Variation and Evolution of the Human Skull

ARCL0115

2018-2019
Teaching schedule – this is a Term 1 module

- **Lectures**, on **Mondays** at **12 – 1 pm**, in **room 612** in the Institute of Archaeology
- **Practicals**, on **Wednesdays** in **room 308** in the Institute of Archaeology. You will be divided into 3 groups after asking for your preference at our first lecture. **Group 1 10:00 am to 12 noon, Group 2 12:30 to 2:30 pm, Group 3 3:00 to 5:00 pm.**

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NB: We may need to change this timetable to adapt to circumstances
Practical Test will take place 12 December 2018
Essays will be submitted on 4 January 2019
Student appraisal forms distributed, completed and collected in Week 11; review of module appraisal during class in Week 12
Overview

Short description
This half-unit module, taught in Term 1, gives a detailed introduction to the methodology used in the study of the skull in archaeology and physical anthropology, and the main current issues in research. It provides an anatomical background to the skull, as well as morphological variation, changes with age and development, and pathology, dealing specifically with the remains of Late Pleistocene and Holocene hominids, especially anatomically modern humans, but including Neanderthals. The week-by-week schedule is given below.

Methods of Assessment
This module is assessed by means of one essay (2500 words) and a practical test (about 90 minutes). The essay counts for 60% of the final mark and the test for 40%. More detail on both assessments is given below. The test will take place on 12 December 2018 and the essay submission deadline is 4 January 2019. Please note that in order to be deemed to have completed and passed in any module, it is necessary to submit all assessments.

Teaching methods
Teaching is by lectures and practicals. Each week there is a lecture which introduces a topic in the study of the skull and prepares students for the practical session later in the week. Most lectures are based around Powerpoint presentations and these are available on Moodle, which is an online teaching resource that you will be able to access at any time on a password controlled UCL website. Details of this will be given during the first week of the module. Practicals are to teach students the identification skills required, more general understanding of the anatomical structure of the skull, experience of sex and age estimation, measurement and non-metrical variation. Most practicals are supported by worksheets and other handouts which are distributed each week.

Prerequisites
This module does not have a prerequisite although, if you have no previous experience of the skeleton, it would be sensible to ask the advice of the module coordinator.

Workload
There are 10 hours of seminars/lectures and 15 hours of practical sessions for this module. Students are expected to undertake around 90 hours of reading, plus 50 hours of independent practical work combined with preparation of the assessed work. In addition, about 25 hours revision is needed for the class test. This adds up to a total workload of 200 hours.

Aim, objectives, assessment
Aims
This module introduces students to the study of the skull in archaeology and physical anthropology, and the main current issues in research. It provides an anatomical background to the skull, as well as morphological variation, sexual dimorphism, changes with age and development, and cranial pathology. It deals specifically with the remains of Late Pleistocene and Holocene anatomically modern humans.
Objectives

It is intended that this module will provide students with the skills required to plan a research project, under the supervision of a more experienced researcher. With this in mind, when they have successfully completed the module, students should:

- be able to identify confidently all the bones of the skull in both adult and juvenile remains
- be able to label the main features and landmarks of the skull
- have an understanding of variation in size and shape of the skull, and its interpretation in terms of sexual dimorphism, growth and modern human origins
- to be able to take the most commonly used skull measurements and have a working knowledge of the main statistical methods used to interpret them
- have an understanding of development of the skull and its role in estimating age at death
- be able to recognise the most common types of pathological lesions and developmental anomalies in the skull and discuss the ways in which they may be interpreted.

Learning outcomes

On successful completion of the module, in addition to specialist knowledge and skills, students should have developed skills of observation and inference, critical reflection and application of acquired knowledge.

Candidate Codes

PLEASE READ THIS. There is one essay and one class test. They are marked anonymously and you are identified by a candidate code of letters and numbers, for example like this: "XZZR5". They were introduced in 2012 and have caused quite a lot of trouble because they are difficult to remember and we continue to get a fair few wrong ones on the essays and tests that are handed in. If you are a continuing UCL student, this may be because you are using your last years code. They change every year and if you're a former IoA student you need to look your current code up on Portico. It is very difficult for us to check, so please make SURE you've got it right! Even more problematic, the codes don't automatically appear on Turnitin (below) so make sure you start your essay title with your exam code like this: "XZZR5 What might variation in mastoid process size..." and make sure the same appears on the essay you hand in.

Essay

The module requirement is for one 2500 word essay and the deadline for submitting it to Turnitin is midnight of Friday 4 January 2019. Yes thats just before the start of Term 2 and we will also require you to hand in one printed version, stapled together with the appropriate cover sheet (fully filled out), at Reception in the Institute of Archaeology on Monday 7 January 2019. Please note that we will not be able to mark the essay until you have handed in the paper copy of your essay, even if you have submitted it to Turnitin.

The essay questions and reference lists are at the end of this booklet.

There are UCL-wide regulations with regard to the granting of extensions for modulework and details are circulated to all students – also available on the IoA intranet. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medrington's office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements.

If students are unclear about what is required in the essay or the handing in procedure, they should ask the Module Co-ordinator. Students are not permitted to re-write and re-submit essays in order to try to improve their marks. The nature of the assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. Please note that in order to be deemed to have completed and passed in any module, it is necessary to submit all assessments.

Essay format and organisation
PLEASE READ THIS TOO.

General essay plan. Keep the introduction short. Do not use it to summarise what you are going to argue later as that is simply a waste of space. Aim to write clearly and concisely. Start by amplifying your question and placing it in context. Then present the material that you have gathered to address your question in a logical order and exercising critical judgement. Finally, try to draw sensible conclusions from your material that answer the question you have set yourself in your title.

Please set your work out like this:

- print on one side of the paper only (then I can write comments on the back if needed)
- use 12 point size letters, ideally Arial typeface and 1.5-line spacing (because I find it easier to see it clearly)
- follow each full stop with two spaces (otherwise its very hard for me to see where one sentence ends and the other starts)
- leave wide margins so I can write comments in them
- use diagrams and/or tables where appropriate, but only if you refer to them in the text, and give a caption which includes the source if you've copied a diagram (include this in the caption and NOT in a list at the end of the essay)
- 2375–2625 words long (i.e. 2500 ± 5%) – not including title page, contents pages, lists of figure and tables, abstract, preface, acknowledgements, bibliography, lists of references, captions and contents of tables and figures, appendices.

Penalties will only be imposed if you exceed the upper figure in the range. There is no penalty for using fewer words than the lower figure in the range: the lower figure is simply for your guidance to indicate the sort of length that is expected.

- start your title with your Candidate Code (see above – and get it right!)
- staple together the sheets in the top left corner, with the appropriate submission form at the front, fully filled in
- do not put your essay into any kind of binder, folder or envelope (it slows us down hugely when we mark them)

The penalties for overlength work will be as follows:

1. For work that exceeds the specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
2. For work that exceeds the specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.

Spelling and choice of words

Do check your spelling, punctuation, grammar, citations and bibliography carefully, because there is no sense at all in being marked down for basic mistakes of this kind. Read it out loud — you notice the punctuation and grammar better that way. Automatic spell checkers in word processing programs can let you down with strange errors, especially with anatomical and archaeological terms, and are no substitute at all for the human eye. Words commonly spelled wrongly in previous years include: sagittal, palate, eruption, protuberance, principal components, resorption. Binomials, or Genus species names go in italics like this: Homo sapiens or H. neanderthalensis. After you’ve used the Genus name, for example Homo, once in your essay it is permissible to abbreviate it to H. but it must always be a capital letter. The genus name always starts with a capital letter and the species name always starts with a lower case letter. The names never change, no matter what the context is and no matter whether or not they end in an “-s”. There is no such thing as “a specie” or “a Homo sapien” (yes I really have seen both several times). Always specify the dating scale you are using – A.D., B.C. or B.P. 2000 B.C. or 2000 B.P. but A.D. 2000 (i.e. abbreviation goes first). Please pay attention to the order of the abbreviation in the date. Be very careful with words which are used both in statistics and in common writing, such as correlated or significant or population or sample. As much of the material you will be writing about comes from scientific papers that report their results using statistics, I will assume you are using those terms with a specifically statistical meaning (for example where a significance test has been done or a correlation coefficient calculated). I use population to mean a living group of people who mate amongst themselves (rather than with members of a different population). In no sense does a collection of skeletons from an archaeological site ever constitute a “population”. The whole idea of a “skeletal population” is frankly silly if you think about it. Similarly, it is not a “sample” because, in a statistical sense, this implies the collection was randomly selected from some once living population and this is demonstrably untrue as well as an obvious nonsense if you think about the situation carefully. Instead, we use the term assemblage, or collection. And then there are the “-a” words: some data, a single datum; some agenda, an agenda; a criterion, some criteria; a bacterium, some bacteria. Please, please dont tell me something is “interesting”, because I will decide that for myself, thank you. Similarly, please dont use the word “incredible”. If it is incapable of being believed, theres no point in writing about it. Formal writing is not the same as ordinary spoken language and you need to leave out all those redundant,
throat clearing expressions that you might use in conversation. What we're looking for is the style of an anthropology journal paper – that's the research skill we're trying to develop.

**General stylistic points and CITATIONS**

We expect UK English spelling and grammar. In academic writing, it is necessary to adapt, for example, in some journals I need to write in North American English. We expect your writing to be concise, to the point, and logically organised into paragraphs. Please don't write single sentence paragraphs. Group your ideas together a bit and make them flow. Please don't make your essay read like an internet news bulletin or a party political statement but at the same time avoid very long and rambling sentences. My publisher told me to write with alternating longer and shorter sentences and I do think he was right.

Please do not use footnotes or endnotes for the ARCL0115 Skulls module. I absolutely detest them and you'll never see them in a science journal article!

For citations and references, we use the Harvard system. Don't know what it is? It's all in the MA/MSc Handbook (page 41) and you've all got a copy of that. Just follow those instructions to the letter. For the citations, you have a choice of present tense or past tense as in, for example, “Hillson and Rando (2005) suggest that…” as opposed to “Hillson and Waldron (2005) found that…”. Personally, I prefer to cite in the past tense but I know others have been taught differently. Whichever you choose, please stick with the same choice throughout your essay. The citation is always part of the sentence, before the full stop.

Don't cite too much. You don't need to give a citation for every single idea, to create a paragraph with 10 citations for the same paper (also do use a range of different papers). Just give one citation for the paper in the paragraph, unless you are making a direct quotation.

You only need to include page references in your citations if you are making a direct quotation. In all other cases, just give author and date. If there are two authors, then put both their names, as in “(Hillson & Rando, 2016)”. If it's more than two authors, then use “et al.” as in (Hillson et al., 2016). *Et al.* is Latin for “and others”. Notice that its in italics and that there is a full stop after “al.” and not after “et”.

Want to learn a proper research writing skill for your citations? Use EndNote. If you log into the College system, it's installed there. Otherwise, you can get a slightly simplified version online which you can use anywhere for free. Go to this website: [https://www.ucl.ac.uk/pharmacy/facilities/library/EndNote](https://www.ucl.ac.uk/pharmacy/facilities/library/EndNote).

Yes I know it says School of Pharmacy but it applies to you too. There are three tabs that you need to look at and one of them gives a downloadable handbook. I use EndNote all the time. It keeps your database of references and will even allow you to save a pdf of the reference. It syncs those between all your devices and the web version. In Word, you can Cite-as-you-Write by dropping in the citation from EndNote and then it creates the bibliography as you go along or at the end, as you like. There's a learning curve of course, but it's absolutely worth it. There are 5687 references on my EndNote. How do you think I keep track of all that without it? To create your citations and bibliography you have to choose a “Style”. EndNote has hundreds, because of course different journals use different ones. Built into it is a style called “Harvard”. Its kind of OK but looks a bit weird, so I suggest you ask it to load one from the EndNote website called *Harvard University of Limerick*, which has most of the issues fixed. Don't know how to do it? I'll show you. Once you've got it all set up, your citation and bibliography worries are over!

**Backup your work**

**PLEASE READ THIS.** Every year at least one student has a problem with deleting their essay by mistake, broken down computer, or theft and they don't have a backup copy of their essay, so they have to start again from scratch. Please do not let it be you. Of course you know all this but it seems I still need to remind everyone. Keep daily backups separately from your computer – on a USB flash drive, email the file to yourself, Dropbox, Google Drive – lots of options. Change the filename as you save different versions so you don't overwrite previous versions. Numbering and dating your different versions actually in the filename is a really good idea.

**Modulework submission procedures**

• All modulework must normally be submitted both as hard copy and electronically. (The only exceptions are bulky portfolios and lab books which are normally submitted as hard copy only.)
• You should staple the appropriate colour-coded IoA coversheet (available in the IoA library and outside room 411a) to the front of each piece of work and submit it to the red box at the Reception Desk (or room 411a in the case of Year 1 undergraduate work).

• All modulework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is essential to upload all parts of your work as this is sometimes the version that will be marked.

• Instructions are given below.

Note that Turnitin uses the term class for what we normally call a module.

1. Ensure that your essay or other item of modulework has been saved as a Word .doc, .docx or PDF document, and that you have the Class ID for the module (3884651 for ARCL0115 Skulls) and enrolment password (this is IoA1819 for all modules this session - note that this is capital letter I, lower case letter o, upper case A, followed by the current academic year)

2. Click on http://www.turnitinuk.com/en_gb/login

3. Click on Create account

4. Select your category as Student

5. Create an account using your UCL email address. Note that you will be asked to specify a new password for your account - do not use your UCL password or the enrolment password, but invent one of your own (Turnitin will permanently associate this with your account, so you will not have to change it every 6 months, unlike your UCL password). In addition, you will be asked for a “Class ID” and a “Class enrolment password” (see point 1 above).

6. Once you have created an account you can just log in at http://www.turnitinuk.com/en_gb/login and enrol for your other classes without going through the new user process again. Simply click on Enrol in a class. Make sure you have all the relevant “class IDs” at hand.

7. Click on the module to which you wish to submit your work.

8. Click on the correct assignment (e.g. Essay 1).

9. Double-check that you are in the correct module and assignment and then click Submit

10. Attach document as a “Single file upload”

11. Enter your name (the examiner will not be able to see this)

12. Fill in the “Submission title” field with the right details: It is essential that the first word in the title is your examination candidate number (e.g. YGBR8 In what sense can culture be said to evolve?)

13. Click “Upload”. When the upload is finished, you will be able to see a text-only version of your submission.

14. Click on “Submit”

If you have problems, please email the IoA Turnitin Advisers on ioa-turnitin@ucl.ac.uk, explaining the nature of the problem and the exact module and assignment involved.

One of the Turnitin Advisers will normally respond within 24 hours, Monday-Friday during term. Please be sure to email the Turnitin Advisers if technical problems prevent you from uploading work in time to meet a submission deadline - even if you do not obtain an immediate response from one of the Advisers they will be able to notify the relevant Module Coordinator that you had attempted to submit the work before the deadline.

Class test

The test will take place on Wednesday 12 December 2018, during your normal practical class time, depending on your practical group, at Room 308 Institute of Archaeology. You will not have seen the specimens before and you are not allowed to use your notes or books when you are taking the test – if you have them with you they must be put away in your bag at the side of the room. You are strongly encouraged to spend a lot of your own time independently looking at skull specimens, with textbooks, making notes and diagrams. Drawing a specimen is a good way to understand its shape, even if you dont consider yourself good at drawing. You could even take some rough measurements with a ruler to help you draw it reasonably in proportion. Keep taking apart and putting together the magnetic teaching skulls until you dont even have to think about where everything fits. You will be able to use the collection in room 308 of the Institute of Archaeology when it is not being used for other teaching (see timetable on door).

In the test you are asked to write short notes on each specimen that you are shown. Each specimen is a bone, no other tissues are present, and comes from the skull in its broadest sense (including mandible, middle ear bones, and hyoid, as well as the main cranial part and upper face). There are about 15 specimens and you have 5 minutes to write about each one. You will remain seated in one place and the specimens will be passed round to change them every 5 minutes. For each specimen, what I expect you to write is the maximum number of observations and deductions you can make in the time available. This will
include, for example, a comment about the region of the skull you think the specimen came from, the identification of the individual bones present, the side of the skull from which it came, the portions of each bone which are preserved (when it is incomplete), the main features (such as foramina, fossae or processes) which you can name, or any evidence that might be used to estimate age-at-death, or assign a sex. None of the specimens is from an individual of independently known age, so there is no “correct” answer for absolute age-at-death. I will not expect you to give age ranges in years, for example for fusion of synchondroses, but I will expect you to be able to suggest that a specimen might be from a young child, an older child, or an adult. Similarly, none of the specimens will be from an individual of known sex, and although I will expect you to comment on a possible sex identification, there is no definitive “correct” answer.

The test is written on a set of sheets which are provided for you, with a numbered box for each specimen that you can write in. So long as you write clearly, it will not matter what you write with (I will have some “emergency” pens and pencils that you can use in case of accident). Drawings are acceptable if they help you to make your points quickly but, if not, it is usually better just to write your notes. It will not matter if your use of English is not grammatically correct so long as it is comprehensible – note form is satisfactory. If you spell terms correctly, you will be credited for it, but so long as your meaning is clear you will at least receive some credit for recognising that a feature is there. When your test has been marked, it will be returned to you with a feedback sheet giving a short paragraph on the features and deductions which it is felt, at a minimum, you might be able to make on each specimen. This is purely intended as feedback, to avoid making detailed comments on your paper, and does not in any way constitute a marking scheme for the test.

Please let the module coordinator know in advance of the examination if you are registered with UCL as having dyslexia or any other learning difficulty which requires me to offer you extra examination time. Please also contact Judy Medrington (telephone 020 7679 4777 or email j.medrington@ucl.ac.uk) about this. We will allow you whatever extra time the UCL Dyslexia Centre has recommended for you.

ONLINE RESOURCES

Institute of Archaeology modulework guidelines http://www.ucl.ac.uk/archaeology/handbook/common/marking.htm
Institute of Archaeology individual module information http://www.ucl.ac.uk/silva/archaeology/course-infor/
UCL Moodle site http://moodle.ucl.ac.uk/ is a key resource for you – log in with the module code ARCL0115 and the password “skull”
American Association of Physical Anthropologists site http://physanth.org/

We expect you to have about 10 good references that you cite in your essays. There is no excuse for having too few references because you can search and get access to an amazing array of material through the following resources:

Google Scholar http://scholar.google.co.uk/. This is absolutely the fastest way to build a bibliography if you have at least some idea what you are looking for. Try different combinations of keywords. You can link Scholar to UCL library and ejournals by setting a link in Scholar Settings, Library links, Show library access links, UCL. Once youve done this, a large link, labelled "SFX@UCL - Fulltext" will appear if UCL has the item. You can then usually download a pdf. Google Scholar may point you to another source of a pdf file. If you know what youre doing, a very good resource.

Google Books http://books.google.com/. You can get online access to a surprising number of books without leaving your computer. Worth trying before you go to the library.

Archive http://archive.org/details/texts. This is an amazing resource of out-of-print books. Well worth looking at if you want something old, not in English or whatever.

UCL Explore allows you to search for keywords http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?qid=UCL_VU1&reset_config=true and you will find that quite a few books are available electronically through that. Worth a try anyway.

PubMed http://www.ncbi.nlm.nih.gov/pubmed/ is a US public resource for medicine. Nevertheless, it has a wide coverage in general biological sciences, including items of interest to us. You can also use SFX links to UCL subscriptions by using the modified link http://www.ncbi.nlm.nih.gov/pubmed/?myncbishare=iukucllib&dr=Citation instead of the normal one.

ADDITIONAL INFORMATION

Information for intercollegiate and interdepartmental students
Students enrolled in Departments outside the Institute should obtain the Institutes modulework guidelines from Judy Medrington (email j.medrington@ucl.ac.uk), which will also be available on Moodle.
Health and safety
The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of the laboratory/field/placement work which will be undertaken as part of this module.

Libraries and other resources
In addition to the Library of the Institute of Archaeology, other libraries in UCL with holdings of particular relevance to this degree are the Science Library and Cruciform Library. See also the online journal and database resources provided in the UCL library website: http://www.ucl.ac.uk/Library/. A lot of relevant journals are available electronically, at least for recent years. Similarly some books are available online through UCL Explore (above). One of the most efficient ways to find what is available electronically is Google Scholar. With this you can search on a subject keyword or authors name. A journal article may be available externally, or through UCL subscriptions.

Core texts including support for practical classes
Grays Anatomy. Available in room 308, or various parts of the UCL library. You can also often buy cheap reproductions of early editions – which are fine for the bones. The 1918 edition is reproduced online at http://www.bartleby.com/107/ and various other sites.

This list contains many useful references and you should follow these up to expand your bibliography. New publications appear all the time and it is a good idea to keep checking for these.

Reading list for main topics covered
Origins of modern humans – fossil skulls, genetics, controversies


of Physical Anthropology, 95, 249-270.


Volume 17 (2008). Evolutionary Anthropology. This has a whole series of papers on origins of modern humans.


Skull measurements and the way they vary (including sexual dimorphism)


Cranial variation in modern humans


Geometric morphometrics


Facial reconstruction based on skull form


Use of skull in identifications of individual people


Development of bones and the skull


Variation in non-metrical skull variants


ESSAY TITLES

Choose one of the following titles. They are all carefully focussed questions which have substantial literature of good papers, which should give you the best chance to write a good essay. The references below should give a reasonable start but you are also encouraged to follow up references in them and find your own where appropriate. Write the title at the start of your essay and DON'T CHANGE IT IN ANY WAY.

1. How useful is the development of the chondrocranium in estimating the age-at-death of childrens remains?
   Weaver, D. S. (1979) Application of the likelihood ratio test to age estimation using the infant and child temporal bone, American Journal of Physical Anthropology, 50(2), 263-269.

2. What evidence does variation in skull measurements provide about the origins and dispersals of modern humans?

3. Have humans adapted to changes in diet and way of life over the past 10,000 years with a reduction in the size of the face and jaws?
4. Over many years there have been repeated claims for the fusion of cranial sutures as an indicator of age-at-death. There have been almost as many criticisms of this approach. Who is right?

McKern, T. W. & Stewart, T. D. (1957). Skeletal age changes in young American males, analyzed from the standpoint of identification. Natick, Massachusetts: Quartermaster Research and Development Command. Look for this on Google Scholar and you will be able to download a pdf from the US Military – as you will see, it is now declassified! Read it carefully.


APPENDIX A: POLICIES AND PROCEDURES 2018-19 (PLEASE READ CAREFULLY)

This appendix provides a short précis of policies and procedures relating to modules. It is not a substitute for the full documentation, with which all students should become familiar. For full information on Institute policies and procedures, see the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view.php?id=40867

For UCL policies and procedures, see the Academic Regulations and the UCL Academic Manual: http://www.ucl.ac.uk/srs/academic-regulations; http://www.ucl.ac.uk/academic-manual/

GENERAL MATTERS

ATTENDANCE: A register will be taken at each class. If you are unable to attend a class, please notify the lecturer by email.

DYSLEXIA: If you have dyslexia or any other disability, please discuss with your lecturers whether there is any way in which they can help you. Students with dyslexia should indicate it on each coursework cover sheet.

COURSEWORK

LATE SUBMISSION: Late submission will be penalized in accordance with current UCL regulations, unless formal permission for late submission has been granted.

The UCL penalties are as follows:
• The marks for coursework received up to two working days after the published date and time will incur a 10 percentage point deduction in marks (but no lower than the pass mark).
• The marks for coursework received more than two working days and up to five working days after the published date and time will receive no more than the pass mark (40% for UG modules, 50% for PGT modules).
• Work submitted more than five working days after the published date and time, but before the second week of the third term will receive a mark of zero but will be considered complete.

GRANTING OF EXTENSIONS: Please note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. You are reminded that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medringtons office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements. Please see the IoA website for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/

RETURN OF COURSEWORK AND RESUBMISSION: You should receive your marked coursework within one month of the submission deadline. If you do not receive your work within this period, or a written explanation, notify the Academic Administrator. When your marked essay is returned to you, return it to the Module Co-ordinator within two weeks. You must retain a copy of all coursework submitted.

CITING OF SOURCES and AVOIDING PLAGIARISM: Coursework must be expressed in your own words, citing the exact source (author, date and page number; website address if applicable) of any ideas, information, diagrams, etc., that are taken from the work of others. This applies to all media (books, articles, websites, images, figures, etc.). Any direct quotations from the work of others must be indicated as such by being placed between quotation marks. Plagiarism is a very serious irregularity, which can carry heavy penalties. It is your responsibility to abide by requirements for presentation, referencing and avoidance of plagiarism. Make sure you understand definitions of plagiarism and the procedures and penalties as detailed in UCL regulations: http://www.ucl.ac.uk/current-students/guidelines/plagiarism

RESOURCES

MOODLE: Please ensure you are signed up to the module on Moodle. For help with Moodle, please contact Charlotte Frearson (c.frearson@ucl.ac.uk)

APPENDIX TO BE INCLUDED AT THE END OF EVERY MODULE HANDBOOK, EXCEPT THOSE FOR CORE MODULES, WHICH SHOULD INCLUDE THE PAGE ABOVE INSTEAD

INSTITUTE OF ARCHAEOLOGY COURSEWORK PROCEDURES

General policies and procedures concerning modules and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/module/view.php?id=40867.

It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your module co-ordinator.

GRANTING OF EXTENSIONS: Note that there are strict UCL-wide regulations with regard to the granting of extensions for coursework. Note that Module Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on the appropriate UCL form, together with supporting documentation, via Judy Medringtons office and will then be referred on for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Support and Wellbeing to make special arrangements. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/