Toetsplan

Master Oudheidstudies

| 1 /	**Visie op onderwijs en toetsing**
	The vision of education of the programme is in accordance with the Faculty of Arts vision of education 2018 (see General information Self Assessment 2019, I.5). This vision puts 'dialogue' centre-stage, just as the programme has always done.
	- Dialogue between staff and students. Central to the programme is the analysis of sources, whether these be literary, historiographical, epigraphical or archaeological. In order to interpret these sources, one needs knowledge, which is transmitted in the programme, but this knowledge does not yet determine interpretation, as is attested by the rich secondary literature. In class, students and teachers always discuss the interpretation of the sources and the consequences of such interpretation for a wider understanding, as well as the contributions of the secondary literature. Because classes are small (never more than 25 students and usually considerably fewer), it is possible to involve all students in the discussions.
	- Dialogue between students. The discussions mentioned above also comprise dialogue between students. Moreover, such dialogue is fostered by having students do presentations or other tasks together and having them give feedback on each other's performances.
	- Dialogue between staff. The staff are in continuous dialogue about the programme, both in formal meetings of the Programme Team and informally. A few modules are co-taught, one of
	these by members of both tracks.
	-The programme places great store by the interaction of teaching and research. All modules are research-driven, in the sense that they are taught by staff members who themselves are active researchers on the topics covered by the module.
	The vision of assessment of the programme is in accordance with that of the Faculty, as briefly formulated in the Faculty of Arts Vision for Education (under the heading 'Learning is key'). The primary function of assessment is to ascertain that the intended learning outcomes have been achieved. But assessment also serves to guide the learning process, and for that reason students need to receive timely and accurate information about how they will be assessed. Moreover,assessment serves to provide the students with reliable information about their progress, and for that reason they need to receive adequate feedback on their results. Assessment also helps the teachers to gauge the effectiveness of their teaching, and to implement changes accordingly.

2 /	**Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)**

Het programma conformeert zich aan de faculteit richtlijnen t.a.v. ontwerp en evaluatie van toetsen dat in onderstaande figuur schematisch is aangegeven. Er zijn geen eigen protocollen.
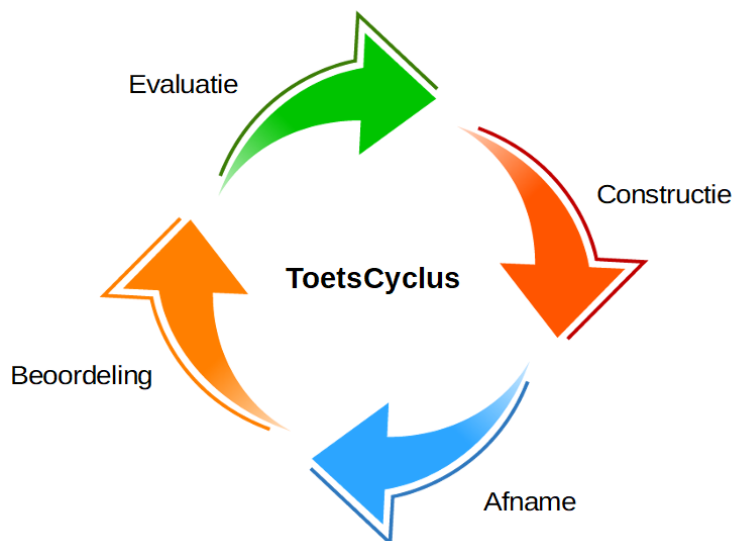
3 / Toetsdossier

a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:

a. de studiehandleiding

b. de cijferlijst, bevattende alle deelcijfers die bijdragen aan het eindcijfer

c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;

- in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren

- in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)

d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar

e. een door de examinator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.

	b. Betrokken actoren
	Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk: Docent / examinator; collegadocent (t.b.v. intervisie) Opleidingscommissie Examencommissie Clusterbestuur Faculteitsbestuur

4 /	**Programmering van de toetsing in de tijd**	
	Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1
	Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2
	Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3
	Aanvullende regelingen voor het afstudeerdossier	Bijlage 4

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties) . Dit onderscheid komt tot uitdrukking in de markering:

"X" of **"x",** d.w.z.in hoofdletter of vet, wordt gebruikt voor summatieve[1] toetsing op eindniveau;
"x" voor summatieve toetsing op een lager prestatieniveau;
"fx" voor formatieve[2] evaluatie op een lager prestatieniveau (door Oudheidstudies niet formeel vastgelegd).

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[1] Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar 'Toetsen in het hoger onderwijs' (2017)).

[2] Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar 'Toetsen in het hoger onderwijs' (2017)).

Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen.

Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3).

Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

5 / Borging toetskwaliteit door de Examencommissie

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

a. Borging toetskwaliteit op programmaniveau

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

b. Borging toetskwaliteit op moduleniveau

De examencommissie beziet elk jaar een redelijk aantal toetsen. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.

6 / Archivering

Via de knop 'Toetsdossier' in de Brightspace omgeving worden alle benodigde documenten voor de beoordeling van toetsing geüpload.

7 / Lijst van de voor toetsing relevante documenten

Facultaire visie op onderwijs en toetsing - p.m.

Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie

Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten.

	Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: "x̲", d.w.z. met onderstreping) en in welke modules formatieve (codering "fx") dan wel summatieve toetsing op een lager prestatieniveau (codering: "x") plaatsvindt
	Stagehandleiding –studiehandleiding voor het curriculumonderdeel 'stage'.
	Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.
	Toetsprogramma – de uitwerking van de OER, deel A, Art. 4.16.

Eindkwalificaties/programma leeruitkomsten master Oudheidstudies

Dublin Descriptors	Graduates of the Master's degree programme in Classics and Ancient Civilizations have:
Knowledge and understanding 1. Graduates have demonstrable knowledge and understanding that is founded upon and extends and/or enhances what is typically associated with the Bachelor's level and that provides a basis or opportunity for originality in developing and/or applying ideas within a research context.	1.1 advanced specialized knowledge of Greek and Latin Languages and Cultures or Ancient History
	1.2 specialized knowledge and understanding of a literary or linguistic aspect of Greek and/or Latin, or a period or theme in Ancient History
	1.3 advanced knowledge and understanding of the theories, methodologies and techniques of the study of Greek and Latin Languages and Cultures and of Ancient History
Applying knowledge and understanding 2. Graduates have the ability to apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	2.1 the ability to apply the methods and techniques of academic research relevant to both tracks
	2.2 the ability to independently collect primary texts and scholarly literature in an academic way and to critically study and analyse them in their coherence and complexity
	2.3 the ability to apply the acquired knowledge and theories, methodologies and techniques to the assessment of research within the discipline or in society
Forming judgements 3. Graduates have the ability to formulate judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities linked to the application of their knowledge and judgements.	3.1 the ability to systematically and creatively deal with complex academic and social issues and to form well-founded judgements
	3.2 the ability to form independent, critical, logical and ethical judgements about academic research in the field of Greek and Latin Languages and Cultures or Ancient History
	3.3 integrity and a critical attitude towards scholarship and society, as well as historical empathy
Communication	4.1 the ability to report both orally and in writing in an academically sound way on the results of their own research and that of others

4. Graduates have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	4.2	the ability to clearly present opinions both orally and in writing for an audience of peers and laypeople, and to exchange ideas with them
Learning skills 5. Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	5.1	the ability to independently expand their knowledge and understanding based on the awareness that the field of Classical Studies is constantly in motion
	5.2	the ability to familiarize themselves with the labour market, work at an academic level consistent with the intended working atmosphere and function in a working environment related to their field of study
	5.3	the ability to independently plan and implement tasks at a professional level and the ability to learn and to organize their time effectively and to meet deadlines
	5.4	the ability to effectively and efficiently use IT as a study and communication tool

Matrix gerealiseerde eindkwalificaties / onderwijsmodulen Masteropleiding Oudheidstudies

	1. Kennis en inzicht			2. Toepassen kennis en inzicht			3. Oordeelsvorming			4. Communicatie		5. Leervaardigheden			
Jaar 1, semester 1	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**	**4.1**	**4.2**	**5.1**	**5.2**	**5.3**	**5.4**
Research Seminar Ancient History	x	x	x	**x**	x	x	x	**x**	x	x	x	x	x	x	**x**
Greek Epigraphy	x	x	x	**x**		**x**		**x**	**x**	**x**	**x**	x		x	**x**
Greek and Latin Epigraphy: tutorial	x	x	x	**x**	x	x		**x**	**x**	**x**		x		x	**x**
Interdisciplinary course	x	x	x	**x**	x	x	x	**x**		x	**x**	x		x	**x**
Research Seminar Greek I	x	x	x	**x**	x	x	x	**x**	**x**	x	**x**	x	**x**	x	**x**
Research Seminar Latin I	x	x	x	**x**	x	x	x	**x**	**x**	x	**x**	x	**x**	x	**x**
Jaar 1, semester 2															
Research Seminar Greek II	x	x	x	x	x	x	x	x	x	**x**	**x**	x	x	x	x
Research Seminar Latin II	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Research Seminar Ancient History	x	x	x	x	x	x	x	x	x	**x**	**x**	x	x	x	x
Ancient & Modern Literature course		x	x	x	x	x				x	x	x			x

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Thesis and Methods course	x	x	x		x	x	x		x		x			x	x	
Ma-scriptie Classical Studies (Classics of Ancient History)	**x**	**x**	**x**		**x**	x	**x**		x	x	x	**x**		x	x	
Maatschappelijke stage						x	x		x		x		**x**	**x**		

Matrix of realized learning outcomes / course units in the degree programme in Classical Studies

		1. Kennis en inzicht				2. Toepassen kennis en inzicht				3.Oordeelsvorming			4. Communicatie		5. Leervaardigheden			
		1.1	1.2	1.3		2.1	2.2	2.3		3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3	5.4
JAAR 1 semester 1																		
Vaktitel	**vakcode**																	
Research seminar Greek I	LQX047M 10	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x
Research seminar Latin I	LQX048M 10	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x
Research Seminar Ancient History	LGX001M 10	x	x	x		x	x	x		x	x	x	x	x	x		x	x
Greek Epigraphy	LQX021M 05	x	x	x		x		x			x	x	x	x	x		x	x

Vaktitel	vakcode	1.1	1.2	1.3		2.1	2.2	2.3		3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3	5.4
Greek and Latin Epigraphy: tutorial	LQX022M05	x	x	x		x	x	x			x	x	x		x		x	x
interdisciplinary course	LQX041M05	x	x	x		x	x	x		x	x		x	x	x		x	x

Vaktitel	vakcode	1.1	1.2	1.3		2.1	2.2	2.3		3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3	5.4
Ancient & modern literature course (in translation)	LLS058M10		x	x			x	x		x		x	x		x			x
Research Seminar Ancient History	LGX002M10	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x
Research seminar Greek II	LQX050M10	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Module	Code																
Research Seminar Latin II	LQX054M 10	x	x	x		x	x	x		x	x	x	x	x	x	x	x
Thesis & Methods	LQX049M 05			x			x			x		x	x		x			x
Ma-thesis Classical Studies (Classics of Ancient History)	LQX996M 15	x	x	x		x	x	x		x	x	x	x		x		x	x
Internship	LQX028M 10						x			x		x		x		x	x	

Jaar 1 Semester 1	Griekse en Latijnse taal en Cultuur	
Module	**Code**	**Learning outcome**
Interdisciplinair onderzoekscollege	Variabel	
Res. Sem.: Ancient History I	LGX001M10	In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies (1.1-3. 5.1-4). Students conduct research and present results in written (essay) or digital form (2.1-3, 3.1-33, 4.1-2).
Griekse epigrafie (MaLa)	LQX021M05	Students who successfully complete the course will be able to: - give proof of having knowledge and insight in Greek epigrahy (1.1-1.3) and - have epigraphical research skills (2.1, 2.3, 3.2-3.3, 4.1-2. 5/1. 5/3-4
	LQX055M05	Studenten verwerven in dit college:

Greek and Latin Epigraphy: tutorial		-(Op basis van op persoon afgestemd zelfstudiepakket) verdiepende kennis en inzicht in de Griekse en/of Latijnse epigrafie en relevante methodes en technieken Kennis en inzicht in de Griekse/Latijnse epigrafie (1.1-1.3; 2.1-3) - vaardigheid onderzoek te verrichten en hiervan kritisch verslag te doen ((3.1-2, 4.1-2; 5.1, 5.3-4)

Interdisciplinary course:	LQX042M05 alternating with LQX034M05	Students who successfully complete the course will be able to:
		  − collect, analyse and contextualise textual and material primary sources
		  − understand and apply current theories to the ancient world
		  − give critical and constructive peer reviews on the work of fellow students
		  − present and communicate academic work to a broader audience in an online environment (wiki/blog etc)
		  − independently prepare critical reviews of scholarly literature

Research Seminar Greek I	LQX047M10	- to read Greek literary texts from different genres in the original and translation. - to analyse literary modes of visualization and literary evocations of consciousness, in relation to both ancient and modern thinking. - to carry out independent research in this area. - to present this research in oral and written form. - to give and receive feedback on student presentations.
Research Seminar Latin I	LQX048M10	Students who successfully complet the course will be able to: - critically reflect on notions of 'authenticity' in Latin literature; - critically discuss independently discovered relevant secondary literature; - formulate a relevant question the answer to which adds to the current understanding in the secondary literature; - successfully carry out a research project from beginning to end; - discuss the results of this research in a structured and comprehensible manner in both oral and written form.
Jaar 1 Semester 2		

Research seminar Greek II:	LQX0 50M05	Studenten die dit college hebben gevolgd zijn in staat:
		  − antieke (literaire, filosofische en historiografische) teksten rond het thema te lezen en begrijpen in de originele taal en vertaling
		  − een gefundeerde mening te geven over het thema op basis van secundaire literatuur
		  − zelfstandig onderzoek te doen op het gebied van dit thema op basis van originele teksten en secundaire literatuur
		  − dit onderzoek te presenteren in orale en schriftelijke vorm
		  − deel te nemen aan de discussie van student-presentaties; feedback te geven en ontvangen

Research seminarLatin II	LQX054M05	Studenten die dit college hebben gevolgd zijn in staat:
		  − antieke (literaire, filosofische en historiografische) teksten rond het thema te lezen en begrijpen in de originele taal en vertaling
		  − een gefundeerde mening te geven over het denken over het thema in de oudheid mede op basis van secundaire literatuur
		  − zelfstandig onderzoek te doen op het gebied van dit thema op basis van originele teksten en secundaire literatuur
		  − dit onderzoek te presenteren in orale en schriftelijke vorm
		  − deel te nemen aan de discussie van student-presentaties; feedback te geven en ontvangen

Ancient and Modern Literature Course	LLS058M10	Learning aims: -knowledge of Ancient Literature (e.g. tragedy) and its reception in later times; -development of literary research frameworks, co-taught with colleagues from Literary Studies and targeted at students on both the Classics and the Literary Studies MA -students conduct research and present results in written (essay) or digital form
Thesis & Methods Course	LQX049M05	Students who followed this course are able to: -use Masters' level research skills in Classics and/or Ancient history -reflect on the (historical and current) role of Ancient Studies in society -know how to conduct the writing process of the thesis.
MA-scriptie Oudheidsstudies	LQX997M20	Na afloop hebben de studenten verworven: -op gevorderd, resp. specialistisch niveau kennis van en inzicht in de Griekse en Latijnse taal en cultuur dan wel de Oude Geschiedenis en de daarbij behorende methoden en technieken, die de studenten in staat stelt zelfstandig origineel onderzoek uit te voeren. (1.1-1.4) -het beheersen van een voor de beide specialisaties geëigende methoden, technieken en vaardigheden van wetenschappelijk onderzoek (2.1-2.3; 3.1-2); -het op wetenschappelijk verantwoorde wijze schriftelijk en mondeling rapporteren over de resultaten van eigen onderzoek en dat van anderen (4.1-2). - vaardigheid te reflecteren op het vakgebied (ontwikkelingen, relevantie) (5.1-5.4)
Masterstage Oudheidstudies	LQX028M10	Leerdoelen - Het opdoen van (sollicitatie)vaardigheden bij het zoeken naar een op de masterspecialisatie aansluitende stageplek; - Werkervaring opdoen en communicatieve vaardigheden ontwikkelen in een buitenuniversitaire functie waarvoor de opleiding die de student volgt relevant is; - Ontwikkeling van persoonlijke en beroepsmatige competenties; - Methodisch en planmatig werken in opdracht van stagebieder en stagebegeleider; - Planmatige en doelmatige uitvoering van de stage-opdracht; - Stagerapportage geschiedt op regelmatige basis met stagebieder en stagebegeleider; - Een stageverslag is verplicht onderdeel van de Masterstage en wordt ter goedkeuring en beoordeling aangeboden om ECTS toekenning te verwerven

Jaar 1 Semester 1	Oude geschiedenis	
Res. Sem.: Ancient History I	LGX001M10	In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies (1.1-3. 5.1-4) Students conduct research and present results in written (essay) or digital form (2.1-3, 3.1-33, 4.1-2).
Griekse epigrafie (MaLa)	LQX021M05	Studenten verwerven in dit college: - Kennis en inzicht in de Griekse epigrafie (1.1-1.3) en - epigrafische onderzoeksvaardigheden (2.1, 2.3, 3.2-3.3, 4.1-2. 5/1. 5/3-4
Greek and Latin Epigraphy: tutorial	LQX022M05	Studenten verwerven in dit college: -(Op basis van op persoon afgestemd zelfstudiepakket) verdiepende kennis en inzicht in de Griekse en/of Latijnse epigrafie en relevante methodes en technieken Kennis en inzicht in de Griekse en/of Latijnse epigrafie (1.1-1.3; 2.1-3) - vaardigheid onderzoek te verrichten en hiervan kritisch verslag te doen ((3.1-2, 4.1-2; 5.1, 5.3-4)
Interdisciplinaire course :	LQX042M05 alternating with LQX034M05	Students who successfully complete the course will be able to: − collect, analyse and contextualise textual and material primary sources − understand and apply current theories to the ancient world − give critical and constructive peer reviews on the work of fellow students − present and communicate academic work to a broader audience in an online environment (wiki/blog etc) − independently prepare critical reviews of scholarly literature
Jaar 1 Semester 2		
Research Seminar Ancient History 2:	LGX002M10	In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies on the same theme using, for instance, social network analysis, globalisation theory and postcolonialism, leadership theories (1.1-3. 5.1-4). Students write an essay based on their own research (2.1-3, 3.1-33, 4.1-2).
MA-scriptie Oudheidsstudies	LQX996M15	Na afloop hebben de studenten verworven: -op gevorderd, resp. specialistisch niveau kennis van en inzicht in de Griekse en Latijnse taal en cultuur dan wel de Oude Geschiedenis en de daarbij behorende methoden en technieken, die de studenten in staat stelt zelfstandig origineel onderzoek uit te voeren. (1.1-1.4) -het beheersen van een voor de beide specialisaties geëigende methoden, technieken en vaardigheden van wetenschappelijk onderzoek (2.1-2.3; 3.1-2); -het op wetenschappelijk verantwoorde wijze schriftelijk en mondeling rapporteren over de resultaten van eigen onderzoek en dat van anderen (4.1-2). - vaardigheid te reflecteren op het vakgebied (ontwikkelingen, relevantie) (5.1-5.4)

Masterstage Oudheidstudies	LQX028M10	Leerdoelen: - Het opdoen van (sollicitatie)vaardigheden bij het zoeken naar een op de masterspecialisatie aansluitende stageplek; - Werkervaring opdoen en communicatieve vaardigheden ontwikkelen in een buitenuniversitaire functie waarvoor de opleiding die de student volgt relevant is; - Ontwikkeling van persoonlijke en beroepsmatige competenties; - Methodisch en planmatig werken in opdracht van stagebieder en stagebegeleider; - Planmatige en doelmatige uitvoering van de stage-opdracht; - Stagerapportage geschiedt op regelmatige basis met stagebieder en stagebegeleider; - Een stageverslag is verplicht onderdeel van de Masterstage en wordt ter goedkeuring en beoordeling aangeboden om ECTS toekenning te verwerven
Thesis & Methods course	LQX049M05	Students who followed this course are able to: -use Masters' level research skills in Classics and/or Ancient History - reflect on (the historical and current) role of Ancient Studies in society - know how to conduct the writing process of the thesis

Bijlage 3. Schematische weergave toetsprogramma

Toetsprogramma Masteropleiding Oudheidstudies 2024 -2025

JAAR 1 semester 1		Blok 1		Blok 2	
vaktitel	vakcode	week 1-7 colleges	week 8/9/10, 20 (her)toetsing	week 11-16, 19 colleges	week 21/22, 30 (her)toetsing
Totaal aantal ECTS getoetst					
Research Seminar Ancient History I	LQX001 M10	Presentatie, schriftelijke opdrachten (of in blok 2) 40%		Presentatie, schriftelijke opdrachten (of in blok 1) 40%	Essay 60%
Griekse Epigrafie (MaLa)	LQX021 M05			Participatie en presentatie 40%	Excursie in blokcursus met schriftelijk verslag/essay 60%
Griekse en Latijnse Epigrafie: tutorial	LQX022 M05			independent study (under supervision)	Assessment: 1.individual written assignment (paper) (100%) 3.participation in preparatory sessions – pass/fail
Interdisciplinaire Course	LQX041 M05	Opdracht/presentatie (25 %)	Schriftelijk eindwerkstuk (75 %)	%	

| Research Seminar Greek I | LQX040 M05 | presentatie (20%) | Kort schriftelijk tentamen Essay (80%) | | |
| Research Seminar Latijn I | LQX048 M05 | | | presentatie (20% | Essay en/of kort schriftelijk tentamen (80%) |

JAAR 1 semester 2		Blok 1		Blok 2	
vaktitel	**vakcode**	**week 1-7 colleges**	**week 8/9/10, 20 (her)toetsing**	**week 11-16, 19 colleges**	**week 21/22, 30 (her)toetsing**
Totaal aantal ECTS getoetst					
Res.Sem. Ancient History II	LQX002 M10	Presentatie, schriftelijke opdrachten (of in blok 2) 40%		Presentatie, schriftelijke opdrachten (of in blok 1) 40%	Essay 60%
Masterstage Oudheidstudies (elective)	LQX028 M10				stageverslag
Research Seminar Greek II	LQX050 M10	presentatie (20%)	Kort schriftelijk tentamen Essay (80%)		

Research Seminar Latin II	LQX054 M10			presentatie (20%	Essay en/of kort schriftelijk tentamen (80%)
Ancient and Modern Literature Course	LLS058 M10			Participatie (10%)	Schriftelijke opdracht (90%)
Thesis & Methods	LQX049 M05				Supports the writing of the thesis by following the course and making the assignments
Ma-scriptie Oudheidstudies	LQX997 M20				scriptie
Electives	30				

Bijlage 4. Aanvullende regelingen voor het afstudeerdossier

MASTER'S THESIS (LQX996M15)

Degree programme in

CLASSICS AND ANCIENT CIVILIZATIONS

Regular Master's degree and Master of Arts in Teaching degree

Version January   2024

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Appendix 4   assessment form for a Thesis in the form of a commentary

1   Introduction

This brochure is intended for Master's students of Classics and Ancient Civilizations who are about to begin writing their Master's thesis. The document provides a step-by-step plan, setting out the obligations of both students and supervisors, as well as generally useful information and suggestions.

2   Definition and features of the thesis

The Master's thesis is one of the most important instruments for determining whether a student has attained the final outcomes for the Master's programme. The student applies what he has learned - knowledge, understanding and skills - by setting up and carrying out a substantial and academically sound research project.

The thesis has the following elements:

1) An unambiguous question (also called *research question* or *central question*), which can be broken down into sub-questions if necessary. A well-formulated question is an essential condition for the successful execution of the research project. This is because the research question not only gives direction to the research, but also defines the material to be investigated or the research corpus.

2) Substantial study of literature and sources: The publications studied must be thoroughly analysed in view of the research question; scholarly arguments and views must be assessed and compared in terms of their value and validity. This will result in a research report that is not merely reproductive in nature, but demonstrates the student's ability to analyse and critically evaluate what others have written, based on his/her knowledge of the subject. Therefore it is an original contribution to the (limited) subject area.

3a) Argumentative essay based on analysis along the way and formulating an answer to an academically relevant and substantiated research question (often subdivided in sub-questions). The argumentation must demonstrate knowledge of the current state of research and take its own position. It must not simply be a reformulation of what is found

in the literature. The argument is coherent and structured and the conclusion follows logically from the arguments put forward in the various chapters or argumentative parts.

3b) The Master's thesis may also take the form of a commentary on a literary or epigraphical text, with or without a critical edition of the text commented upon. In this case the above does not fully apply, but each commentary must be preceded by a substantial introduction, discussing the problems of the text and the contribution the commentary aims to make to solving these. It must also be indicated which users are the target group, which aspects are commented upon (is the commentary linguistic, historical or literary?).

4) The argument is scientifically justified and sound. The analytical argument is substantiated with references to sources and literature in footnotes and a bibliography. The academic research is carried out in accordance with the conventions for the subject area.

3 Choosing a thesis topic

In the specialisation Classics the topic is chosen from the fields of Greek, Latin or Ancient Philosophy, in the specialisation Ancient History from the fields of Ancient History or Classical and Mediterranean Archaeology; in both specialisations a topic in the reception of Classical Antiquity may also be chosen, as long as this involves study of a substantial amount of ancient material (and in the case of the specialisation Classics, of a substantial amount of texts in Greek and/or Latin). Topics that involve more than one discipline are encouraged; if such a topic is chosen, it may be advisable to have two supervisors.

4 Thesis preparation and planning

The **thesis and methods course** (LQX049M05) is an integral part of the thesis trajectory and is spread over the entire academic year (though the greater part of the workload sits in the

second semester). The course is intended to help students to orient themselves on the process, familiarise themselves with different approaches and research skills. Finding a topic and a supervisor is alo integral part of the **thesis and methods course.**

Students must **register separately** for the thesis through Progress (LQX996M15).
They must also fill out the **relevant Google form** on the Brightspace site of the Classics department, in which the (provisional) title of the thesis and the name of the supervisor are specified. On the basis of this document, the second assessor is appointed by the Programme Coordinator.

The student, in consultation with the supervisor, draws up a *thesis plan* consisting of approximately 2 pages. This plan must contain a justification, a sharply defined research question, preliminary chapter headings with their related sub-questions, a brief list of sources and secondary literature, and a time schedule including an overview of the planned submission dates for each chapter and for the final version of the thesis; if the thesis is a commentary, the plan will be structured accordingly. This plan may be adjusted in the course of the work on the thesis, in consultation with the supervisor.

NB See also below : 10 Step-by-step plan

5   Composition and presentation

5a   Composition

The text of a thesis is divided into three main parts (unless it is a commentary; see below):

(i) The *introduction* comprises remarks about: topic, research question, working hypotheses, the reasons for conducting the research, its position in the wider context and justification of the demarcation of the research field, the research method, justification of chapter divisions, possibly an overview of the conclusion(s).

(ii) The *actual research report* is divided into chapters or sections which can be further divided into sections or subsections if desired for the sake of clarity. Sometimes it is a good idea to conclude a chapter with a summary and indicate how the argument will continue. If it is necessary to diverge from the main topic or to explain a certain aspect in more detail, this must be clearly indicated, and it should be clear to the reader where the diversion ends and the main discussion resumes.

(iii) The *final part* consists of a summary of the points argued and one or more conclusions. If possible, the conclusion(s) is/are placed in a wider context, with indications for further research and with reference to the significance of the results.

NB If the thesis is a commentary, this structure is adapted accordingly. More specific instructions will be issued as and when necessary (by the primary supervisor)

5b   Presentation

The writer should always have the readers in mind, and aim to ensure that they can understand the thesis. The readers may include classicists or advanced fellow students who are not specialists in the subject area of the thesis. Since a thesis aims to transfer academic knowledge, it must be written in a formal and accurate style. A thesis aims to convince its readers with logical arguments, by presenting facts and conclusions, hypotheses and explanations. One characteristic of an academic text is that it must be verifiable – in other words, facts and statements must always be substantiated.

The thesis may be written in English or Dutch (educational Master's students); in both cases correct grammar and spelling are expected.

The thesis should be structured as follows:

1. Title page
   a. Title and, possibly, subtitle. The title and subtitle together should accurately reflect the thesis content.
   b. Author's name
   c. Author's student number

     d.   Year and date of completion

2. Table of contents

3. Text with footnotes (no endnotes)

4. (possibly) List of abbreviations

5. Bibliography

6. Appendices (if any)

A list of abbreviations is not always necessary. If the thesis is submitted in the Classics track, the following applies: Greek and Latin must be typed correctly (including accents and spiritus); the critical text edition used for the quotations should always be specified. Quotations longer than a few words should be accompanied by translations *made by the student him-/herself*. References to Greek and Latin authors and their works should be quoted as in LSJ (Liddell, Scott & Jones, A Greek - English lexicon) and OLD (Oxford Latin Dictionary). The same holds for theses in the Ancient History track if a student makes use of the original primary sources.

There are no strict requirements regarding the format of referencing secondary literature. The most important thing is to use one system accurately and consistently.

The complete version of the thesis must be presented neatly in A4 format for assessment. NB Students should present a printed version (A4 single sided) as well as a digital version (PDF) The pages must have wide margins, with the text typed in a Unicode font (with line spacing set at 1.5). The pages must be numbered.

When writing your thesis you also keep a log of your progress and join with your thesis a brief self-reflection (1 A4), addressing such issues as:

- What steps did you take to find a topic ?
- How did you reach your research question?
- Where and how did you find your secondary literature, and primary sources?
- What problems did you encounter? How did you overcome these?
- Looking back: what went well? What would you do differently?

5c   Student workload

The Master's thesis is the result of 560 hours of study at academic level (20 ECTS credit points). The thesis must be between **14,000 and 16,000** words in length, including notes and translations made by the student of the Greek and Latin quotations (in the Classics track and, in case original primary sources are used, also in the Ancient History track), but excluding the bibliography and any appendices. Theses that are not between 14,000 and 16,000 words in length will not be accepted and must be rewritten.

The precise amount of literature to be read and processed depends on the character of the research project and the way the literature is distributed over primary texts in Greek and/or Latin, primary texts in translation, commentaries and secondary literature, and also on what literature is analysed in depth and what is read more cursorily. Students and lecturers must together aim to keep the actual workload as close as possible to the norm of 420 hours (15 x 28 hours). The choice of topic, the moment this choice is made (the earlier the better) and the structure of supervision can contribute to this.

5d.   Submission deadlines

Ideally the thesis is written in the second semester. The following **timetable** must be adhered to in order to graduate on 31 August:

the student must submit the thesis by **1 July** after a plagiarism scan. This version will be assessed before 15 July by the supervisor and the second assessor. If the thesis is submitted later than 1 July, the student is not entitled to a reassessment in the same semester.

If (but only if) the thesis should be assessed as unsatisfactory, the student may submit a revised version by **15 August**; this will be assessed by the supervisor and the second assessor before 31 August.

See also the step-by-step plan and the [graduation procedure](#).

If a student writes the thesis in the first semester the thesis should be submitted by **1 January** (but preferably before 20 December in order to graduate at 31 January).

6 Supervision

The supervision of the Master's thesis can in principle be divided into the following phases:

1. During the preparatory phase, the research design is discussed with the supervisor.

2. Then a thesis plan is drawn up in consultation with the supervisor.

3. During the actual research, the various aspects of the implementation are discussed further (e.g. the research method, means of analysis) and, if necessary, the thesis plan is adjusted.

4. During the writing phase, the supervisor reads and comments on the draft chapters of the thesis.

5. Finally, the thesis is submitted and assessed by the supervisor and the second assessor. The second assessor is appointed by the Programme Coordinator (upon approval by the Board of Examiners); the supervisor and the student are informed of this decision as soon as possible, but in any case before the submission deadline.

In general supervisor and student will schedule max. 4 moments of supervision (max. 1 hour each). This is the general rule and may be adapted given the specific situation.

N.B.1 Supervisors may be absent for shorter or longer periods to attend conferences, conduct research or due to vacations. Please find out about this, preferably when the time schedule in the thesis plan is being drawn up. Thesis supervision is not available between 15 July and 15 August.

N.B.2 Students who wish to change their supervisor should submit a request to that effect to the Programme Coordinator, through the secretariat.

7 Assessment and marking

The Master's thesis is assessed by two assessors. The main assessor is the thesis supervisor. If the thesis is being written within two degree programmes or supervised by two examiners, a

third staff member acts as the second assessor. The assessors use the prescribed assessment forms.

A thesis may be resubmitted only if it has been assessed as unsatisfactory. If the thesis has been assessed as satisfactory or better (5,5 or higher), the student may not resubmit a revised version in order to get a higher mark.

If the student does not agree with the assessment, it is possible to approach the Board of Examiners with a request for re-assessment.

8   Rights and obligations

Students have a right to thesis supervision as set out in Section 6. Students also have the obligation to collect information in a correct, i.e. independent, way and to write a Master's thesis in line with the rules and customs of the degree programme. Cheating and plagiarism carry severe penalties, because it must be clear at all times that the student is the actual author of the thesis in all respects. Partial or inaccurate source references will count against the student. The Master's thesis must be the result of independent academic research. The lecturer has the right to examine the consulted sources and literature, and students must provide the lecturer with this material if required. See also the section relating to cheating and plagiarism in the relevant Teaching and Examination Regulations.

The copyright on a Master's thesis is shared: both lecturer and student hold the copyright on the thesis. This means that neither the supervisor nor the student can publish on the results reported in the thesis unless they have the permission of the other.

Use of generative AI Tools
If a student wants to use Generative AI Tools, they are asked to familiarize themselves with the latest version of the [Edusupport AI](#); since these pages are regularly updated, please consult them anew when you are considering to use Generative AI Tools such as ChatGPT and similar generative technologies.
All students writing their thesis are asked to keep the following in mind:

a. Doing your own research and presenting it to others in your own words in written form, are integral activities of writing your BA thesis;

b. Generative AI Tools can be inspiring, helpful and fun in this process, and are likely to play important roles in future writing cultures and elsewhere in our digital societies. However, students must never use arguments, claims or sources provided by Generative AI Tools without verifying them thoroughly first. If a student uses results generated by an AI tool, the student always remains entirely responsible for their truthfulness, ethical use and correct attribution to sources and contexts. The use of verifiable sources, quotations and references is always required in academic work.

Every student is asked to document their use of Generative AI Tools by listing, at the end of their text and below the bibliography, all the tools they used, all the prompts that they created and all responses they received by the AI.

Not adhering to these guidelines will be considered fraud and will be reported to the Board of Examiners.

9   Archiving and open access

Students must provide a digital version (in pdf) of the Master's thesis for the degree programme's archive. This must be submitted using [this form](). The thesis is stored in the University of Groningen repository, the digital archive of University publications.

Master's theses in the repository can be freely accessed (from within and outside the University) if the student and supervising lecturer give permission. Students can indicate 'freely accessible – yes/no' on the form. 'Yes' means that the student states that the lecturer has also given permission, in accordance with the Rules and Regulations of the Boards of Examiners that apply within the Faculty of Arts. Before answering 'yes' on the form, the student must check that the lecturer also agrees to the thesis being freely accessible.

10 Step-by-step plan

Step-by-step plan	Deadline/ Period
1. Thesis and Method class. (Timetable in consultation; see also separate course manual)	September onwards.
2. Exploration of thesis subject and finding supervisor (upon approval by the Board of Examiners); the supervisor and the student are informed of this approval	November–January
3. The student signs up for the thesis in Progress. The programme coordinator appoints a second assessor (after approval by the Board of Examiners) and informs the student and the supervisor	1 February
4. The student draws up a thesis plan in consultation with the supervisor; this includes a timetable.	February
5. Writing of the thesis. Supervision as agreed between supervisor and student.	February–June
6. Student submits the complete thesis: one to the supervisor, one to the second supervisor. The student also submits a short progress report, see ch. 5 above. This version is also submitted (uploaded) in the Assignment box of the Brightspace course Ma thesis 'Classics and Ancient Civilizations'	**1 July** If the thesis is submitted later, the student is not entitled to a reassessment in the same semester.
7. Assessment by supervisor and second assessor	15 July
8. Student submits revised version, if (and only if) first version was unsatisfactory.	15 August
9. Assessment by supervisor and second assessor of revised version (if applicable)	31 August
10. Supervisor submits final mark	**31 August**
11. After assessment, the student must upload the thesis to https://student.portal.rug.nl/infonet/studenten/let/faculty-sp-content/snel-naar/graduation N.B. thesis must be uploaded in pdf.	Immediately after final mark has been entered in Progress

The step- by- step plan for students writing the thesis in the first semester is comparable, but of course there is no two months' Summer Period, so steps 5-10 must be realised in less time, to be agreed upon by student and supervisor.

1. **Graduation Procedure**

For more information about the Graduation procedure of the Faculty of Arts, see

2. **List of areas of specialisation of the staff members in Classics and Ancient Civilisations**

NB if you have a topic that falls outside the direct specialisation of one of the staff-members you may approach the teachers of the Thesis and Methods Course for advice.

Greek

Prof. F. Budelmann

- Greek literature (all genres and periods), esp. lyric, drama, epic
- Literature and cognition
- Literature and temporality
- Commentaries
- Reception of Greek and Latin texts in recent English literature

dr. J.J.H. Klooster

- Greek literature of the Ancient world (all genres and periods), especially Hellenistic poetry

  Archaic lyric

  Ancient biography and historiography (Plutarch, Appian)

- Reception of Greek and Roman mythology (esp. from a female perspective)

dr. S. Peels-Matthey

Greek religion
Value terminology; conceptual semantics
Greek drama
Greek linguistics
Greek epic

dr. R.F. Regtuit

- Textual criticism and scholia
- Aristophanes
- Greek orators
- Early Christian Greek

prof. G.C. Wakker

- Ancient Greek semantics and syntax
- Discourse analysis and Ancient Greek texts (esp. subordinate clauses, aspect, tense, particles)

- Herodotus
- Greek drama
- Greek epic poetry

Latin

Prof. F. Budelmann

- See above (Greek)

Dr L.M. Jansen

- Political leadership in antiquity
- Latin and Greek historiography (from the time of Augustus till 300 CE)
- rhetorics and literary criticism in antiquity
- reception of Latin and Greek literature in Florence in the 15th century CE

Dr B.L. Reitz-Joosse

- Latin literature (1st cent. BC- 2nd cent.AC), in particular
  - Landscape
  - Roman architecture
  - The city of Rome
  - War
- Ekphrasis
- Memory Studies
- Roman love elegy
- Reception of Antiquity in Italian fascism

Dr A.J. van der Velden

- (Receptions of) Cicero
- Vergil, esp. *Aeneid*
- Latin literature in Late Antiquity
- Latin tradition of commentary

Ancient History

Dr Bart Danon

- Caesar's Commentarii, with a focus on subjects like:
  -Mass violence and genocide
  -Military logistics
- The use of quantification in Latin historiography (i.c.w. functional grammar, numeracy)
- Texts relating to the social-economic history of the Roman empire – possible subjects include:
  -Social and economic inequality
  -Slavery, manumission

-Pompeii (houses, graffiti)

-Italian epitaphs

- The letters of Pliny the Younger – possible subjects include:
-Status acquisition

  -Patronage and politics

  -Estate management

Dr. C. Dickenson

- Ancient history and archaeology:
- Public space
- Public life
- Images and monuments in the Roman Empire and of the Ancient world more broadly

Prof. O.M. van Nijf

- Greek history (all aspects)
- Greek and Latin epigraphy
- Hellenism and the Greek world in the Roman period
- Sport and physical culture (Greece/Rome)
- Death and burial (Greece/Rome)
- Political culture (Greek world)
- History of religion (festival culture, cults and associations, ruler cult) (Greece/Rome)
- Memory and memory culture (Greece/Rome)
- Urban history and urban culture (Greece/Rome)
- Education, literacy and written culture (Greece/Rome)
- Social and economic history (food supply, social organization, trade and industry) (Greece/Rome)

Dr J. Pelgrom

- Roman imperialism and colonialism
- Hellenistic Italy
- Roman rural history
- Archaeology of mythology
- Landscape archaeology

Dr. R. van Hove

- History of Classical Greece
- Athenian Democracy
- Athenian law and rhetoric; the Attic orators
- Greek religion, with a focus on divination, 'sacred law', connections religion and law system

Dr C.G. Williamson

- The antique city
- (Meaning of) Landscape

- Greek religion (with emphasis on sanctuaries and community-forming)
- Network theory
- Place making and spatial processes
- Visual and spatial analyses
- Cultural history, memory culture
- Hellenistic period

Archaeology

Dr L. de Jong

- Burial rituals and tombs (Hellenistic and Roman)
- Imperialism, identity and culture in the Hellenistic and Greek Near East (incl. Turkey)
- Antique globalisation
- Archaeological theory

Dr. A Moles

- Human osteoarchaeology
- Health and disease in Antiquity
- Archaeology of Crete
- Greek and Roman tombs
- Mobility and connectivity

Prof. S. Voutsaki

- Aegean prehistory
- Homer and archaeology
- Classical archaeology and imagery
- Archaeological theory
- History of Greek archaeology and the ideological use of the past in modern times

Philosophy

Dr L.A. Joosse

- Antique conceptions of the good life
- Literary form of philosophical texts
- Relationship ancient philosophy and science
- Friendship in ancient philosophy
- Roman reception of Greek philosophy

Appendix 1

Assessment form for the Master's thesis in GLTC (LQX996M15), Faculty of Arts, University of Groningen, version November 2020

Form for the supervisor

Date:	

Name of student:	
Student number:	
Title of thesis:	

Name of supervisor:	
Name of second reader:	

Final result:	
Degree programme/ specialisation	MA Classics and Ancient Civilisations/ Classics
	MA Classics and Ancient Civilisations/ Ancient History
	MA in Teaching/ GLTC

Signature of supervisor

N.B. Not all of the questions under each heading have to be answered individually; some of them may be irrelevant in your situation and the questions should be seen primarily as guidelines to help you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form.

1. Problem area

	Un-satisfactory	Satisfactory 6.0-6.5	More than satisfactory 7-7.5	Good 8-8.5	Excellent 9-10
Has the problem area for the thesis been clearly defined? Is the author aware of the most important relevant literature (the *status quaestionis*, the historiography, the historical debate) on the subject? Has the author been able to reflect on the literature in a critical and analytical way?					

Substantiation of the assessment:

2. Research question

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the discussion of existing literature on the topic resulted in a clear problem definition? Has					

the problem definition been adequately divided into subquestions?					

Substantiation of assessment:

3. Methodology and/or theoretical framework

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the chosen theory, methods and techniques of research well suited to the problem definition? Have core concepts been clearly defined and applied?					

Substantiation of assessment:

4. Argumentation structure and composition/argumentation/conclusions

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Is the argument clearly structured, and does the thesis have a clear balanced structure/chapter division that is appropriate					

for the problem definition? Is the argumentation consistent and convincing? Do the conclusions follow from the material presented, and do they answer the questions that were asked?					

Substantiation of the assessment:

5. Use of primary sources

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Have the relevant Greek and Latin texts been used and correctly interpreted? Are quoted passages correctly translated? With regard to this, was adequate use made of existing commentaries, translations and reference works?					

Substantiation of assessment:

6. Use of secondary literature

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the existing literature on the topic been adequately processed in the argumentation? Did the author demonstrate sufficient critical-thinking skills?					

Substantiation of assessment:

7. Originality and contribution to research in the field of Antiquity

	Unsatisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has an original research question been formulated? Has the author explored new paths and found new sources of knowledge? Does the thesis make a contribution to the field?					

8. Annotation, readability and design					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the literature and sources adequately referred to? Are clear notes and references included, edited consistently in accordance with a system? Is the language used in the thesis correct and appropriate? Is the thesis well structured/laid out and well presented?					
Substantiation of assessment:					

9. Process [not to be completed by the second assessor!]					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
To what extent did the student work independently and come up with his/her own ideas? How well did the student plan his/her time during					

the research and writing phases?					

Substantiation of assessment:

	Summary of assessment in partial marks N.B. None of the partial marks on items 1 to 5 may be Unsatisfactory!								
	1	2	3	4	5	6	7	8	9
MARK									
Weighting	15%	10%	10%	15%	10%	10%	20%	5%	5%

NB The calculation above is no more than a guideline for determining the preliminary final mark: depending on the character of the thesis, certain aspects may be weighed more or less heavily. The preliminary final mark may differ from the result of the calculation, but an explanation should be given below.

Preliminary FINAL MARK:

General assessment (and explanation of preliminary final mark):

This assessment is the basis for the discussion with the second assessor. After the discussion, the supervisor attaches the second assessor's assessment form to his/her own form and together they fill in the final assessment form below. The supervisor and second assessor both sign this form.

Appendix 2

Assessment form for the Master's thesis in GLTC (LQX9967M15), Faculty of Arts, University of Groningen, version November 2020

Form for the second supervisor

Date:	

Name of student:	
Student number:	
Title of thesis:	

Name of supervisor:	
Name of second reader:	

Final result:	
Degree programme/ specialisation	MA Classics and Ancient Civilisations/ Classics
	MA Classics and Ancient Civilisations/ Ancient History
	MA in Teaching/ GLTC

Signature of second assessor

N.B. Not all of the questions under each heading have to be answered individually; some of them may be irrelevant in your situation and the questions should be seen primarily as guidelines to help you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form. In case of sufficient or good marks, the second supervisor does not have to answer all questions in detail

1. Problem area					
	Un-satisfactory	Satisfactory 6.0-6.5	More than satisfactory 7-7.5	Good 8-8.5	Excellent 9-10
Has the problem area for the thesis been clearly defined? Is the author aware of the most important relevant literature (the *status quaestionis*, the historiography, the historical debate) on the subject? Has the author been able to reflect on the literature in a critical and analytical way?					
Substantiation of the assessment:					

2. Research question					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the discussion of existing literature on the topic resulted in a clear problem definition? Has					

the problem definition been adequately divided into subquestions?					

Substantiation of assessment:

3. Methodology and/or theoretical framework

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the chosen theory, methods and techniques of research well suited to the problem definition? Have core concepts been clearly defined and applied?					

Substantiation of assessment:

4. Argumentation structure and composition/argumentation/conclusions

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Is the argument clearly structured, and does the thesis have a clear balanced structure/chapter					

division that is appropriate for the problem definition? Is the argumentation consistent and convincing? Do the conclusions follow from the material presented, and do they answer the questions that were asked?					

Substantiation of the assessment:

5. Use of primary sources

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Have the relevant Greek and Latin texts been used and correctly interpreted? Are quoted passages correctly translated? With regard to this, was adequate use made of existing commentaries, translations and reference works?					

Substantiation of assessment:

6. Use of secondary literature					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the existing literature on the topic been adequately processed in the argumentation? Did the author demonstrate sufficient critical-thinking skills?					
Substantiation of assessment:					

7. Originality and contribution to research in the field of Antiquity					
	Unsatisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has an original research question been formulated? Has the author explored new paths and found new sources of knowledge?					

Does the thesis make a contribution to the field?					

8. Annotation, readability and design					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the literature and sources adequately referred to? Are clear notes and references included, edited consistently in accordance with a system? Is the language used in the thesis correct and appropriate? Is the thesis well structured/laid out and well presented?					
Substantiation of assessment:					

	Summary of assessment in partial marks N.B. None of the partial marks on items 1 to 5 may be Unsatisfactory!								
	1	2	3	4	5	6	7	8	9
MARK									

Weighting	15%	10%	10%	15%	10%	10%	20%	10%	n.a.

NB The calculation above is no more than a guideline for determining the preliminary final mark: depending on the character of the thesis, certain aspects may be weighed more or less heavily. The preliminary final mark may differ from the result of the calculation, but an explanation should be given below.

Preliminary FINAL MARK:

General assessment (and explanation of preliminary final mark):

This assessment is the basis for the discussion with the first supervisor. After the discussion, the supervisor attaches the second assessor's assessment form to his/her own form and together they fill in the final mark and assessment form below. The supervisor and second assessor then both sign the first page of this form.

Appendix 3

Assessment form for the final assessment ot the Master's thesis Classics and Ancient Civilizations (LQX996M15), Faculty of Arts, University of Groningen, version September 2023

Final Assessment Form Thesis

(to be completed jointly by first and second assessors, and if applicable third assessor)

Student name:		**Date started:**	
Student number:		**Date completed:**	
Thesis title:			
First assessor			
Second assessor			
Third assessor (if applicable)			

Final grade	
Date and place:	**Signature first assessor:**

Date and place:	Signature second assessor:
Date and place:	Signature third assessor (if applicable):

Explanation of agreed grade

(please include an explanation of the weighing of overall assessments as well as of any assessment point where assessments significantly diverge)

Appendix 4

In case of a commentary, the first and second supervisor may use (separately) the following form; afterwards they fill in the final assessment form.

<table>
<tr><td colspan="6">1. Introduction: position and focus of the commentary</td></tr>
<tr>
<td></td>
<td>Un-

satisfactory</td>
<td>Satisfactory

6.0-6.5</td>
<td>More than
satisfactory

7-7.5</td>
<td>Good

8-8.5</td>
<td>Excellent

9-10</td>
</tr>
<tr>
<td>Has the position of the commentary in relation to existing commentaries and studies been clearly defined in the introduction?

Is the author aware of the most important relevant literature (the status quaestionis, the historiography, the historical debate) on the subject? Has the focus of the commentary been adequately motivated?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="6">Substantiation of the assessment:</td>
</tr>
</table>

2. Introduction: discussion of the passage and its context

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Does the introduction adequately discuss the commentated passage as a whole (e.g. its structure, interpretation, literary motifs etc.), and its position in and relation to the whole text and context (e.g. book, entire work, oeuvre, genre, socio-historical context)?					

Substantiation of assessment:

3. Commentary: method and techniques

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Does the commentary show command and sensible use of the main tools and techniques of a commentator? **These include:** **- use of academic dictionaries and other (digital and printed) resources, such as reference works and databases** **- appropriate lemmatisation and introductory notes** **- useful organisation and lay-out of the commentary**					
Substantiation of assessment:					

4. Commentary: lemmata

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the lemmata complete, relevant and of adequate quality with regard to the analysis of the text under discussion in its various aspects (e.g. syntax, style, metre where applicable, intertextuality, rhetoric)?					

Substantiation of the assessment:

5. Use of primary sources and textual criticism					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent

Have the relevant Greek and Latin texts been used and correctly interpreted? Are quoted passages correctly translated? Is proper account given of the text used (and of any adaptations compared to a standard edition), and are the critical apparatus and any text critical notes of sufficient quality?					

Substantiation of assessment:

6. Use of secondary literature					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent

Has the existing literature on the topics covered in the commentary been adequately processed? Did the author demonstrate sufficient critical-thinking skills?					

Substantiation of assessment:

7. Originality and contribution to research in the field of Antiquity					
	Unsatisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the analyses and interpretations given in the commentary original? Has the author explored new paths and found new sources of knowledge? Does the thesis make a contribution to the field?					

8. Annotation, readability and design					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the literature and sources adequately referred to? Are clear notes and references included, edited consistently in accordance with a system? Is the language used in the thesis correct and appropriate? Is the thesis well structured/laid out and well presented?					
Substantiation of assessment:					

9. Process [not to be completed by the second assessor!]					
	Un- satisfactory	Satisfactory	More than satisfactory	Good	Excellent
To what extent did the student work independently and come up with his/her own ideas? How well did the student plan his/her time during the research and writing phases?					
Substantiation of assessment:					

	Summary of assessment in partial marks 9 is not applicable for 2nd supervisor; 8 instead may be 10%								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
MARK									
Weighting	10%	10%	15%	15%	10%	10%	20%	5%	5%

NB The calculation above is no more than a guideline for determining the preliminary final mark:

depending on the character of the thesis, certain aspects may be weighed more or less heavily. The

preliminary final mark may differ from the result of the calculation, but an explanation should be given below.

Preliminary FINAL MARK:

General assessment (and explanation of preliminary final mark):

This assessment is the basis for the discussion about the final assessment. After the discussion, the supervisor attaches the second assessor's assessment form to his/her own form and fills in the final mark and assessment below. The supervisor and second assessor then both sign this form.