will take place in the second semester. Those students who engage in fieldwork are encouraged to use that experience as the basis for the IS.

5. It is expected that each student will have a completed draft of the thesis (including conclusion, footnotes or endnotes, bibliography, etc.) available for the adviser's final review, in a clear and easily readable form acceptable to the adviser, no later than the beginning of the eighth week of the semester in which the student is enrolled for Archaeology 452. The adviser will convey to the student by the end of the ninth week his or her comments on the draft. Alternatively, if the student chooses, or the adviser so requires, drafts of portions of the thesis can be submitted at various times during the semester as work is completed.

6. If a student has not made satisfactory progress on his I.S. project at the end of the first semester, the student's adviser must send a letter stating this fact to the Chair of Archaeology and the Dean of the Faculty.

7. The student should take note of the qualities of a superior paper as set forth in the I.S. evaluation given later in this document.

8. On matters of style and usage, the student has several options. The preferred form is that outlined in *American Antiquity* (see volume 57, number 4, 1992, pages 749-770), which uses the scientific convention of citing author, year and page in parentheses within the body of the paper. You can download a copy of the style guide from the SAA web page. You will need Adobe Acrobat reader to read the file: http://www.saa.org/StyleGuid.eText/tabid/985/Default.aspx. Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, offers a variety of other models. **The final draft should be double-sided, with a tight black spiral binding. The front cover should be clear plastic so that the title page appears through it. We recommend that you take your document to Office Services in Lowry Center for preparation of the final bound copies**.

9. Word-processor malfunction is not a valid reason for lateness at any stage of the I.S. process.

10. A one-page abstract or summary of the thesis is to be placed on a separate page, immediately after the title page and before the preface or introduction.

11. Two copies of the Independent Study thesis are due in the Registrar's Office by 5:00 p.m. on the first day of classes following spring recess. In addition, the Registrar now requires submission of an electronic copy.

12. Any delay in turning in a thesis beyond the deadlines specified in the preceding paragraph automatically establishes the grade of "I" (Incomplete) for the thesis. The conditions for changing the "I" to a passing grade will be established by the Dean of the Faculty after consultation with the student's adviser. The "I" automatically becomes No Credit two weeks after the deadline for the submission of the thesis unless the Dean has given prior approval for an extension. No thesis turned in after the deadline can receive a grade of Honors without the unanimous vote of the Archaeology Program Committee.

13. The thesis will be read by the student's adviser and a second reader appointed by the chairperson of the program. In the case of double majors, the second adviser serves as the second reader of the I.S. The Archaeology Program will retain one copy of the thesis and the other will be returned to the student.

14. The student must adhere to the statement on academic integrity that is found in *The Scot's Key* and The Wooster Ethic. Information procured from any source in either quoted or paraphrased form must be acknowledged. Credit must be given to the original source by using quotation marks and/or proper references.

15. Having completed the senior I.S., the student will be expected to present a successful defense of the thesis. This oral examination is given as soon as practicable after the reading and grading of the thesis. The student should consult his or her adviser as to the method and time of the exam. The quality of the defense is taken into account in the determination of the grade assigned to the thesis.

16. Senior Independent Study Projects will be graded as follows:

Honors	Outstanding in terms of content, method and form.
Good	Significantly above average in terms of content, method and form.
Satisfactory	Acceptable overall in terms of content, method and form, with weakness in some aspects being balanced by strengths in others.
No Credit	Seriously deficient in content, method or form with no compensating strengths.

Independent Study Conferences

The success of a student's Independent Study usually depends in part on satisfactory conferences between the student and his or her adviser. The advisee should be cautioned, of course, not to have unrealistic expectations about I.S. conferences; after all, an I.S. conference is just a talk between two people. But there are ways of getting the most out of this one-to-one experience between professor and student. There is no rigid format, but here are suggestions of kinds of things that might happen—though not all in any one session—in a useful I.S. conference, after some prior meetings in which adviser and advisee have become acquainted and the topic has been decided.

a. The student and adviser discuss methodology, sources and library tools concerning this topic. (For example: Do you understand what a paper being "analytical, or merely descriptive" means? Do you know what makes transitions "clear and effective"?)

b. The student critically evaluates books and articles read, and uses the adviser as a sounding board to test alternate interpretations. The student may want to discuss passages that are unclear, or to mention materials that are particularly helpful. The adviser and advisee may want to discuss the difference between primary and secondary sources with regard to the student's topic.

c. If, while going over sources, the student has come up with what looks like a new and creative idea or a focus for the paper, he or she uses the adviser as a sounding board to test whether this insight or line of reasoning is persuasive.

d. Student and adviser discuss a schedule for getting the I.S. done. One way to do this is to work backward from the due date, taking account of time needed for typing, the speed at which the student writes, other course requirements, and leaving latitude for variables so that the student begins writing a

reasonable number of weeks before the due date. In the case of a **double major**, the student will meet with both advisers on a regular basis. The student and the advisers should agree on a schedule and adhere to it throughout the entire Independent Study process.

e. A day or two in advance of a scheduled I.S. conference the student gives the adviser the rough draft of a portion of the I.S., which the adviser reads and discusses at the next conference.

f. **Take note: Missing two appointments without contacting the adviser is grounds for receiving a No Credit grade. This means the student will have to take Independent Study again.**

Checklist for Independent Study

1. If you will be doing any work with people (i.e., interviews, surveys, focus groups), you will need to get clearance from the Human Subjects Research Committee (HSRC) **before you proceed** with any research. This is typically a very straightforward process, but you need to complete the form, have your advisor sign it, and then submit it to the HSRC. Check the information at http://www3.wooster.edu/psychology/hsrc/.

2. Follow the appropriate format for your discipline. Archaeology students should use the SAA Style guide (http://www.saa.org/StyleGuideText/tabid/985/Default.aspx). Be sure to use the proper citation format in the text and in the bibliography. Also, pay attention to the layout of captions for figures and tables. Anthropology students should use the format of the American Anthropological Association at http://www.aaanet.org/publications/style_guide.pdf.

3. Here are some additional things to keep in mind (borrowed in part from the journal *Hesperia*). You should also check other parts of this IS Handbook.

a. Include an abstract (150 words or less) at the beginning of the text.
b. Check the text for consistency of spelling, punctuation, and capitalization.
c. Double check quotations for accuracy.
d. Be sure that all **citations in the text are included in the bibliography** and that every entry in the bibliography is cited at least once.
e. Verify that the page numbers cited in the references in the text fall within the ranges given in the bibliography.
f. Double check all titles—and particularly foreign titles—for spelling and accents.

Sample title page

[TITLE]

by

[Name of student]

A Thesis* Submitted in Fulfillment of the
Requirements of Independent Study
in Archaeology at
The College of Wooster

Archaeology 401 [or 451-452]

[Name of Adviser] [Month, Day, Year]

*In the case of Archaeology 401, the word "Paper" should be substituted for "Thesis"

INDEPENDENT STUDY EVALUATION

Majors should familiarize themselves with the criteria listed here.

I. Content

1. Is the topic significant in the field of archaeology, or merely trivial?
2. Does the paper draw from basic materials on the topic?
3. Has the material been digested and integrated into the whole of the paper?
4. Is the content solid and informative?
5. Is the paper analytical, or merely descriptive?
6. Does the paper clearly state and defend a thesis or position?
7. Does the paper have a reasonable amount of specifically archaeological data and analysis?
8. Is the length of the paper adequate for the topic?
9. Does the paper raise issues and move in a reasonable progression toward their resolution or toward some position?

II. Method

1. Does the paper show an awareness of methodological issues in the study of archaeology?
2. If field work was involved, was that work done according to sound archaeological principles?
3. Are archaeological data utilized in a methodologically sound way in the paper?
4. Does the paper display good judgment in the utilization and evaluation of sources?

III. Form

1. Is there a table of contents or structure of subheadings in the body of the paper?
2. Is there an introduction that states the purpose, plan, and scope of the paper? Does the introduction have a proper thesis statement?
3. Are the references in a standard format?
4. Has the student credited sources at all necessary and appropriate places in the paper?
5. Are the transitions between individual sections clear and effective?
6. Are the results summarized in an adequate conclusion?
7. Is the bibliography in an acceptable scholarly form?
8. Is the paper written in a mature, college-level style?
9. Are grammar, syntax and spelling correct? **Be sure to spell-check your drafts!**
10. Is this paper neat and free of typographical errors?

IV. Other criteria

1. Has the student chosen a topic commensurate with her or his ability?
2. Has the student shown initiative in choosing the topic, searching out sources, and developing a position or a reasonable focus?
3. Does the paper represent an appropriate amount of work for the units of credit taken?
4. Is there reason to believe that the student's total learning experience in this project goes substantially beyond the finished I.S. paper?

5. Did the student work up to his or her ability?
6. Compared with other I.S. papers known to the reader, how does this one rank?
7. What are the prospects, if this is a 401 paper, for the student's success in Senior Thesis or graduate study?