THE COLLEGE OF WOOSTER

DEPARTMENT OF CLASSICAL STUDIES

GUIDELINES FOR INDEPENDENT STUDY

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DEPARTMENT OF CLASSICAL STUDIES

GUIDELINES FOR INDEPENDENT STUDY

1. Purpose of Guide

In accordance with the graduation requirements of The College of Wooster, the Department of Classical Studies requires all majors in Classical Languages and Ancient Mediterranean Studies to complete a one-semester junior Independent Study and a two-semester senior Independent Study Thesis. The ability to engage in Independent Study is one of the primary goals of the major. The Guide to Independent Study is intended to assist and direct our majors in the planning, organization and completion of their Independent Study programs. It complements the general regulations articulated in the College Handbook for Independent Study (found on the College webpage). The department recommends that Classics students become thoroughly familiar with both documents.

2. Classical Studies and the I.S. Thesis

Classics I.S. projects are extremely diverse. They may involve methods ranging from mathematics to literary theory, touch on disciplines as diverse as political science and French, or require practical skills, such as testing armor or ceramics.

Despite this diversity, Classics I.S. theses also display commonalities. By the fourth year it is expected that Classics students will have been introduced to the history and literature of the ancient Mediterranean world, and that in their Classics courses they will have examined significant and challenging ideas. A Classics I.S. should reflect not only the student's knowledge of Greek and/or Latin, but also take up some of these ideas. By this time many students will have discovered an affinity for an author, Sophocles, for instance, or a genre, perhaps Roman elegy. Others will be drawn to

philosophical problems or schools, maybe the second sophistic, or even a particular mode of expression, such as hexameter verse. Still others will have found a cultural question. Why did some ancients decide to become vegetarians? What was the Roman conception of glory? Some students will have historical questions. How did democracy arise in ancient Athens? What happened to a Greek city after it was defeated in war? Still others may have questions about the tradition itself. What is the history of the text of Homer in the Middle Ages? Who read it, and who translated it? Did Homer have any influence or fame during this period?

As you can see, the possibilities are endless. We strongly encourage you to make as much use of your skills with ancient languages without forgetting that ideas are always the core of any good paper. The ideas you have drawn from your study of ancient Mediterranean civilizations will in some way be central for your I.S. project.

Classics students who are also double majors will write a single I.S. thesis that incorporates interests from both of their majors. Previous double theses have included:

- "The Implications of Ptolemaic Rule for Traditional Egyptian Culture" (Classics/Archaeology)
- "Aqueducts and Orcqueducts: Creating National Identities with Vergil's Aeneid and J.R.R. Tolkien's The Lord of the Rings" (Classics/English)
- "And They Turned Her Into a Tree! Metamorphosis in Ovid and Once On This Island" (Classics/Theater)
- "Quintilian's Influence on Contemporary Rhetorical Tradition" (Classics/Speech Communication)

3. Practical Matters

3.1. I.S. Requirements

Both the junior and senior I.S. theses involve intensive research projects resulting in a substantial paper. The junior I.S. usually runs to approximately 40 pages, the senior I.S. to approximately 100 pages. The department will accept longer or shorter papers: the length of the paper partly depends on your topic and your style of writing. If you think that your paper will be much longer or shorter than the usual paper, discuss this fact with your advisor as early as possible.

3.2. Scheduling of Independent Study

Successful completion of the junior I.S. thesis (CLST 401) is a prerequisite for beginning the senior I.S. thesis. The senior I.S. thesis (CLST 451 and 452) involves a single research project and is usually conducted in two consecutive semesters. Normally, each course will constitute one-fourth of the student's workload in a given semester, and the student should expect to devote a *minimum* of 15 hours a week to researching and writing the thesis.

The student is expected to complete 401 during the junior year and to complete 451 and 452 during the senior year. Students are strongly advised to consult with their academic advisors during their sophomore year concerning the scheduling of their junior I.S. thesis, since plans to study abroad during the junior year often complicate the scheduling of CLST 401. Double majors should speak with both departments as soon as possible, since each department will normally offer the junior I.S. seminar in only one semester per year.

The **deadline** for handing in the junior I.S. is determined at the beginning of each semester. It will usually fall at the beginning of the exam week of each semester. The **deadline** for senior I.S. is the first Monday following Spring Break at 5pm.

3.3. Assignment of Advisors and Double Majors

The junior I.S. process is conducted as a tutorial. Each student will be advised by a professor assigned by the Department Chair.

Senior IS theses are always conducted as tutorials, therefore each senior will be assigned an advisor who will supervise his or her project. The Department will make assignments on the basis of the student's interests and the professor's areas of expertise and teaching load. Students are urged to give serious thought to their topic well in advance and to discuss this with the Chair or other members of the Department.

Double majors will have advisors from two departments. They should consult as early as possible with both advisors to make sure that their project will meet the requirements of both departments. While projects that

incorporate interests from two disciplines provide a significant opportunity for academic growth, they also pose organizational challenges. Double majors are particularly urged to prepare early and well for their senior I.S. projects.

3.4. Applying for Copeland Funding

When choosing a topic, students should keep in mind the possibility of applying for funding from the **Copeland Fund for Independent Study** to aid in off-campus research. Former Wooster students have used Copeland funding to do research in places such as London, Washington DC, Haiti, and Costa Rica. Every year there are two opportunities for students to apply for Copeland funds. **The first application deadline is at the beginning of October**. Grants from this funding period normally support seniors who plan to conduct their research over Winter Break. **The second deadline is at the beginning of April**. Grants from this funding period usually support juniors who will be doing their research for senior I.S. during the summer before their senior year. Copeland Funds are available to all juniors and seniors at Wooster, therefore the competition for funds is stiff. **Early preparation is crucial to a successful application process**, since serious consideration is given only to applicants with detailed topics and research plans. A sample application, as well as more information concerning the Fund, can be found on the Wooster webpage (See Appendix I).

4. Content of the I.S. Thesis

4.1. Choosing a Topic

The Handbook for Independent Study states: "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" (Handbook for Independent Study, rev. 8/04, page 3). These are important guidelines, and you should consider your topic carefully in light of each one. In addition, there are several practical issues you should consider.

4.2. Manageability

Be sure the topic is within the range of your abilities as determined by your previous course work and reading. For instance, a student who has focused

on Greek history should perhaps consider a topic in that area before considering one with which he or she has significantly less experience. In this respect there is a significant difference between the junior and senior I.S. projects: junior I.S. projects often engage topics completely new to the student, whereas senior I.S. topics generally relate to the student's previous work.

Be sure that the topic is not so broad that the necessary research cannot be completed within the limited amount of time, while at the same time remaining broad enough that there are sufficient resources available. Broad topics such as "Roman Education" may be appropriate for a 300-page book, but could not be adequately discussed in an I.S. thesis of a much shorter length. Speak to your advisor as early as you can about your topic. No matter how broad or narrow the topic, early preparation will make the whole process more manageable.

Finally, you should try to find a topic that you genuinely like. Because it is your project and will draw on your strengths and interests, make sure that it is a topic on which you are willing to work for a full year.

4.3. Developing a Thesis

A successful paper has a clear thesis. Your thesis makes your paper different from every other paper written about your topic, and must be clearly stated and argued.

It may be helpful to think of your thesis statement as the answer to a question posed by your reading, research, and analysis. For instance, your work on Cicero might lead you to ask a question about the role of philosophy in the Roman republic. Your tentative answer to this question will be your thesis. The body of your paper will discuss this thesis, which will likely change as your ideas become clearer. In your final revisions you will form all of the material in your paper into an argument about your thesis.

Thus, a thesis does not, like Athena, spring fully formed from the head of Zeus, but is the result of contemplation, reading, and writing. Most people start with a topic, not a thesis, and can only formulate a thesis once they have worked on the topic for some time.

4.4. Academic Resources

Students should expect to make heavy use of the library resources. Of the current holdings in The College of Wooster libraries, thousands are in the Classical Studies field and can support general research on most subjects. The reference section contains all the standard items, and the most important of these are listed at the end of this guide (Appendix I).

Necessary materials that are not among the holdings of The College of Wooster libraries can often be acquired within CONSORT, through OhioLINK, or through Interlibrary Loan.

Online databases are also valuable resources, and the "Subject Guide" on The College of Wooster's Libraries' page is helpful for use in accessing databases like Jstor and EBSCO. The Classical Studies reference librarian should be consulted at least once during the early stages of research.

5. Methods and Research

The Handbook for Independent Study states: "Implicit in every inquiry is a method of plan which includes a logic, a design or a deliberate conception of what is being attempted. The method selected will determine the techniques, devices, or tools appropriate for the project" (Handbook, 3). The method includes the specific methodology of the thesis and the development of an appropriate plan of research and study.

5.1. Choosing and Using Your Method(s)

I.S. offers an exceptional opportunity for you to discover what type of intellectual and/or creative endeavor you find most compelling. You are free to choose from among a wide variety of accepted approaches to the ancient world, such as close reading of literary texts, analysis of cultural practices, or exegesis of historical events. Depending on your topic and interests, your I.S. thesis may explore the possibilities of one method (such as close reading, for example) in depth, or may deploy multiple perspectives. For example, an examination of a particular Greco-Roman deity might consider both archaeological evidence pertaining to cult sites and key themes that characterize the divinity's appearances in ancient texts. A study of the twins and doubles in the plays of Plautus might not only draw

connections between specific passages, but also explore the ways this theme reflects Roman attitudes towards twins or illuminates issues of Plautine meta-theatricality. Whatever methods you choose, you must indicate them clearly to your reader in the introductory section of your paper.

5.2. Research

The purpose of research is two-fold: it provides both the information needed to write the paper and the materials necessary for adequate documentation. Up to half of the time spent on your I.S. thesis will be devoted to planning and completing an orderly program of research and study. Depending on your topic you may do all of your research at the beginning of the process and then write the thesis, or you may research parts or areas of your topic as you go along. Provided you have a good basic knowledge of your topic, the second strategy can be advantageous: there is something very comforting and manageable about writing and researching 20 or 30 pages at a time.

5.2.1. Where to Find Classics Sources

Secondary materials should include books and articles that are as current as possible, though you need to take into account standard treatments of your subject written by earlier generations of Classical scholars. Many sources for secondary texts can be found in Wooster's libraries. These sources include:

- *L'Année Philologique*, an annual publication which cites all significant books, monographs and articles published each year from 1924 to the present, arranged by field (e.g. authors and texts, history, epigraph, etc.). *L'Année* can be a difficult database to work with, so consult with your advisor if you have trouble with it – its helpfulness far outweighs its difficulty.
- The *Oxford Classical Dictionary (OCD)*. Most of its brief articles are followed by a concise bibliography of key works on that subject. The *OCD* as an online publication can be accessed through CONSORT.
- A number of periodicals, among them *Classical World*, have published bibliographies on major authors and fields. Book reviews can help you to evaluate the most important books in your bibliography. These are cited in *L'Année* and can also be searched for in *Classical Review* and the online *Bryn Mawr Classical Review*.

5.2.2. **Keeping Records**

Your main task in the preliminary stage of your I.S. thesis is to lay the foundation of knowledge you will need in order to write your thesis. In order to do this, you should first draw up a detailed working bibliography of the primary and secondary materials that will form the basis of your research study. It is also useful to annotate the bibliography by summarizing the most important points raised in each reading.

Keep a record of your research by taking extensive notes and keeping them well organized. If you take notes on your computer, be sure to give them easily recognizable file names. **Always save all drafts, research, bibliographical information, everything, in fact, in several different places**.

Be sure to record all the facts you will need for your footnotes and works cited pages, following the forms given in the most recent MLA Handbook for Writers of Research Papers (New York: MLAA, 2003), Kate Turabian's Manual for Writers of Term Papers, Theses, and Dissertations (Chicago: U of Chicago Press, 1996). In order to make your revisions easier, **record all the information for your sources and quotations as part of your note-taking process**. This is especially important when using books from Interlibrary Loan, as they are not always readily available after you have returned them.

5.2.3. Research Ethics

Students should sign out all books used for I.S. rather than "borrowing them" informally, so that others will be able to consult them as necessary. In the same spirit, return basic reference works to the shelves where they belong so that others will have access to them.

The Department has the strictest standards in regard to plagiarism. It follows the College's understanding, expectations, and guidelines in regard to issues of academic honesty, which are fully articulated in the *Code of Academic Integrity* as published in The Scot's Key and available on The College of Wooster webpage. Academic integrity forms an essential part of the implicit contract between the student and the College. Plagiarism of any kind marks a serious breach of this contract and is grounds for the grade of F for the Junior I.S. and of NC (No Credit) for the Senior I.S.

6. Format

The I.S. thesis should be clear, self-consistent, and in conformity with the forms approved for scholarly writing, in general, and the classics, in particular. Except where otherwise noted, the department adopts the canons of style put forth in the MLA Handbook for Writers of Research Papers. Students should buy the most recent edition, which is available at the Wilson Bookstore, and become familiar with it. The following remarks will address the special needs of the writer of the I.S. thesis in Classics.

6.1. I.S. Format and Appearance

The I.S. thesis should conform to the following format:

Title page (A model title page is included at the end of this guide: see Appendix II.)

Preface (including any acknowledgments)

Table of Contents

List of Illustrations (if necessary)

Abstract

Introduction

Text and Footnotes

Bibliography

All I.S. theses must conform to the following guidelines as well:

- Theses should be printed in twelve-point type with standard 1-inch margins. Students using the Greek polytonic keyboard will be compelled to use fonts such as Palatino Linotype or Tahoma when typing in Greek.

- Theses should be double-spaced throughout, except for the footnotes, bibliography, and extended quotations (five lines or longer), which should be single-spaced (see below).
- Page numbers should be placed in the upper right corner of each page as part of a heading that includes the author's last name (i.e. Smith 1, Smith 2, etc.)
- The chapter title pages should be formatted similarly to the title page of the thesis. The chapter title should be in 20-point type, and it should be printed 2 inches below the top of the page. The text of the chapter (in 12-point type) should begin 1 inch below the chapter title.
- Illustrations should be cited according to the MLA Handbook guidelines concerning miscellaneous non-print sources. Illustrations should be numbered (Figure 1, Figure 2, etc.) as per the online version of the SAA's Editorial Policy, Information for Authors, & Style Guide (http://www.saa.org/publications/Styleguide/styleGuide.pdf). These numbers should be used whenever illustrations are referenced in the text.
- The thesis should be bound firmly in a spring or pressure clamp-type binder. The Wilson Bookstore will bind your thesis at a minimal cost.

6.1.1. Abstract

The Department of Classical Studies requires all students to turn in an abstract as part of their thesis. The abstract should include the thesis statement, with a few sentences detailing the student's treatment – the method used, main sources, etc., as well as a brief summary of the conclusions reached in the project. The abstract must be no more than 200 words in length.

6.2. Department Guidelines for Style and Quotations

Students must employ correct grammar, spelling, punctuation, sentence, and paragraph construction, etc. Answers to questions in these matters can usually be obtained by consulting any of the standard handbooks such as the Harbrace College Handbook (San Diego: Harcourt Brace Jovanovich, 1990).

The need for careful proofreading at all stages of writing cannot be overemphasized. Computerized spelling and grammar checks are of limited use for the English language and of no use whatsoever for Greek and Latin.

There is no substitute for your own painstaking perusal of what you have written.

Many students have found it helpful to exchange theses with other students for proofreading. Additional advice can be found in Appendix III under "Suggestions on Style and Method".

6.2.1. Quotations

Direct quotations should be kept to a minimum and should be used for two primary reasons: to provide evidence, especially from primary sources, and to cite an argument that is expressed so cogently in the original that it cannot be paraphrased without being weakened.

Quotations of five lines or fewer should be incorporated into the text and put in quotation marks. Any internal quotation marks in the original should then be changed to single ones in your text. When quoting poetry, use a slash (/) at the end of each verse. Individual foreign words or isolated phrases in French, German, Latin, and transliterated Greek should be italicized.

If you must quote a selection of more than five lines, consult the MLA Handbook regarding correct spacing and indentation. Longer quotations in one foreign language (e.g. a paragraph in German or French) need not be italicized.

Indicate any omissions you have made within a quotation by an ellipsis consisting of three periods (…). If the omission comes at the end of the sentence, indicate this by a fourth period (….). If you must make an interpolation within a quotation, indicate this by enclosing the entire interpolation within square brackets. If there are any errors of logic, grammar or spelling in the original that might otherwise be attributed to you, indicated the error by [*sic*].

6.2.2. Original or Translation

All Greek and Latin quotations should be provided with English translations, and for more important quotations these translations should be your own. There are two reasons for this: first, in order to understand your argument the reader needs to know how you understood the passage. Second, translating the passage constitutes an opportunity for you to make sure that

you know the passage well. Quotations in Greek should be copied and pasted from a reliable web site such as Perseus (www.perseus.tufts.edu) or typed with the polytonic Greek font. This font is installed on some computers in Kauke Hall and in the McCoy computer lab. If you are writing a thesis that involves any amount of Greek you will probably want to install the polytonic Greek keyboard on your own computer. Consult with your advisor about installing the keyboard or about any problems concerning the use of the polytonic font.

While you should use your own translations as often as possible, you may at times use a suitable translation when the passage is cited for its general content and not for its particular language or style. Translated passages would be appropriate in an I.S. thesis whose topic is primarily historical or cultural rather than literary or linguistic. Translations may also be used when the work of reading and using the original language becomes too onerous. If, for instance, you are writing an I.S. thesis on Vergil, but also wish to cite several other Latin authors, you may be compelled to resort to translations for authors other than Vergil. **Take care to select accurate translations.** If there is any doubt about a translation, consult your advisor.

6.2.3. Transliteration of Greek

Personal names and place names whose Latinized forms are familiar in English should be so given (e.g. Alcibiades, Crete). If you wish to transliterate Greek terms and concepts, do so directly from the Greek, distinguishing original *omega* and *eta* as ô and ê respectively. In citing figures from Greek mythology, be consistent; use either the Latin forms (e.g. Aeolus, Prosperpina, Clytemnestra) or the Greek (e.g. Aiolos, Persephone, Klytaimnestra).

6.3. Footnotes

Footnotes are used to identify the source of quotations, to provide explanatory material and to refer the reader to additional reading, to add authority to arguments in areas where there is significant disagreement, and to acknowledge material that is borrowed and incorporated in the text. In order to properly document your sources, be sure to observe the following guidelines:

- Use a footnote to identify direct quotations that reproduce the words of the source unchanged or changed only according to the rules given above.
- Use an explanatory note to insert additional material, which although related might not be appropriate in the text itself, or to suggest sources for further reading.
- Use a reference note to support any statement in the text about which there is significant disagreement, that is, in which you are stating the opinion of a certain person or school of thought. For example, you may cite A's interpretation of a certain passage, but acknowledge in the reference note that many people also agree with B's interpretation, which contradicts A. To mention this disagreement in the text of your thesis would only distract the reader from your argument, therefore the controversy should be mentioned in the footnotes.
- You should not footnote statements that are "common knowledge," that is, about which there is universal agreement by authorities.

The reference note is also used to avoid plagiarism, on which see above under "Research Ethics" (5.2.3)

6.3.1. Citing Secondary Sources

Cite secondary sources with footnotes. The following guidelines should be used:

- Footnotes are indicated in the text by a Superscript Arabic numeral.
- All notes should be numbered consecutively and begin fresh with each new chapter.
- Footnotes should be in 10-point type, single-spaced.

Information in footnotes should follow the forms prescribed in the MLA Handbook. Typical first references for books and articles in periodicals are as follows:

[21]Frank M. Snowden, Jr. Blacks in Antiquity: Ethiopians in the Greco-Roman Experience (Cambridge: Harvard UP, 1970) 144-145.

[22]Owen C. Cramer, "Speech and Silence in the Iliad," Classical Journal 71 (1976): 300-304.

According to the MLA Handbook, book titles may be either underlined or italicized, but the style must be consistent throughout the paper.

For subsequent references generally use the method of the author's last name followed by a page reference. If you cite two or more works by the same author, include a shortened form of the title following the author's last name in each reference after the first. For example:

[23]Snowden, Blacks in Antiquity, 130-143.

[24]Cramer, "Speech and Silence," 303.

Repeat the information each time the source is cited, even if two consecutive citations refer to the same work. Do not use *Ibid* or *op. cit.* or *loc. cit.* If you must make a cross-reference to another note, use the formula "(see above, note 21)" or "(see below, note 30)".

If you will be relying on a single source for several consecutive pages, indicate your indebtedness in a single footnote at the end of the first paragraph and do not footnote the subsequent material drawn from this source. Generally, you should avoid excessive or continuous reliance upon a single source.

6.3.2. Citing primary sources

When citing quotations from the Greek and Latin authors, abbreviate the name of the author and work. Standard abbreviations can be found at the front of the Oxford Classical Dictionary. Use Arabic numerals to pinpoint the lines within various subdivisions of the text. In a reference with three numerals, the first will indicate the number of the book, the second the number of the paragraph or poem within the book, and the third the sentence, line or verse. Separate numerals with a simple period and no space between. For example:

[41] Verg. Aen. 6.314.

[42]Pind. Isthm. 2.5.

[43]See Eur. Alc. 1159-1163.

[44]Cf. the use of *furor* in Prop. 1.1.7.

[45]Thuc. 7.13.2.

Note that the references to Thucydides and Propertius give no title, since only one work survives each author. Be sure that for each Classical author quoted anywhere in your paper you include in your bibliography the edition or translation you have used. If a particular work will be quoted extensively in your text, indicate the edition you will be using in your first reference to this work. For example:

[4]Verg. Ecl. 4.7; all references to Vergil are based upon the text of R. A. B. Mynors (Oxford UP, 1969).

6.3.3. Citing Illustrations and Non-print Sources

When citing a non-print source such as a sculpture or painting, follow the guidelines set out in the MLA Handbook for miscellaneous non-print sources. If you cite one of these sources, make sure that the book or article in which you found it has adequate information concerning the article in question, including the place where it was found, its current location, and the city where it is kept. Maps and charts should be treated like anonymous books and cited as such, unless the cartographer is known. For further information, see the SAA's Editorial Policy, Information for Authors, & Style Guide (http://www.saa.org/Publications/StyleGuide/styframe.html).

6.3.4. Listing Works Cited

The "works cited" list should adhere to the following guidelines:

- It should include all works referred to in your footnotes, as well as the editions you used in all quotations from the classical authors.
- You should include works you read but did not refer to in your footnotes, because these sources contributed to your thesis even though they were not cited.
- If you have made extensive use of primary source material in your paper, you may wish to list the primary sources first and then the secondary in a separate section.
- The "works cited" page should follow the form prescribed in the MLA Handbook, and should be single-spaced with double-spacing in between.

The bibliographical form of the book and article cited above is:

Cramer, Owen C. "Speech and Silence in the Iliad." Classical Journal 71 (1976), 300-304.

Snowden, Frank M., Jr. Blacks in Antiquity: Ethiopians in the Greco-Roman Experience. Cambridge: Harvard UP, 1970.

List editions of the Classical authors alphabetically according to the familiar form of the author's name, not according to the editor. For example:

Cicero. Philippicae. Ed. and trans. D.R. Shackleton Bailey. Chapel Hill: U of North Carolina P, 1986.

Thucydides. Thucydidis Historiae. Ed. Henry Stuart Jones. 2 vols. Oxford Classical Texts. Oxford: Clarendon, 1900.

6.3.5. Annotated Bibliography

Your advisor may ask you to submit an annotated bibliography. In this case you should follow each entry in your "works cited" page of secondary sources with a brief critique indicating the work's subject, general orientation or perspective, and usefulness as a source. For example:

Farmer,William Reuben. Maccabees, Zealots, and Josephus: An Inquiry into Jewish Nationalism in the Greco-Roman period. New York: Columbia, 1956.
This book presents the argument that there is a positive relationship between the Maccabees in the 2nd century B.C.E. and the Zealots in the 1st century C.E., contrary to Josephus's assertion that there was no relation at all. The author draws on an extensive list of secondary sources from the last 200 years, and both Jewish and Christian primary sources.

7. Deadlines and Assessment

7.1. Timetable & Departmental Requirements

The student and his or her advisor together will arrange a suitable timetable for completion of the I.S. thesis. Because every student's research style and topic are different, this timetable will vary from student to student. The timetable is especially important for those students who are double majors, and they must work with both of their advisors to develop a timeline that will ensure completion of the thesis by the deadline. This timetable will include a date near the end of the first semester of I.S. and prior to final exams.

Classical Studies majors are required to make a brief **presentation** of their thesis topic to the Department. At least two days before the presentation, students will provide their advisor with a **written summary** of their project that includes a statement of the thesis and a description of the nature of their research up to that point as well as an outline of their trajectory for the coming months. This presentation will give students the opportunity to share their work with the College community and to receive critical feedback and potential suggestions about how best to proceed. Students should view this exercise as useful preparation for the oral defense.

Two copies of the senior I.S. must be turned in to the Registrar's Office by **5pm on the first Monday following Spring Break** unless the student petitions for and receives permission from the Dean of the Faculty and his or her advisor. Deadlines for the junior I.S. thesis can be found in Section 3.2.

7.2. Critique and Defense

After the final copy of the I.S. thesis is submitted to the Registrar's Office, the student will be expected to present a successful defense of his or her paper. At least one week before this defense the student will receive a list of questions about the thesis, written by the second reader. These questions will serve as the starting point of the defense, an oral examination on the thesis itself and its relation to broader questions in the field of Classics.

The oral exam will usually last 45 minutes, although the examiners may see fit to shorten or extend the period of questioning. The defense itself will proceed with opening remarks by the examinees of 4-7 minutes in length in which they share with examiners an assessment of the I.S. experience as a whole. Students will want to outline in brief how they came to the topic, what challenges they faced while researching and writing, what method or methods they applied to the analysis and interpretation of both primary and

secondary sources and, finally, what they found (i.e. a concise summary of their study's conclusion).

Shortly after the oral examination, the second reader will provide a final and detailed critique of the entire I.S. thesis. The advisor and second reader will assign a grade of Honors, Good, Satisfactory, or Unsatisfactory.

While every thesis is different, all I.S. theses written in the Department of Classical Studies will be assessed based on the standards set forth in the department's I.S. Assessment Forms (see Appendix IV). Please review these forms carefully as you write your thesis.

APPENDIX I: Basic Reference Materials

Bibliography:

L'Année Philogique: Bibliographie Critique et Analytique de l'Antiquité Gréco-Latine. Eds. J. Ernst. V. Poeschl and W.C. West. Vols. I-XLVI for years 1924-1975. Paris: Société d'Édition "Les Belles Lettres."

Dictionaries and Lexica:

Liddell, Henry George and Robert Scott, eds. A Greek-English Lexicon. Rev. H. S. Jones. 9th ed. Oxford: Clarendon, 1968.

Lewis, Charleton T. and Charles Short. A Latin Dictionary (founded On Andrew's edition Of Freund's Latin Dictionary). Oxford: Clarendon, 1879.

The Oxford Latin Dictionary. P.G.W. Glare, ed. Oxford: OUP, 1968-1982.

Encyclopedias:

Brill's New Pauly: Encyclopaedia of the Ancient World. C. F. Salazar, ed., 8 vols. Leiden-Boston: Brill, 2002-.

Dictionnaire des Antiquités Grecques et Romaines. C. Daremberg and E. Saglio, eds., 10 vols. Paris, 1877-1918.

The Oxford Classical Dictionary. 3rd ed. S. Hornblower and A. Spawforth, eds. Oxford: Clarendon, 1966.

History Sources:

The Cambridge Ancient History. 3rd ed. Cook, S. A. et al., eds. 14 vols. New York: Macmillan, 1970-2005.

Selected Online Resources:

Subject Guide: Classical Studies. The College of Wooster Libraries.
http://library.wooster.edu/resources/subjects/classics.php

*EBSCO. EBSCOhost Research Databases. 2006.
http://web.ebscohost.com

*Jstor: the Scholarly Journal Archive 2006.
http://www.jstor.org/search/

*LexisNexis. 2006.
http://web.lexis-nexis.com/universe/form/academic/s_guidednews.html

*These sites are available on a subscription-only basis. The College has a subscription, therefore the sites may be accessed on campus, but students may not be able to access the sites from off-campus locations.

The College of Wooster Resources:

The Code of Academic Integrity. The College of Wooster.
http://www.wooster.edu/policies/coai.pdf

The Faculty Handbook, section 3: Handbook for Independent Study.
The College of Wooster. August 2004.
http://www.wooster.edu/dof/docs/Section_3.pdf

Henry J. Copeland Fund for Independent Study. The College of Wooster.
September 19, 2005. http://www.wooster.edu/vpaa/copelandfund.php

APPENDIX II: Model title page

The College of Wooster

THE TITLE OF YOUR THESIS

WILL GO HERE

by

Your Name

An Independent Study Thesis

Presented in Partial Fulfillment

of the Requirements of The College of Wooster

2010-2011

APPENDIX III: Suggestions on Style and Method

- Express your opinions forcefully and do not be dull.
- Keep your sentences short. Paragraphs should seldom be longer than one-half of a typewritten page.
- Use the familiar, short, or concrete word rather than the more exotic, longer, and more abstract one. The four-syllable word has its place, and when you wish to draw delicate distinctions, it may be essential. But do not use it just to show you know it.
- Weak verbs and weak nouns guarantee weak sentences. Avoid verbal constructions in the passive voice. Do not begin a sentence with "there is" or "there are."
- Use adjectives sparingly.
- The use of trite, overworked phrases ("as dark as night," "heel of the conqueror") is painful to your readers, and gives the impression of a lack of creativity.
- Rather than simply inserting a quotation, justify its placement and usefulness to your argument by introducing it, then explaining its use in your paper.
- The pronoun "this" should not be used as the subject of a sentence unless it refers clearly to a definite noun in the preceding sentence. Avoid the sort of sentence beginning, "This indicated to Pericles the danger . . . ." when "this" refers to the whole preceding paragraph.
- Do not use contractions.
- Underline or italicize foreign words unless they have become sufficiently at home in the English language to be generally understood.
- Be brilliant, but be brief. Do not use 10 words when 5 will do just as well.

10.1. Advice from Graduates of the Department

- "Don't worry if you start your junior I.S. without a clearly defined thesis. Often the topic and thesis develop during the early stages of research."
- "Crush October! If you make a lot of headway in October, you won't find yourself struggling at the beginning of the spring semester."
- "Familiarize yourself with the library and all its resources as soon as possible, before your junior year."
- "Make an appointment with a reference librarian to learn how to use the various databases."

- “Be sure to start out with a broad enough topic and range of sources – it’s easier to narrow your topic and research than it is to broaden it.”
- “Keep your sense of humor!”
- “Treat I.S. like a job. Work on it for a couple of hours every day, rather than trying to do a full week’s worth of work in one day.”
- “Start writing early. Even if you end up deleting all your early work, it helps to have *something* on paper in the beginning stages.”

APPENDIX IV: I.S. Assessment Forms

First Reader form – pages 25-27
Oral Presentation form – pages 31-32

THE COLLEGE OF WOOSTER

Independent Study Assessment Form
To be completed by the first reader of the I.S.

Name of Student:_____

Title of I.S._____

Name of Advisor:_____

Date Form Completed:_____

Directions to the advisor: For each question below, please circle the response that most accurately describes your perception of the student during the process of completing this independent study project.

Question 1: Depth of Material Covered. Based on the material you covered in your weekly meetings with the student, and the final written document, which statement best describes the student's thesis? Please provide substantive examples in the lines below the question.

Student developed an original thesis, and discussed his or her chosen topic comprehensively, exploring relevant questions thoroughly.	Student developed an original thesis, and discussed the chosen topic thoroughly, without reaching to answer relevant questions that pertain to the topic.	Student did not formulate his or her topic as clearly as necessary, and it was less clear that the argument was relevant and thorough.	Student did not achieve a clearly focused topic, and the argument lacked the depth required of a 2-semester investigation.

Additional comments

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Question 2: Student Understanding and Mastery of the Subject. Based on the weekly meetings with your I.S. student and the final written project, which statement best describes this student's understanding of the content in the I.S.?

Student has a thorough understanding of this material and should be able to answer probing questions on any of the content.	Student has a good understanding of this material but may have difficulty answering probing questions.	Student had some difficulty understanding a significant portion of the material and will have difficulty answering questions.	Student lacked a basic understanding of the fundamental ideas contained in the written document, and will not be able to answer questions.

Additional comments

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Question 3: Independence of Learning. Based on the weekly meetings with your I.S. student, which statement best describes the student's process?

Student demonstrated strong initiative and worked independently on the project, responding with energy and versatility to guidance suggestions.	Student demonstrated good initiative, and generally responded energetically to guidance suggestions.	Student did not always meet guidance deadlines, and sometimes forgot or failed to perform tasks suggested by the advisor.	Student did not meet guidance deadlines and failed to perform important tasks suggested by the advisor.

Additional comments

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Question 4: Use of Sources. Which statement best describes the student's use of sources?

Student was able to build his or her argument from an analytical comprehension of a wide variety of primary and secondary courses	Student was able to build his or her argument from an analytical comprehension of a selection of primary and secondary sources.	Student used material from primary and secondary sources, but was not able to argue in depth about the sources or to analyze their content.	Student cited primary and secondary sources, but did not use them sufficiently in making the argument of the thesis.

Additional comments

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Question 5: Form/Writing Style. Which statement best describes the quality of the student's writing?

The I.S. is clear and well organized, with excellent grammar, spelling and typesetting. Moreover, it is written in the student's unique style and is directed to an informed and sympathetic audience.	The I.S. is very readable, with very few errors in spelling, grammar, or typesetting. The thesis is well organized.	A number of errors in spelling, grammar, or typesetting make this I.S. somewhat difficult to read. A better organization of ideas would have made it clearer.	The I.S. lacks organization, the grammar is poor, and it is difficult to read..

Additional comments

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THE COLLEGE OF
WOOSTER

Oral Presentation Assessment Form

Name of Student:_____

Title of I.S._____

Student's Advisor:_____

Form Completed by:_____

Date of Oral Presentation:_____

Directions: *Please rate the presenter on each aspect of the presentation, using this scale:*

4-Honors 3-Good 2-Satisfactory 1-Unsatisfactory NC-No Credit

SUBSTANCE	
Was able to answer questions that pertained directly to the topic of the I.S. thesis	4 3 2 1 NC
Was able to answer questions about the significance of the I.S. thesis	4 3 2 1 NC
Was able to answer requests for explanation or clarification	4 3 2 1 NC
Was able to answer requests for further interpretation	4 3 2 1 NC
FORM	
Presented him/herself professionally	4 3 2 1 NC
Communicated well with all questioners	4 3 2 1 NC
Was well prepared.	4 3 2 1 NC
Showed that he/she had thought further about the I.S. topic since handing in the thesis	4 3 2 1 NC
OVERALL EVALUATION	
Showed thorough understanding of topic and arguments	4 3 2 1 NC
Answered questions well	4 3 2 1 NC
Was well prepared to meet the challenges of the Oral Defense	4 3 2 1 NC

Additional comments about the Presentation:

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