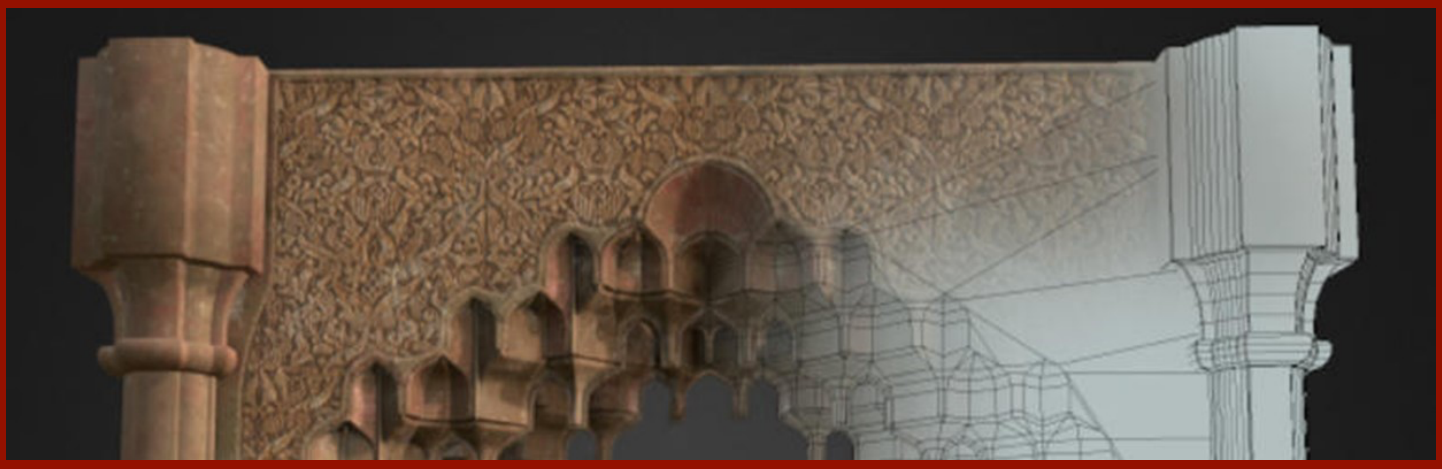
MSc in Digital Scholarship



Course handbook 2024-25

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1. Foreword

1.1 Statement of Coverage

This handbook is designed as a guide for postgraduate students undertaking the Master of Science in Digital Scholarship course. It applies to students starting the course in Michaelmas term 2024. The information in this handbook may be different for students starting in other years.

This handbook is to be read in conjunction with the General information for interdisciplinary programmes students, also to be found on Canvas https://canvas.ox.ac.uk/courses/281617

1.2 Version

This is version 1.0 of the Handbook for 2024-25, published in September 2024.

1.3 Disclaimer

The *Examination Regulations* relating to this course are the 2022/23 version and are available at https://examregs.admin.ox.ac.uk/Regulation?code=mosbcindigischo&srchYear=2024&srchTerm=1&year=2024&term=1 If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the Graduate Studies Administrator interdisciplinary@humanities.ox.ac.uk

The information in this handbook is accurate as at September 2024, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes, and students will be informed.

1.4 Welcome

A warm welcome to Oxford and to the MSc in Digital Scholarship.

By coming to Oxford, you are joining one of the world's most vibrant communities of digital scholars. Our programme is organised by the Humanities Division in collaboration with colleagues at the Bodleian Libraries and academics across all faculties in the Humanities, including Oxford's leading museums and press, which ensures that you are able to learn from many leaders in the field.

Each Paper is carefully designed to ensure that you learn about the full range of issues which arise when digital tools and methods are applied to traditional humanistic scholarship. You will gain technical skills, be able to study further in your own discipline, and get the chance to work first-hand on one of Oxford's flagship digital projects - all of which will enable you to explore a topic of your own in the form of a dissertation.

Throughout the year, in addition to academic and personal tutors, you will be offered the support of a career mentor, someone who is working in an area of digital scholarship which may specifically interest you. In addition, you will be able to enjoy regular fieldtrips to the Bodleian's world-leading digital facilities and be invited to events and seminars hosted by Digital Scholarship @ Oxford (DiSc).

Oxford is an exciting place in which to study and live. It has great libraries and museums, with rich research collections. There is an excellent music and arts scene, and beautiful buildings and surrounding countryside. Above all, you will be joining a community of thinkers and scholars who will provide you with countless opportunities to learn and to satisfy your intellectual curiosity. Don't hesitate to throw yourself into all this and make the most of it.

We are delighted to have you here and wish you every success in your studies.

Dr Sarah Ogilvie,

Director, MSc in Digital Scholarship

1.5 Useful contacts

Course Contacts

If you have any queries, one of the following people should be able to help:

Course Administrator - Liz Turner
Email: interdisciplinary@humanities.ox.ac.uk
Phone: 01865 615264

Course Director - Dr Sarah Ogilvie
Email: sarah.ogilvie@ling-phil.ox.ac.uk

Other contacts

You may also find the following contacts helpful:

IT Services
Online enquires: https://help.it.ox.ac.uk/help/request
Phone: 01865 (6)12345

Library
Online enquiries: https://www.bodleian.ox.ac.uk/ask

Disability Advisory Service
Email: disability@admin.ox.ac.uk

1.6 Governance and Oversight of the Course

The MSc in Digital Scholarship is an interdisciplinary programme in the Humanities Division. All interdisciplinary courses in the Humanities are overseen by the Humanities Interdisciplinary Programmes Committee, which consists of the courses' directors and is

chaired by the Associate Head for Education of the Humanities Division; the divisional masters' student representative is invited to attend. The Committee meets once each term.

The oversight of the programme is the responsibility of a steering committee, which consists of the Course Director, senior academics from participating faculties, and two student representatives.

1.7 Key Places

Teaching for your courses may take place in any of the participating Faculties, or in any College.

A searchable map of Oxford University locations is available here:
https://www.ox.ac.uk/visitors/map?wssl=1

We anticipate your core lectures and seminars will primarily take place in the following venues:

Campion Hall, Brewer St, OX1 1QS

Centre for Digital Scholarship, Weston Library, Broad Street, OX1 3BG

Other venues are dependent on which of the option courses you are taking.

The faculties in the Humanities are as follows:

Faculty of Asian and Middle Eastern Studies
http://www.orinst.ox.ac.uk

Faculty of Classics
http://www.classics.ox.ac.uk

Faculty of English Language and Literature
http://www.english.ox.ac.uk

Faculty of History
http://www.history.ox.ac.uk

Faculty of Linguistics, Philology, and Phonetics
http://www.ling-phil.ox.ac.uk

Faculty of Medieval and Modern Languages
http://www.mod-langs.ox.ac.uk

Faculty of Music
http://www.music.ox.ac.uk

Faculty of Philosophy
http://www.philosophy.ox.ac.uk

Faculty of Theology and Religion
https://www.theology.ox.ac.uk

1.8 Important Dates

Dates of Full Term

The dates of Full Term in the academic year 2023-24 are as follows:

Term	From	To
Michaelmas 2024	Sunday 13 October 2024	Saturday 7 December 2024
Hilary 2025	Sunday 19 January 2025	Saturday 15 March 2025
Trinity 2025	Sunday 27 April 2025	Saturday 21 June 2025

Where there is reference to '1st week', '6th week', etc., this applies to the weeks of Full Term, during which classes run. '9th week', '10th week', etc. are the weeks immediately after Full Term. The week immediately before Full Term is commonly known as '0th week'. By convention, Oxford weeks begin on a Sunday.

Teaching dates

Details of your core seminars and lectures are detailed in this handbook (see Teaching and Learning, section 3), or may be confirmed early in Michaelmas Term or at your induction sessions.

Dates and times for your option course classes should be communicated to you by your host faculty or option tutor; these may have to be discussed and agreed with your option tutors and fellow students at the beginning of term to avoid clashes with core teaching.

Summative Assessment Deadlines

Your summative assessments will be due as follows. The submission times and dates must be strictly adhered to; please see Assessment (section 4), and the Exam Conventions (Appendix B) for more details.

Assessment	Deadline	Time
Paper 1: Elements - Essay 1	Thursday, Week 0, Hilary	12 noon
Paper 1: Elements - Essay 2	Thursday, Week 0, Trinity	12 noon
Paper 2: Methods 1	Thursday, Week 5, Michaelmas	12 noon
Paper 2: Methods 2	Thursday, Week 9, Michaelmas	12 noon
Paper 3: Subject-Specific paper	As per host Faculty	

Assessment	Deadline	Time
Paper 4: Practicum Digital Asset and Report	Thursday, Week 9, Trinity	12 noon
Paper 5: Dissertation	Thursday, Week 15, Trinity (Thursday 7 August 2025)	12 noon

2. Course Content and Structure

The Master of Science in Digital Scholarship is an 11 month course at FHEQ Level 7.

2.1 Course Aims

The purpose of the MSc in Digital Scholarship is to introduce students to the full range of issues which arise when digital tools and methods are applied to traditional humanist scholarship. It has been designed to equip students to surmount these challenges and to develop an ambitious, digitally-enhanced scholarly project of their own.

2.2 Intended Learning Outcomes

Knowledge and understanding

On completion of the course, students will:

- Have a comprehensive background knowledge in the field of research in the Humanities in the digital age.
- Have an understanding of the entire process of devising, implementing, developing, and sustaining next-generation digital projects in the Humanities.
- Acquire knowledge of a coherent series of major topics in digital scholarship, and an understanding of common key issues.

Transferable skills

- Acquire expertise to progress to innovative doctoral research projects and to lead and manage digital projects in and outside the strictly academic domain.

2.3 Course Structure

The MSc Digital Scholarship comprises five elements, all of which must be taken:

A. Paper 1: Elements of Digital Scholarship (Michaelmas & Hilary terms)

This core paper provides a systematic overview of every stage of a digital project and its data life-cycle. Each topic is illustrated by ongoing work in one or more of Oxford's flagship digital scholarship projects, the key problems they have encountered, and the solutions they have developed. As such, the series also serves to introduce you to the Division's major projects in the field, with a view to choosing the Practicum Placement and the dissertation topic.

Paper 1 will be introduced in Week 0 of Michaelmas term and taught for 8 weeks in each of Michaelmas and Hilary terms (16 weeks total). It will be delivered via a two-hour session per week comprising a lecture from a guest speaker followed by a seminar discussion of assigned readings led by the MSc Course Director, thereby ensuring continuity across topics.

The paper will be assessed by 2 x 2000 word essays, one due by the start of Hilary term and the other due by the start of Trinity term (see section 4 for deadlines).

B. Paper 2: Methods of Digital Scholarship (Michaelmas)

The Methods of Digital Scholarship offers hands-on technical training. You have the choice of two Technical Options Papers which will provide you with the hands-on, practical training. You will choose two technical papers from a list of options each to be taught for 3 sessions each week over 4 weeks in Michaelmas term. Each option will be assessed by either an assignment or a 2,000 word essay, depending on the option chosen. Assessments are due in Week 5 and in Week 9 of Michaelmas term (see above or section 4 for deadlines).

These option courses will usually be taught in tutorials or small seminars, but teaching practices may vary across options as best accommodates the content being taught, or the number of students taking the course. Please note that you are not guaranteed to get a place on your preferred options: some options may be over-subscribed, others may not run because of insufficient numbers.

C. Paper 3: Subject-Specific Paper (Hilary term)

The Subject-Specific paper provides graduate-level work of a more traditional kind in each student's chosen discipline, selected from a list of available existing Master's papers in other faculties. These are taken in Hilary term.

The options are predominantly provided by tutors from those faculties that participate in the course, and may enable you to work alongside students following other Masters courses within those faculties.

Option courses will usually be taught through tutorials or small seminars, but teaching practices may vary across options as best accommodates the content being taught, or the number of students taking the course.

Each option course is both taught and examined within its own faculty and the Examination regulations and conventions that apply to each option are those of that faculty. The same is true of arrangements for the approval of essay titles (where required), the presentation of work, word limits, and deadlines. You should ensure that you have familiarised yourself with the appropriate regulations and conventions, which will be available from the graduate studies office of the host faculty.

Please note that you are not guaranteed to get a place on your preferred options: some options may be over-subscribed, others may not run because of insufficient numbers. Selection of the option will also be subject to potential timetable clashes with Paper 1 and Coding for Humanities.

D. Paper 4: Practicum Placement (Trinity term)

The Practicum offers you immersion in one of Oxford's vast array of flagship Digital Humanities projects and/or the Bodleian's technical departments in preparation for your dissertation project. You will spend a minimum of 20 days of Trinity term as a research assistant on one the University's digital projects; the Practicum is by submission of a digital

asset (the equivalent of a 4,000 word essay, see below for the definition of a digital asset) and a 1,000-word report, both due Trinity term Week 9.

The role of the practicum report is to contextualize the digital asset. Imagine you are describing your practicum to someone who is learning about it for the first time. Give a brief, general description of the digital project; explain the research question for your particular task; describe the steps taken, and digital tools and methods used, to answer your research question and complete your task; briefly answer your research question by explaining the outcome of your task.

The list of possible placements from which you can choose is provided in Appendix A.

E. Paper 5: Dissertation (Trinity term and Long Vacation)

Your dissertation enables you to create your own research agenda and work on it under the guidance of a specialist, deploying the methodological sophistication and practical academic skills that are developed in the other elements of the course. The dissertation must be between 10,000 and 12,000 words in length: this word limit includes footnotes/endnotes but excludes the bibliography. Alternatively, a shorter dissertation (8,000 words) may be submitted if accompanied by a digital asset; see below for the definition of a digital asset

The formatting and presentation of your dissertation must follow scholarly norms – see Appendix D: Guidelines for the Presentation of Written Work.

The title of the dissertation must be submitted to the course administration by Thursday of Week 4 of Hilary Term for approval by the supervisor and Course Director. Permission to submit a digital asset must also be sought from your supervisor and the Course Director by Thursday of Week 4 of Hilary term. The dissertation is due on the first Thursday in August.

Please note that no dissertation supervision will be available after the end of the first week in August.

Digital Asset

A digital asset is defined as something that is created and stored on a computer, containing valuable data that can be used for (or is the result of) analysis, visualization, and description, e.g. spreadsheets, documents, audio, videos, websites, software, code, or algorithms. If digital assets include a website or interactive visualizations, it would be helpful if the student includes a video or screen shots of how the website and visualizations function. All digital assets must be the original work of the student and must include metadata explaining all aspects of the asset (including file format) so that it could be recreated, if necessary, and so that the various stages in the develop of the asset can be assessed and examined. All scripts and code used in the process of building the asset should be included in the metadata, including links to repositories, if relevant.

Copyright

You must ensure that you respect copyright legislation and regulations for both all types of submission, including digital. The are guidelines on the following websites:

Bodleian Libraries Guides to Copyright: https://www.bodleian.ox.ac.uk/ask/how-to-guides/copyright

Quick guide to copyright for making digital copies : https://www.bodleian.ox.ac.uk/services/pcas/copyright-making-digital-copies

3. Teaching and Learning

3.1 Organisation of Teaching and Learning

This section of the handbook aims to clarify how teaching and learning will take place on the MSc in Digital Scholarship.

As an interdisciplinary programme, the degree is administered by the Humanities Division, who is responsible for the organisation and delivery of the course. The teaching is delivered by academic staff who are based in faculties or departments. The course is managed by the MSc in Digital Scholarship.

The role of colleges is primarily supportive. You will be allocated a college advisor who will provide a focal point for your relationship with the college, and general academic or pastoral advice and assistance throughout your course of study.

You will be allocated a dissertation supervisor who will likely also be your general supervisor. They will support you in the writing of your dissertation through a pattern of regular meetings and ensure that you work to a planned framework with clearly agreed stages.

If you have any issues with teaching or supervision please raise them with the administrators, or course director, as soon as possible so that they can be addressed promptly.

Induction

At the start of the academic year, in the week before the beginning of formal classes (this is called 0th week), there will be induction sessions to introduce you to the course and to life as a Masters student at Oxford. Here is the timetable:

Session	With	Day	Time	Venue
Introductions, Course Overview	Dr Sarah Ogilvie, *Course Director* Bodleian Libraries Adminstrators DiSc	Tuesday Week 0	2pm – 4pm	Lecture Room, Campion Hall
IT Services	Induction videos and guidance can be accessed at a time that suits you here: https://skills.it.ox.ac.uk/inductions-students			
Careers	Information on services: www.careers.ox.ac.uk/how-we-help and events schedule: www.careers.ox.ac.uk/term-planner			

Michaelmas Term

Paper 1

Session	Day	Weeks	Time	Venue
Paper 1: Elements of Digital Scholarship – Lecture and Reading Seminar	Tue	1-8	2pm-4pm	Lecture Room, Campion Hall

Paper 2

The timetable of teaching for Paper 2 will depend on which two options you have chosen for this paper. **Please note: A laptop is required for all Paper 2 sessions.**

The following Paper 2 options are taught in Weeks 1 to 4 of Michaelmas term, with the timetables for each as shown:

Session	Day	Weeks	Time	Venue
Mapping People and Places	Mon, Wed & Fri	1-4	10.00am-12noon	Centre for Digital Scholarship, Weston Library
Text Analysis	Monday & Wednesday	1-4	9.00am-12noon	Examination Schools, Room 6
	Friday			Examination Schools, Room 7

The following Paper 2 options are taught in Weeks 5 to 8 of Michaelmas term, with the timetables for each as shown:

Session	Day	Weeks	Time	Venue
AI and Machine Learning	Monday	5 to 8	9.00am-12noon	Examination Schools, Room 6
	Tuesday	5 & 7		Examination Schools, Room 1
	Tuesday	6 & 8		Examination Schools, East School
	Friday	5 to 8		Examination Schools, Room 7
Text Encoding for Digital Editions (TEI)	Mon, Wed & Fri	5-8	10:00am – 1:00pm	Centre for Digital Scholarship, Weston Library

Other teaching timetabled for Michaelmas term:

Session	Day	Weeks	Time	Venue
Bodleian Digital Fieldtrips	MT: Thu morning (fortnightly)	1, 3, 5, 7	10am-12noon 2-4pm	See Appendix A
Coding for Humanities – Introduction to Python (optional unassessed course)	Thu	1-4 & 6-8	2pm-4pm	Room 278, Oxford e-Research Centre, 7 Keble Road
		5		Examination Schools, Room 14

Hilary Term

Teaching for **Paper 1** continues in Hilary term with the following timetable:

Session	Day	Weeks	Time	Venue
Paper 1: Elements of Digital Scholarship – Lecture and Seminar Hilary term	Tue	1-8	2pm-4pm	Lecture Room, Campion Hall

Other teaching timetabled for Hilary term is as follows:

Session	Day	Weeks	Time	Venue
Bodleian Digital Fieldtrips	Fri afternoon (fortnightly)	1, 3, 5, 7	2-4pm	See Appendix A
Coding for Humanities – Introduction to R (optional unassessed course)	Thu	1-8	2pm-4pm	Room 278, Oxford e-Research Centre, 7 Keble Road
Supervision	To be arranged between student and supervisor			
Paper 3: Subject-Specific paper	As determined by the tutor and/or host faculty who are delivering the course			

Trinity Term

The teaching for Trinity term is as follows:

Session	Details
Paper 4: Practicum placement	Minimum of 20 days. To be determined by placement host
Paper 5: Dissertation	Supervision sessions are to be arranged between the student and supervisor

3.2 Expectations of Study

Students are responsible for their own academic progress. You should treat the course as a full-time job. You might therefore expect to work 35-40 hours per week during term.

In your preparation and learning, aim to be self-motivated and to pursue your interests. At Oxford, perhaps more than in some other institutions, it is hoped that you will develop your own ideas and share them in seminar discussion, supported by appropriate evidence. In written work, try to develop your own argument, in dialogue with existing views, so that you are bringing something distinctive to the topic being explored. Seminars and tutorials are conceived as a discussion among equals, where everyone – students and tutors – collaborates in sharing thoughts and movig towards intellectual clarity.

4. Assessment

4.1 Assessment structure

The course is assessed through:

- Elements of Digital Scholarship, weighted at 15% (average mark of the two components)
- Methods of Digital Scholarship, weighted at 15% (average mark of the two components)
- Subject-Specific Paper, weighted at 15%
- Practicum placement, weighted at 15%
- Dissertation, weighted at 40%

Deadlines for submissions are in section 1.8 above (Summative Assessment Deadlines).

4.2 Formative Assessment

Formative assessment is given in the following ways:

A. Oral feedback in reading seminar based on participation in class, engagement with guest lecturers, and discussion of weekly readings

B. Oral and written feedback in thesis supervisions

C. Oral feedback in tech classes

D. Oral feedback on practicum placement

You may also meet with your collge advisor to discuss your progress as they will have access to your termly feedback via Graduate Supervision Reporting.

4.3 Summative Assessment

Full details of the procedures for summative assessment are given in the Examination Conventions and Regulations. **You should read these carefully before embarking on any examined work.**

Examination regulations are the fromal register of the structure of the examinations of the course.

The examination regulation are at
https://examregs.admin.ox.ac.uk/Regulation?code=mosbcindigischo&srchYear=2024&srchTerm=1&year=2024&term=1

Marks for individual assessments will be released with the publication of the degree outcome. You will receive assessors' feedback on the dissertation at the end of the examination cycle.

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

The examination conventions are in Appendix B and on Canvas
https://canvas.ox.ac.uk/courses/281617

The structure and timetable for the examined elements of the course are as follows:

Assessment	Deadline	Time
Paper 1: Elements - Essay 1	Thursday, Week 0, Hilary term	12 noon
Paper 1: Elements - Essay 2	Thursday, Week 0, Trinity term	12 noon
Paper 2: Methods 1	Thursday, Week 5, Michaelmas term	12 noon
Paper 2: Methods 2	Thursday, Week 9, Michaelmas term	12 noon
Paper 3: Subject-Specific paper	As per host faculty	
Paper 4: Practicum Digital Asset/Report	Thursday, Week 9, Trinity term	12 noon
Paper 5: Dissertation	Thursday, Week 15 in Trinity (Thursday 7 August 2025)	12 noon

Paper 1 (Elements)
Paper 1 will be assessed by two essays of up to 2,000 words.

Paper 2 (Methods)
Paper 2 will be assessed by a practical assignment or an essay of up to 2,000 words

Paper 3 (Subject Specific Paper)
The Subject Specific Paper will be examined according to the regulations and timeline of the Faculty teaching the course.

Paper 4 (Practicum)
The Practicum will be assessed by a combination of a digital asset and a report of up to 1,000 words commenting on what learning you have acquired from the placement.

Dissertation

You can submit either a dissertation of between 10,000 – 12,000 words, or a dissertation of at least 8,000 words **and** a digital asset.

The dissertation will be the most significant of the assessments you will undertake when studying for this course. It will give you the opportunity to complete a lengthy piece of written work, to formulate your learning and ideas, and to demonstrate the research skills you will have acquired.

Guidance on the presentation of written work, including the dissertation is in Appendix D

4.4 Good Academic Practice and Avoiding Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For further guidance, please see Appendix C below. More information about on plagiarism may be found here: www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Properly referencing your sources in written work can not only help you to avoid breaking the University's plagiarism rules, but can also help you to strengthen the arguments you make in your work. Advice on referencing may be found in Appendix D below. Further general guidance on referencing may be found here: https://www.ox.ac.uk/students/academic/guidance/skills/referencing

4.5 Entering for University examinations

The Oxford Students website gives information on the examination entry process and alternative examination arrangements: www.ox.ac.uk/students/academic/exams.

4.6 Submitted Work

Deadlines for submitting your assessments are above.

All assessments will be submitted online via Inspera. Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the Oxford students website (www.ox.ac.uk/students/academic/exams/submission). Please note:

Please note:

- The submission time (noon) and date must be strictly adhered to unless you have been given permission by the Proctors (via your college) to submit at a later time and date. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline.
- **No acknowledgments are to be included** in essays or the dissertation. This to minimise any possibility of students being identified ; the process of assessment examination is anonymous.

Electronic submission

- All essays files must be in PDF format. The format of other submissions will be depend on the course taken and will be specified whe students join the course.
- Hardware or internet connectivity problems unrelated to the Inspera system will not be accepted as mitigating factors for late submission. **Make frequent backups of your work**, and **give yourself plenty of time to make your submission.**
- You will need to use the course coversheet (provided online) as first page of the work. Remember to put your **candidate number, assignment title and word count on the front page** of your work. **Do not** add your name, student number, college or supervisor to any part of the work.
- Take time to check your submission before submitting it online. Make absolutely sure that the file you are submitting is the correct and final version.

Word limits:

- **Include**
  - footnotes/endnotes
  - quoted text
  - appendices
- **Exclude**
  - title
  - table of content
  - Illustration and table captions/ legends
  - bibliography

4.7 Problems completing assessments

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission. Full information is available on the Oxford

students website (www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment). If you are late in handing work in or believe you will not meet a deadline, you should consult your college senior tutor as a matter of urgency.

4.8 Examiner's Reports

Past examiner's report can be accessed on the course Canvas site https://canvas.ox.ac.uk/courses/281617

4.9 Prizes

A prize will be awarded for the dissertation with the highest mark, provided it is in the Distinction mark range. The prize is £250 and it is generously funded by the Voltaire Foundation.

Appendix A – Individual courses' details

Paper 1: Elements of Digital Scholarship

MICHAELMAS TERM (Tuesdays, 2-4pm, Lecture Theatre, Campion Hall)

Week 0 (8 Oct)	**Introductory meeting**. *Outline of the course / Requirements and assessment* • Introduction and Welcome by Director - Sarah Ogilvie • What to Expect on the MSc, key contacts, and programme structure, mentor system - Sarah Ogilvie • 'Organizing Your Master's Programme' MSc Admin team • 'Bodleian Digital Fieldtrips' - Amy Warner May (Associate Director of Scholarly Resources, Bodleian) • 'Accessing Course Materials at the Bodleian' - Emma Huber (Bodley MSc Librarian) • 'DiSc and Setting the DH Scene' - Dave De Roure (DiSc)
Week 1 (15 Oct)	**Digital Scholarship and the Data Life Cycle**. *What is digital scholarship?,* Prof Rob Iliffe (Newton Project)
Week 2 (22 Oc)t	**Project Planning**. *Collaboration and credit / Building and sustaining a team Modes of interaction / Project management,* Richard Ovenden (Bodley's Librarian)
Week 3 (29 Oct)	**Data Modelling**. *Place, Time, and People / Texts, Topics, and Images,* Prof Howard Hotson (Early Modern Letters Online)
Week 4 (5 Nov)	**Data Collection & Assembling Metadata**. *Modes of data capture / Collaborative data collection,* Dr Miranda Lewis (Early Modern Letters Online)
Week 5 (12 Nov)	**Assembling Text**. *Representing documents / Generating text / Intellectual Property, copyright, and licensing of data / Ethic,* Dr Gillian Pink (Digital Voltaire)
Week 6 (19 Nov)	**Processing Text and Digital Editing**. *Standards, tools, and problems / What is a digital object? / Genetic editions,* Prof Dirk Van Hulle (Beckett Digital Manuscript Project)
Week 7 (26 Nov)	**Processing Metadata**. *Reconciliation and disambiguation / Correction,* Dr Alex Hitchman (Digital Metadata Analyst, Bodleian Digital Library Systems and Services)
Week 8 (3 Dec)	**Biases and Ethics in Digital Scholarship**, Prof Francesca Sobande (Cardiff)

HILARY TERM (Tuesday 2-4pm, Lecture Theatre, Campion Hall)

Week 1 (28 Jan)	**Analyzing data**. People: Network and prosopographical analysis, Prof Ruth Ahnert (Queen Mary)
Week 2 (4 Feb)t	**Analyzing data**. Mapping People and Places, Dr Martin Davis (Bodleian)
Week 3 (11 Feb)	**Analyzing data**. Data Visualization, Alexander Shiarella (DiSc)
Week 4 (18 Feb)	**Analyzing data.** Computer Vision, Dr Giles Bergel (Oxford eResearch Centre)
Week 5 (25 Feb)	**Sharing data**. Engaging the Public / Communication of Data, Prof Henrike Laehnemann (Medieval and Modern Languages)
Week 6 (4 Mar)	**Sharing data**. Engaging with the Public / Gamification / User Interfaces, Dr Kathryn Eccles (Cabinet, Oxford Internet Institute)
Week 7 (11 Mar)	**Digital Preservation, Sustainability, and Archiving**. From data life cycle to data life cycles, Dr Edith Halvarsson (Bodleian Digital Preservation)
Week 8 (18 Mar)	**Open Access and Reproducibility**,Dr Ruth Mallalieu (Bodleian Open Scholarship Support)

Paper 2: Methods options

Students are asked to choose from a selection of the following options (acceptance depends on class size and availability):

Michaelmas term, Weeks 1-4

1. Mapping People and Places
2. Text Analysis

Michaelmas term, Weeks 5-8

3. AI and Machine Learning
4. Text Encoding for Digital Editions (TEI)

Coding for Humanities

Also available to students, consisting of the following courses:

a. Introduction to Python
b. Introduction to R

Coding for Humanities is not compulsory and is not formally assessed.

Paper 3: Subject-Specific Papers

Students will choose one option from a list offered by individual faculties in the Humanities and made available to students shortly after the beginning of term. Teaching and assessment is administered by the host faculty.

Paper 4: Practicum

Although the list may be subject to change, it is anticipated that the following projects will be able to host students. Descriptions of each project are available here: https://www.humanities.ox.ac.uk/mscdigsch-curriculum#tab-3263016
Further details of the projects available will be made available on Canvas as soon as they are finalised.

Paper 5: Dissertation

Either a 10-12,000 words dissertation, or a 8,000 words dissertation **and** a practical component as described in the course handbook.

Bodleian Digital Fieldtrips

Term/WK	Date	Time	Meeting Point/Time	Event	Extra Detail
MT – WK1	Thu 17 Oct 2024	10:00-12:00	09:50 - Information Desk Blackwell Hall Bags to be left in lockers AK/DM will escort students to the room	The Centre for Digital Scholarship in the Library	Digital Scholarship is often found in university libraries – sometimes as a room full of the latest tech, sometimes a hub for bringing together library staff and researchers, and sometimes as a service providing advice on research data, open scholarship or data wrangling. At Oxford, the Centre for Digital Scholarship (CDS) was founded in 2015 and formed part of the newly refurbished Weston Library. It was originally conceived as something akin to a reading room with computers, but both technologies and research practices have evolved. This talk will discuss the role of the CDS in 2024, and how it enables the Bodleian to lead and support wider conversations, strategies and research in digital scholarship
MT – WK3	Thu 31 Oct 2024	10:00-12:00	09:50 - Information Desk Blackwell Hall Bags to be left in lockers AK/DM will escort students to the room	SDS and Figshare	**Sustainable Digital Scholarship** Oxford produces some of the best research in the world, and the Sustainable Digital Scholarship (SDS) service exists to safeguard the legacy of this research by ensuring that research outputs can remain findable, accessible, interoperable and reusable for years to come. In addition to providing advice and guidance on digital sustainability, the SDS service can offer researchers and their projects a solution for the storage, publication, and sustaining of research data, in the form of the Sustainable Digital Scholarship (SDS) platform - an online, open access repository.
MT – WK5	Thu 14 Nov 2024	10:00-12:00	09:50 - Information Desk Blackwell Hall Bags to be left in lockers AK will escort students to the room	Accessing Data & Sensitive and Confidential Data.	**Varieties of Digital Data Access** This session examines issues around accessing data for purposes of research and the way researchers need to appreciate competing scholarly traditions. The publication model of acquiring and disseminating digital information will be outlined, with examples of suitable tools and resources currently being made available by the Bodleian Libraries. More recently developed alternative models of access and use such as those from the archival and open data sectors will also be highlighted. Issues around data acquisition and access will be used to show how digital scholars needs to be aware of the great variety and volume of data – quantitative and qualitative – accessible to academics and the strengths and weaknesses of each approach.

					Working with Sensitive Data The creation, acquisition and analysis of confidential data presents particular challenges to academic researchers. This session will seek to give examples of key stages in the research lifecycle that need to be considered in order to properly protect and maximise the use of sensitive data. Typical examples of such data will be described as well as the methods and approaches that are needed to protect the interests of researchers and also all other interested parties. The session will aim to provide researchers with a better understanding of what is involved in working with sensitive data and provide a foundation for developing effective future working methods.
MT – WK7	Thurs 28th Nov 2024	10:00-12:00	09:50 Information Desk Blackwell Hall Bags to be left in lockers AK will escort students to the room	Web archiving: contrasting UK Web Archive with the Archive-IT work	**Web Archiving** Introduction to UK Web Archive, Document Harvesting (extent of BL involvement tbc) & Bodleian Libraries' Web Archive. AND/OR **Google Books project**
HT – WK1	Fri 24 Jan 2025	14:00-16:00	13:50 - Information Desk Blackwell Hall Bags to be left in lockers Elaine Anstee to collect each group	Imaging Studio – Tour	**Tour of Imaging Studio** 2 Groups (depending on numbers- tbc). 14:00 - GP1 collected by EA from Blackwell Hall 14:00 -14:50 - GP1 tour 14:50 -15:00 - GP1 taken to Blackwell Hall by EA 15:00 - GP2 collected by EA from Blackwell Hall 15:00-15:50 - Gp2 tour 15:50-16:00 - Gp2 taken to Blackwell Hall by EA

HT – WK3	Fri 07 Feb 2025	14:00-16:00	Coach Pickup Outside Bodleian, (13:00), Catte Street	CSF - Tour	**Tour of CSF** 12:50- Wait on the Clarendon Building side of Broad Street 13:00 -Pick-up outside the Clarendon Building 13:45-14:00 - Arrive BSF and met by BSF Staff 14:00-15:00 - Tour 15:00-15:15 - Bus Departs BSF 16:00- - Arrives Oxford
HT – WK5	Fri 21 Feb 2025	14:00-16:00	13:50 - Information Desk Blackwell Hall Bags to be left in lockers AK will escort students to the room	Special Collections and the collision between the 2 forms of communication – analogue and digital	Special Collections will host an event which looks in particular at the collision between the 2 forms of communication – analogue and digital, and the impact of this on books, in particular a couple of examples. Chris also thought the students might be interested in visiting the Bodleian Electronic Archives Manuscripts room, where web archiving is carried out.
HT – WK7	Fri 07 Mar 2025	14:00-16:00	13:50 - Reception, Osney One	Digital Bodleian	Event where the team would talk about Digital Bodleian and the Digital Collections Framework.

Appendix B - Examination Conventions

1. Introduction

This document sets out the examination conventions applying to the MSc in Digital Scholarship for the academic year 2024-25. The supervisory body for this course is the Humanities Division.

Examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

2. Rubrics for individual papers

The course will be assessed in the following elements:

1. **Elements of Digital Scholarship:** Two take-home essays of up to 2,000 words each.
2. **Methods of Digital Scholarship:** Two papers. Assessment for each will be either an assignment or a 2,000 words essay.
3. **Subject-Specific Paper:** the conventions for this paper will be determined by the faculty teaching the paper.
4. **Practicum placement:** creation of a digital, an accompanying 1,000 word report outlining the learning achieved during the placement.
5. **Dissertation**: Either a 10,000-12,000 words dissertation, or a 8,000 words dissertation and a practical component.

3. Marking conventions

3.1 University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70-100	Distinction
65-69	Merit
50-64	Pass
0-49	Fail

3.2 QUALITATIVE ASSESSMENT CRITERIA

3.2.1 Written Essay Assessments

Distinction quality work will demonstrate:

- Originality and a wide knowledge of relevant material
- Very clear and subtle expression and exposition
- Very well-focussed illustration
- Very good scholarly apparatus and presentation
- An elegant and incisive argument with a deep understanding of the issues involved

Merit quality work will demonstrate:

- Some originality and good knowledge of relevant material
- A clear argument with a good understanding of the issues involved
- Very clear expression and exposition
- Well-focussed illustration
- Good scholarly apparatus and presentation

Pass quality work will demonstrate:

- A good understanding of the issues and grasp of relevant literature
- A good structure and appropriate scope
- Clear expression and exposition
- Appropriate illustration
- Due attention being paid to scholarly apparatus and presentation

Failing work may:

- Show an insufficient depth of knowledge and understanding of issues
- Lack argumentative coherence
- Display an inadequate use of illustration
- Show problems relating to scholarly presentation

In addition to the above, a dissertation will also demonstrate:

Distinction quality work:

- The ability to pose and engage with sophisticated questions

Merit quality work:

- The ability to pose well-judged questions

3.2.2. Technical Paper Assessments

Distinction quality work will demonstrate outstanding work that features all or most of the following:

- Explanation of the research question and choice of software tools, interfaces, programmes, datasets and corpora, where appropriate
- Directly answers the question, showing originality and a wide knowledge of relevant material
- Demonstrates complete understanding of all the relevant standard and advanced concepts, frameworks, and techniques at the highest level of ability.
- Correct application of digital methods and calculations, with innovative analysis
- Appropriate selection and use of data in the context
- Very clear and subtle expression and exposition of the chosen solution
- Excellent scholarly apparatus and presentation
- An elegant and incisive solution which demonstrates a deep understanding of the issues involved

Merit quality will demonstrate work of fine quality that features many of the following:

- Explanation of the research question and choice of software tools, interfaces, programmes, datasets and corpora, where appropriate
- Addresses the question, showing a wide knowledge of relevant material
- Demonstrates understanding of the relevant standard and advanced concepts, frameworks, and techniques
- Correct application of digital methods and calculations
- Appropriate selection and use of data in the context
- Very clear expression and exposition of the solution chosen
- Good scholarly apparatus and presentation
- Good solution which demonstrates an understanding of the issues involved

Pass quality work will demonstrate good quality with a mostly well-defined focus that features many of the following:

- Explanation of the research question and choice of software tools, interfaces, programmes, datasets and corpora, where appropriate
- Addresses the question, drawing on a limited knowledge of relevant material
- Demonstrates an adequate understanding of the relevant standard concepts, frameworks and techniques
- Correct application of digital methods and calculations
- Clear expression and exposition of the chosen solution
- Appropriate selection and use of data in the context
- Due attention being paid to scholarly apparatus and presentation
- Adequate solution which demonstrates a fair understanding of the issues involved

Failing work:

- May attempt to answer the question but shows insufficient knowledge and understanding of issues
- Incorrect application of digital methods and calculations
- Inappropriate selection and use of data in the context
- Lack of argumentative coherence to the chosen solution
- Shows problems relating to scholarly presentation
- Inadequate solution which demonstrates a lack of understanding of the issues involved

3.2.3. Digital Asset Assessments

Distinction quality work will demonstrate:

- Innovative and creative use of digital tools and methods to express or execute multiple (or a single) complex scholarly processes or concepts
- Correct and very versatile asset which elegantly complements the technical solution
- Presented in a structured way that allows someone else to navigate the information effectively
- Clear, concise, correct and complete description of the asset, and of how it was created

Merit quality work will demonstrate:

- Effective and creative use of digital tools and methods to express or execute multiple (or a single) scholarly processes or concepts
- Correct and versatile asset which complements the technical solution
- Presented in a structured way that allows someone else to navigate the information effectively
- Clear, concise, correct and complete description of the asset, and of how it was created

Pass quality work will demonstrate:

- Effective use of digital tools and methods to express or execute a scholarly process or concept
- Correct and useful asset which complements the technical solution
- Presented in a structured way that allows someone else to navigate the information effectively
- Accurate description of the asset; sufficient information about how it was created

Failing work does not reach the overall standard required:

- Incorrect choice of digital tools and methods used to produce the asset
- Incorrect, unuseful, or unsuitable asset which fails to complement the technical solution
- Unclear or incorrect description of the asset; insufficient information about how it was created

3.3 Verification and reconciliation of marks

Each submission will be marked by two markers. The marks will fall within the range of 0 to 100 inclusive.

Each initial marker determines a mark for each submission independently of the other marker. The initial markers then confer and are encouraged to agree a mark. Where markers confer, this does not debar them from also re-reading where that may make it easier to reach an agreed mark.

In every case, the original marks from both markers are entered onto a marksheet available to all examiners, as well as the marks that result from conferring or re-reading.

If conferring or re-reading (which markers may choose to do more than once) does not reduce the gap between a pair of marks where a mark can be agreed between the markers, the submission is third read by an examiner. A third marker will be appointed in all cases of differences of 10 marks or over between the marks awarded by the first two markers.

The third reader of a submission will adjudicate between the two internal marks, and their mark will be the final one.

The expectation is that marks established as a result of third readings would not normally fall outside the range of the original marks. However, it is permissible for the third examiner to recommend to the Board of Examiners a final mark which falls outside the bounds of the two existing marks. Such a recommendation will only be approved by the Board if it can provide clear and defensible reasons for its decision.

3.4 Scaling

Scaling is not used in the assessment of this course.

3.5 Short-weight convention

There are no formal penalties for work that falls short of the minimum word limit. However, work that is significantly under-length is likely to be inadequate in its coverage and content, and will be so marked. As a rough guideline, less than three-quarters of the maximum word limit is likely to be inadequate.

3.6 Penalties for late or non-submission of submitted work

The scale of penalties agreed by the Board of Examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)

Late submission	**Penalty**
After the deadline but submitted on the same day	-5 marks
Each additional calendar day	-1 mark
Max. deducted marks up to 14 days late	-18 marks
More than 14 days late	Fail

Failure to submit a required element of assessment will result in the failure of the assessment. The mark for any resit of the assessment will be capped at a pass.

3.7 Penalties for over-length work and departure from approved titles or subject-matter in submitted work

The Board has agreed the following tariff of marks which will be deducted for over-length work:

Percentage by which the maximum word count is exceeded:	**Penalty** (up to a maximum of –10)
Up to 5% over word limit	-1 mark
Up to 10% over	-2
Up to 15% over	-3
Each further 1-5% over	-1 further mark

3.8 Penalties for poor academic practice in submitted work

In the case of poor academic practice, and determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that

this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are 'grey literature' i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case will be referred to the Proctors. Also, where the deduction of marks results in failure of the assessment and of the programme the case will be referred to the Proctors.

Serious and extensive cases of poor academic practice will be referred to the Proctors.

4. Progression rules and classification conventions

4.1 Qualitative descriptors of Distinction, Pass, Fail

The Humanities Division encourages examiners to mark up to 100.

The Board of Examiners has adopted the following criteria:

Over 85 : 'Highest Distinction'
Outstanding work of publishable quality demonstrating most of the following: exceptional originality, critical acumen, depth of understanding, subtle analysis, superb use of appropriate evidence and methodology; impeccable scholarly apparatus and presentation.

80-84 : 'Very High Distinction'
Excellent work with outstanding elements showing many of the following qualities: originality, wide and detailed knowledge, compelling analytical thought, excellent use of illustration to support argument, sophisticated and lucid argument; excellent scholarly apparatus and presentation.

75-79 : 'High Distinction'
Excellent work with a deep understanding of the issues involved, originality, wide knowledge of relevant material, elegant and incisive argument, clarity of expression and exposition, the ability to pose and engage with sophisticated questions; very good scholarly apparatus and presentation.

70-74 : 'Distinction'
Excellent work with a deep understanding of the issues involved, originality, wide knowledge of relevant material, elegant and incisive argument, clarity of expression and exposition; very good scholarly apparatus and presentation, but may exhibit uneven performance.

65-69 : 'Merit'
High quality work showing some originality, a good understanding of the issues and grasp of relevant literature; good structure and scope, lucid analysis supported by well-focussed illustration; good scholarly apparatus and presentation.

60-64 : 'High Pass'

Good work showing a fair grasp of issues and relevant literature; good scope, structure and illustration; clear expression and exposition; appropriate attention to scholarly apparatus and presentation.

50-59 : 'Pass'
Competent work presenting relevant material and analysis; appropriate scope, structure and illustration; fairly clear expression and exposition; adequate scholarly apparatus and presentation.

Below 49 : 'Fail'
Inadequate work which may be limited by insufficient depth of knowledge, understanding of issues or relevant literature; or by inadequate use of illustration, poor argument or organisation of material; or lack of clarity; or problems relating to scholarly presentation.

4.2 Final outcome rules

Weighting of each assessment:

Elements of Digital Scholarship	15% (combined mark of the two assessed paper)
Methods of Digital Scholarship	15% (combined mark of the two assessed paper)
Subject-Specific Paper	15%
Practicum placement	15%
Dissertation	40%

The pass mark on each paper is 50, and this mark must be achieved on each element to gain the MSc.

The Examining Board may award:

- a Distinction in cases where a candidate achieves a weighted average mark of 70 or above across the five elements, with marks of 70 or above in at least three elements, one of which will normally be the dissertation (the mark for which must not in any case fall below 68).
- a Merit in cases where a candidate achieves a weighted average mark of 65-69 across the five elements, with marks of 65-69 in at least three elements, one of which will normally be the dissertation (the mark for which must not in any case fall below 63).

Numerical marking will be expressed in whole numbers for agreed final marks. These marks will be made available to students (as well as faculties and colleges) and will appear on transcripts generated from the Student System. Final marks of 0.5 or higher will be rounded up, and final marks of 0.4 or lower will be rounded down.

4.3 Progression rules
Not applicable to this course.

4.4 Use of vivas
Vivas are not used in relation to this course.

5. Resits

Should a candidate fail any element of the examination, that element may be re-submitted once, and as outlined in the General Regulations for the Degree of Master of Science by Coursework (https://examregs.admin.ox.ac.uk/Regulation?code=grftdomosciebycour). In these circumstances, and if the re-sit is successful, the candidate degree's classification would be capped at a Pass.

6. Consideration of mitigating circumstances

A candidate's final outcome will first be considered using the classification rules/final outcome rules as described above in section 4. The Board of Examiners will then consider any further information they have on individual circumstances Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen circumstances may have had an impact on their performance in an examination. A subset of the board (the 'Mitigating Circumstances Panel') will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. The Panel will evaluate, on the basis of the information provided to it, the relevance of the circumstances to examinations and assessment, and the strength of the evidence provided in support. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final Board of Examiners meeting to decide whether and how to adjust a candidate's results. Further information on the procedure is provided in the Examination and Assessment Framework, Annex E and information for students is provided at https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment

7. Details of examiners and rules on communicating with examiners

The examiners are:

Prof David De Roure (Chair)

Dr Nicholas Cole (Internal Examiner)

TBC (Internal Examiner)

Prof Melissa Terras (External Examiner)

Candidates must not under any circumstances contact individual internal or external examiners

Appendix C - Plagiarism

https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Information about what plagiarism is, and how you can avoid it.

The University defines plagiarism as follows:

"Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence (save when use of AI for assessment has received prior authorisation e.g. as a reasonable adjustment for a student's disability). Plagiarism can also include re-using your own work without citation. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence."

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

Please note that artificial intelligence (AI) can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions, or spelling and grammar checkers).

The best way of avoiding plagiarism is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

Students will benefit from taking an online course which has been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

Forms of plagiarism

Verbatim (word for word) quotation without clear acknowledgement
Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on ideas and language from another source.

Cutting and pasting from the Internet without clear acknowledgement
Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Paraphrasing
Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

Collusion
This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation
It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

Failure to acknowledge assistance
You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

Use of material written by professional agencies or other persons
You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

Auto-plagiarism
You must not submit work for assessment that you have already submitted (partially or in full), either for your current course or for another qualification of this, or any other, university, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, ie. it has already been published, you must reference it clearly. **Identical pieces of work submitted concurrently will also be considered to be auto-plagiarism.**

Why does plagiarism matter?

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

Why should you avoid plagiarism?

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others - at least not without attribution. At first it may seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions. Students who plagiarise undermine the ethos of academic scholarship while avoiding an essential part of the learning process.

You should avoid plagiarism because you aspire to produce work of the highest quality. Once you have grasped the principles of source use and citation, you should find it relatively straightforward to steer clear of plagiarism. Moreover, you will reap the additional benefits of improvements to both the lucidity and quality of your writing. It is important to appreciate that mastery of the techniques of academic writing is not merely a practical skill, but one that lends both credibility and authority to your work, and demonstrates your commitment to the principle of intellectual honesty in scholarship.

What happens if you are thought to have plagiarised?

The University regards plagiarism in examinations as a serious matter. Cases will be investigated and penalties may range from deduction of marks to expulsion from the University, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty. The forms of plagiarism listed above are all potentially disciplinary offences in the context of formal assessment requirements.

The regulations regarding conduct in examinations apply equally to the 'submission and assessment of a thesis, dissertation, essay, or other coursework not undertaken in formal examination conditions but which counts towards or constitutes the work for a degree or other academic award'. Additionally, this includes the transfer and confirmation of status exercises undertaken by graduate students. Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the examination. Reckless, in this context, means that you understood or could be expected to have understood (even if you

did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

If plagiarism is suspected in a piece of work submitted for assessment in an examination, the matter will be referred to the Proctors. They will thoroughly investigate the claim and call the student concerned for interview. If at this point there is no evidence of a breach of the regulations, no further disciplinary action will be taken although there may still be an academic penalty. However, if it is concluded that a breach of the regulations may have occurred, the Proctors will refer the case to the Student Disciplinary Panel.

If you are suspected of plagiarism your College Secretary/Academic Administrator and subject tutor will support you through the process and arrange for a member of Congregation to accompany you to all hearings. They will be able to advise you what to expect during the investigation and how best to make your case. The OUSU Student Advice Service can also provide useful information and support.

Does this mean that I shouldn't use the work of other authors?

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. Not only does this accord recognition to their work, it also helps you to strengthen your argument by making clear the basis on which you make it. Moreover, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

Does every statement in my essay have to be backed up with references?

You may feel that including the citation for every point you make will interrupt the flow of your essay and make it look very unoriginal. At least initially, this may sometimes be inevitable. However, by employing good citation practice from the start, you will learn to avoid errors such as close paraphrasing or inadequately referenced quotation. It is important to understand the reasons behind the need for transparency of source use.

All academic texts, even student essays, are multi-voiced, which means they are filled with references to other texts. Rather than attempting to synthesise these voices into one narrative account, you should make it clear whose interpretation or argument you are employing at any one time - whose 'voice' is speaking.

If you are substantially indebted to a particular argument in the formulation of your own, you should make this clear both in footnotes and in the body of your text according to the agreed conventions of the discipline, before going on to describe how your own views develop or diverge from this influence.

On the other hand, it is not necessary to give references for facts that are common knowledge in your discipline. If you are unsure as to whether something is considered to be

common knowledge or not, it is safer to cite it anyway and seek clarification. You do need to document facts that are not generally known and ideas that are interpretations of facts.

Does this only matter in exams?

Although plagiarism in weekly essays does not constitute a University disciplinary offence, it may well lead to College disciplinary measures. Persistent academic under-performance can even result in your being sent down from the University. Although tutorial essays traditionally do not require the full scholarly apparatus of footnotes and referencing, it is still necessary to acknowledge your sources and demonstrate the development of your argument, usually by an in-text reference. Many tutors will ask that you do employ a formal citation style early on, and you will find that this is good preparation for later project and dissertation work. In any case, your work will benefit considerably if you adopt good scholarly habits from the start, together with the techniques of critical thinking and writing described above.

As junior members of the academic community, students need to learn how to read academic literature and how to write in a style appropriate to their discipline. This does not mean that you must become masters of jargon and obfuscation; however the process is akin to learning a new language. It is necessary not only to learn new terminology, but the practical study skills and other techniques which will help you to learn effectively.

Developing these skills throughout your time at university will not only help you to produce better coursework, dissertations, projects and exam papers, but will lay the intellectual foundations for your future career. Even if you have no intention of becoming an academic, being able to analyse evidence, exercise critical judgement, and write clearly and persuasively are skills that will serve you for life, and which any employer will value.

Borrowing essays from other students to adapt and submit as your own is plagiarism, and will develop none of these necessary skills, holding back your academic development. Students who lend essays for this purpose are doing their peers no favours.

Unintentional plagiarism

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.

It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing. If you are offered induction sessions on plagiarism and study skills, you should attend. Together with the advice contained in your subject handbook, these will help you learn how to avoid common errors. If you are undertaking a project or dissertation you should ensure that you have information on plagiarism and collusion. If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor.

Examples of plagiarism

There are some helpful examples of plagiarism-by-paraphrase and you will also find extensive advice on the referencing and library skills pages.

The following examples demonstrate some of the common pitfalls to avoid. These examples use the referencing system prescribed by the History Faculty but should be of use to students of all disciplines.

Source text

From a class perspective this put them [highwaymen] in an ambivalent position. In aspiring to that proud, if temporary, status of 'Gentleman of the Road', they did not question the inegalitarian hierarchy of their society. Yet their boldness of act and deed, in putting them outside the law as rebellious fugitives, revivified the 'animal spirits' of capitalism and became an essential part of the oppositional culture of working-class London, a serious obstacle to the formation of a tractable, obedient labour force. Therefore, it was not enough to hang them – the values they espoused or represented had to be challenged.

(Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213. [You should give the reference in full the first time you use it in a footnote; thereafter it is acceptable to use an abbreviated version, e.g. Linebaugh, The London Hanged, p. 213.]

Plagiarised

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable labour force. (This is a patchwork of phrases copied verbatim from the source, with just a few words changed here and there. There is no reference to the original author and no indication that these words are not the writer's own.)
2. Although they did not question the inegalitarian hierarchy of their society, highwaymen exercised a powerful attraction for the working classes. Some historians believe that this hindered the development of a submissive workforce. (This is a mixture of verbatim copying and acceptable paraphrase. Although only one phrase has been copied from the source, this would still count as plagiarism. The idea expressed in the first sentence has not been attributed at all, and the reference to 'some historians' in the second is insufficient. The writer should use clear referencing to acknowledge all ideas taken from other people's work.)
3. Although they did not question the inegalitarian hierarchy of their society, highwaymen 'became an essential part of the oppositional culture of working-class London [and] a serious obstacle to the formation of a tractable, obedient labour force'.1 (This contains a mixture of attributed and unattributed quotation, which suggests to the reader that the first line is original to this writer. All quoted material must be enclosed in quotation marks and adequately referenced.)
4. Highwaymen's bold deeds 'revivified the "animal spirits" of capitalism' and made them an essential part of the oppositional culture of working-class London.1 Peter Linebaugh argues that they posed a major obstacle to the formation of an obedient labour force. (Although the most striking phrase has been placed within quotation

marks and correctly referenced, and the original author is referred to in the text, there has been a great deal of unacknowledged borrowing. This should have been put into the writer's own words instead.)

5. By aspiring to the title of 'Gentleman of the Road', highwaymen did not challenge the unfair taxonomy of their society. Yet their daring exploits made them into outlaws and inspired the antagonistic culture of labouring London, forming a grave impediment to the development of a submissive workforce. Ultimately, hanging them was insufficient – the ideals they personified had to be discredited.1 (This may seem acceptable on a superficial level, but by imitating exactly the structure of the original passage and using synonyms for almost every word, the writer has paraphrased too closely. The reference to the original author does not make it clear how extensive the borrowing has been. Instead, the writer should try to express the argument in his or her own words, rather than relying on a 'translation' of the original.)

Non-plagiarised

1. Peter Linebaugh argues that although highwaymen posed no overt challenge to social orthodoxy – they aspired to be known as 'Gentlemen of the Road' – they were often seen as anti-hero role models by the unruly working classes. He concludes that they were executed not only for their criminal acts, but in order to stamp out the threat of insubordinacy.1 (This paraphrase of the passage is acceptable as the wording and structure demonstrate the reader's interpretation of the passage and do not follow the original too closely. The source of the ideas under discussion has been properly attributed in both textual and footnote references.)
2. Peter Linebaugh argues that highwaymen represented a powerful challenge to the mores of capitalist society and inspired the rebelliousness of London's working class.1 (This is a brief summary of the argument with appropriate attribution.)

   1 Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213.

Appendix D - Guidelines for the Presentation of Written Work

Your work should be lucid and presented in a scholarly manner. Display such evidence as is essential to substantiate your argument. Elaborate it in a manner which is clear, concise, consistent, accurate and complete.

Styling your work as you write:

There are several sets of conventions and published guides to explain them. None is obligatory, but some will be more appropriate (and generally used) in particular disciplines. The important point is that you should follow one system throughout all the pieces of work submitted.

The Harvard system largely avoids footnotes by citing references in the text, where they take the form of the author's surname followed by the date of publication and any page reference within brackets: e.g. (Johnston, 1989: 289). The works referred to are gathered at the end of the piece of work, arranged alphabetically by author, with full bibliographical details.

An alternative system (Chicago) confines references to footnotes, normally using the full author name, title and publication details in the first reference and an abbreviated form of author and title in subsequent references.

Whichever system you adopt, you should choose it early and learn its conventions so well that you automatically apply them consistently.

The relation of text, notes and appendices:

The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word-limits placed on the essays and dissertation assume a scale appropriate to the topic, the time which you have to work on it, and the importance of writing clearly and succinctly. In writing and revising your work, strive always to make it simpler and shorter without prejudicing the substance of your discussion.

The main function of a footnote is to cite the authority for statements which you make in the text, so that your readers may verify them by reference to your sources. It is crucial that these references are accurate. Try to place footnote or endnote number references at the end of sentences or paragraphs.

Footnotes, placed at the bottom of the page on which the material to which they refer is contained, should be indented as paragraphs with the footnote number (raised as superscript) preceding the note itself, and the second (and subsequent) line(s) of the note returning to the left-hand margin. They should also be single-spaced. Most word-processing programmes use this as standard form. The same holds for endnotes.

Appendices offer a convenient way of keeping your text and footnotes clear. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. Every case must be argued in terms of the relevance and intrinsic value of the appended matter. If the Appendix takes you

over the word limit, you must seek formal approval to exceed that word limit well before submission.

Textual apparatus: if you are presenting an edition of a literary work, the textual apparatus, in single spacing, must normally appear at the foot of the page of text to which it refers.

Quotation in foreign languages:

Quotations in foreign languages should be given in the text in the original language. Translations into English should be provided in footnotes, or in the body of your text if the translation forms part of the substance of your discussion. If reference is made to a substantive unpublished document in a language other than English, both the document in the original language and a translation should be printed in an Appendix.

Abbreviations:

These should be used as little as possible in the body of the text. List any which you do use (other than those in general use, such as: cf., ed., e.g., etc., f., ff., i.e., n., p., pp., viz.) at the beginning of the essay (after the table of contents in the case of the dissertation), and then apply them consistently. Adopt a consistent policy on whether or not you underline abbreviations of non-English origin.

Avoid loc. cit. and op. cit. altogether. Reference to a short title of the work is less confusing and more immediately informative. Use ibid. (or idem/eadem), if at all, only for immediately successive references.

Italic or Roman?

Be consistent in the forms which you italicise. Use italics for the titles of books, plays, operas, published collections; the names, full or abbreviated, of periodicals; foreign words or short phrases which have not become so common as to be regarded as English.

Use roman for the titles of articles either in periodicals or collections of essays; for poems (unless it is a long narrative poem the title of which should be italicised); and for any titled work which has not been formally published (such as a thesis or dissertation), and place the title within single inverted commas.

For such common abbreviations as cf., e.g., ibid., pp., q.v., etc., use roman type.

Capitals

Reserve these for institutions or corporate bodies; denominational or party terms (Anglican, Labour); and collective nouns such as Church and State. But the general rule is to be sparing in their use. The convention in English for capitalisation of titles is that the first, last and any significant words are capitalised. If citing titles in languages other than English, follow the rules of capitalisation accepted in that language.

Quotations:

In quotation, accuracy is of the essence. Be sure that punctuation follows the original. For quotations in English, follow the spelling (including capitalisation) of the original. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless you propose a strong reason to justify an alternative text.

Short quotations: if you incorporate a quotation of one or two lines into the structure of your own sentence, you should run it on in the text within single quotation marks.

Longer quotations: these, whether prose or verse or dramatic dialogue, should be broken off from the text, indented from the left-hand margin, and printed in single spacing. No quotation marks should be used.

Quotations within quotations: these normally reverse the conventions for quotation marks. If the primary quotation is placed within single quotation marks, the quotation within it is placed within double quotation marks.

Dates and Numbers

Give dates in the form 27 January 1990. Abbreviate months only in references, not in the text.

Give pages and years as spoken: 20-21, 25-6, 68-9, 100-114, 1711-79, 1770-1827, or from 1770 to 1827.

Use numerals for figures over 100, for ages (but sixtieth year), dates, years, lists and statistics, times with a.m. and p.m. (but ten o'clock). Otherwise use words and be consistent.

Write sixteenth century (sixteenth-century if used adjectivally, as in sixteenth-century architecture), not 16th century.

References

Illustrations, tables etc.: The sources of all photographs, tables, maps, graphs etc. which are not your own should be acknowledged on the same page as the item itself. An itemised list of illustrations, tables etc. should also be provided after the contents page at the beginning of a dissertation, and after the title page in the case of an essay.

Books: Precise references, e.g. in footnotes, should be brief but accurate. In Chicago style, give full details for the first reference, and a consistently abbreviated form thereafter. All such reduced or abbreviated titles should either be included in your list of abbreviated forms or should be readily interpretable from the bibliography. Follow the form:

Author's surname; comma; initials or first name (although in footnotes these should precede the surname – e.g. Henry James, W.W. Greg); comma; title (italicised); place of publication; colon; name of publisher; comma; date of publication (all this in parenthesis); comma; volume (in lower-case roman numerals); full stop; number of page or pages on which the reference occurs; full stop.

For example, an entry in the bibliography should be in the form:

Greg, W.W., *The Calculus of Variants* (Oxford, 1927).

Or:

Greg, W.W., *The Calculus of Variants* (Oxford: Oxford University Press, 1927).

But a reference in a footnote should be in one of the following forms:

(*First time cited)* Either:

See W.W. Greg, *The Calculus of Variants* (Oxford, 1927), pp. 43-4.
Or: See W.W. Greg, *The Calculus of Variants* (Oxford: Oxford University Press, 1927), pp. 43-4.

(Subsequent citations) Either:
See Greg, *Calculus*, pp. 43-4.
Or: See Greg (1927), pp. 43-4.

Journals: Follow the form:

Author's surname; comma; initials or first name; title of article (in single quotation marks); comma; title of journal (either full title or standard abbreviation, italicised); volume (in lower-case roman numerals); date (in parenthesis); comma; page number(s); full stop.

For example, an entry in the bibliography should be in this form:

Bennett, H.S., `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

But a reference in a footnote should be in the form:

(first citation):

H.S. Bennett, `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

(subsequent reference):

either: Bennett, `Secular Prose', p. 258.

Or: Bennett (1945), p. 258.

Plays: In special cases you may wish to use through line numbering, but in most instances follow the

form:

Title (italicised); comma; act (in upper-case roman numerals); full stop; scene (in lower-case roman

numerals); full stop; line (arabic numerals); full stop.

E.g. *The Winter's Tale*, III.iii.3.

Other works: Many works, series, as well as books of the Bible, have been abbreviated to common forms which should be used. Serial titles distinct from those of works published in the series may often be abbreviated and left in roman. Follow these examples:

Bede, *Historia ecclesiastica* 2.3, ed. B. Colgrave and R.A.B. Mynors
(Oxford, 1969), p. 143.

Bede, *Historia ecclesiastica* 2.3, p. 143 (for subsequent references)
Prov. 2:5; Thess. 4:11, 14. (Do not italicise books of the Bible.)

Manuscripts: Both in the text and in the notes the abbreviation MS (plural MSS) is used only when it precedes a shelfmark. Cite the shelfmark according to the practice of the given library followed by either

f. 259r, ff. 259r-260v or fol. 259r, fols. 259r-260v. The forms fo. and fos. (instead of f. or fol.) are also acceptable.

The first reference to a manuscript should give the place-name, the name of the library, and the shelf-mark. Subsequent references should be abbreviated.

e.g. Paris, Bibliothèque Nationale, MS lat. 4117, ff. 108r-145r. Vatican City, Biblioteca Apostolica Vaticana, MS Vat. Lat. 5055, f. 181r.

Bibliography:

A list of works consulted must be provided, usually at the end of the essay or dissertation.

The bibliography should be in alphabetical order by authors' surnames, or titles of anonymous works, or of works (especially of reference works) usually referred to by title, e.g. *Middle English Dictionary*, not under Kurath, H. and Kuhn, S., its editors.

It is sometimes helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material, and secondary writings. You might follow the pattern:

1. Primary
    A. Manuscripts
    B. Printed Works
2. Secondary
    A. Contemporary with the author(s) or work(s), the subject of your dissertation
    B. Later studies

References must be consistently presented, and consistently punctuated, with a full stop at the end of each item listed.

Either capitalise all significant words in the title, or capitalise the first word and only proper nouns in the rest of the title. In capitalising foreign titles follow the general rule for the given language. In Latin titles, capitalise only the first word, proper nouns and proper adjectives. In French titles, capitalise only the first word (or the second if the first is an article) and proper nouns.

Whereas in footnotes, and for series, publishing details may be placed within parentheses, for books in the bibliography the item stands alone and parenthetical forms are not normally used.

Give the author's surname first, then cite the author's first name or initials. Place the first line flush to the left-hand margin and all subsequent lines indented.

The publishing statement should normally include the place of publication; colon; publisher's name; comma; date of publication. When the imprint includes several places and multiple publishers simplify them to the first item in each case.

The conventional English form of the place-name should be given (e.g. Turin, not Torino), including the country or state if there is possible confusion (Cambridge, Mass., unless it is Cambridge in England).

For later editions and reprints, give the original date of publication only, followed by semicolon; repr. and the later publishing details: *Wuthering Heights*. 1847; repr. London: Penguin, 1989.

For monographs in series, omit the series editor's name and do not italicise the series title. Follow the form:

Borst, A., *Die Katherer*, Schriften der Monumenta Germaniae Historica 12. (Stuttgart, 1953), pp. 45-50.

For edited or translated works, note the distinction in the use of ed. in the following examples:

Charles d'Orléans, *Choix de poésies,* ed. John Fox. Exeter: Exeter University Press, 1973. [In

this case the abbreviation means that the work is edited by Fox and does not change when there is more

than one editor.]

Friedberg, E., ed., *Corpus iuris canonici*. 2 vols. Leipzig, 1879-81. [Here the abbreviation refers to the editor; the plural is eds.]

Bloch, Marc, *Feudal Society*, trans. L.A. Manyon. Chicago: Chicago University Press, 1961.