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What is Honours?

Honours at UNSW is an extra year of study, which you can choose to undertake after your Bachelor’s degree. It is a separate degree program, combining features of both undergraduate-style study and post-graduate research. It offers a unique opportunity to develop your research skills and deepen your understanding of the discipline of your choice. It is also the traditional gateway to post-graduate research programs, such as Masters by Research and PhD.

During your Honours year you will:
• Be part of a group of highly motivated and intellectually ambitious students, who are all eager to study and receive research training.
• Receive one-on-one supervision on your thesis by a staff-member who specialises in your area of research.
• Learn how to design, manage and carry out your own research project.
• Develop your writing and critical skills by writing a 15,000-20,000 word thesis.
• Complete three Honours-level coursework units, tailored to the needs and interests of our Honours students.

Honours Streams in HAL

The School of Humanities and Languages offers Honours in the following streams:
• Area Studies (Asian Studies and European Studies)
• Cultural, Literary and Language Studies (Chinese Studies, French Studies, German Studies, Hispanic Studies, Japanese Studies, and Korean Studies)
• Environmental Humanities
• History
• Linguistics
• Philosophy

Requirements for Entry

To be admitted into honours you must demonstrate a high level of achievement and a disciplinary concentration in the area of your choice. This means that you need:
• A major (54 UOC) in your proposed area of study.
• A WAM of at least 70 across all subjects in that area.

You will also need to obtain the agreement of a member of staff to supervise your research project. The Honours convenor, Haiqing Yu (h.yu@unsw.edu.au) can help you identify members of staff working in your chosen area.
Application Process

Deadlines

• The deadline for S1 2017 entry is 10 December 2016.
• The deadline for S2 2016 entry is 10 May 2016.

Current UNSW Domestic and International Students

If you are currently enrolled at UNSW then you need to complete the Internal Honours Application Form.

The application must be returned to the FASS Student Centre located on the ground floor of the Morven Brown building.

External Domestic and International Applicants

If you are not currently enrolled at UNSW all applications and enquiries must be directed to:

For Domestic applicants
UNSW Admissions Office (Honours)
Phone: +61 2 9385 3228
Online Enquiry: www.enquiry.unsw.edu.au

For International applicants
UNSW Direct Admissions Office
Phone: +61 2 9385 3656
Online Enquiry: www.enquiry.unsw.edu.au

For enquiries concerning the application process, you may contact:
1. Haiqing Yu (Honours Convenor for HAL, h.yu@unsw.edu.au) or
2. Ashleigh Hamilton (Arts and Social Sciences Student Centre ashleigh.hamilton@unsw.edu.au, phone 58602).
Components of the Honours Program

To successfully complete Honours you need to complete 48 UOC, which correspond to:

a. Research thesis: 30 UOC. This is a thesis of 15,000-20,000 words, on a topic of your choice, supervised by an appropriate member of staff.

b. Honours-level coursework: 18 UOC. Students in HAL take designated Honours-level courses offered by the School. (Students in the Area Studies stream may, with School approval, substitute these courses with Honours-level courses offered by the School of Social Science.)

Thesis

To successfully complete Honours you must write a 15,000-20,000 word research thesis, on a topic of your choice. While most Honours students start the program without a fully definite topic in mind, you need to have at least a broad question in mind to begin with, and then quickly work to narrow it down to a manageable topic. The ongoing thesis workshop will help with this (see below, the section on Coursework).

Regardless of your discipline, your thesis must meet the following requirements:

• An Honours thesis is expected to display a high level of academic accomplishment. Although original discovery is not a requirement of research at the Honours level, in writing your thesis you should think of yourself as a participant in scholarly debate. Your thesis must present a clear and coherent argument, which advances our understanding in an area of academic interest.

• Your thesis is expected to meet proper academic standards of writing. Theses must be fully referenced, and make consistent use of an approved system of citation. The Chicago Manual of Style, available in electronic form from the UNSW library, provides detailed instructions on a variety of different styles. (Some disciplines require you to use a specific citation system. Make sure you follow any such requirement.)

• You must include a title page, which lists the title of your thesis, your name and the following text:

    "Submitted to the School of Humanities and Languages, the University of New South Wales, in partial fulfilment of the requirements of Honours in <discipline>".

• You must include a signed declaration that the work contained in the thesis is your own, except where explicitly indicated and that it has not been previously submitted here or anywhere else.
• Your thesis must be between 15,000-20,000 words. (Note: 20,000 words is the absolute maximum.) This applies to the text only, and does not include bibliography, footnotes, etc. Students are likely to be penalised for exceeding the word limit. Calculate the overall word count of your thesis, and write this total underneath the signed declaration of originality.

• Your thesis should include a Table of Contents, which lists all chapters and any appendices, along with their page numbers.

• In addition, you are required to provide an Abstract (or precis) summarising the overall argument of your thesis. This should be 200–500 words, and is included following the Table of Contents page.

• An acknowledgements page can optionally be included. If you choose to include one, it should be placed either in the beginning, before the Table of Contents, or at the end, before the Bibliography.

• The last item in your thesis must be the Bibliography. The Bibliography must list all resources cited in the thesis, and must include complete bibliographical information: author, publisher, location and year of publication, editor and translator if applicable, page numbers if applicable, etc.

• You need to submit two bound hard copies of your thesis (spiral binding is acceptable), as well as an electronic one via Moodle.

Discipline-specific requirements on Honours theses — including preferred referencing styles — can be found at the end of this handbook. Make sure you familiarise yourself with the ones relevant to you.

Mid-Year Review

At the beginning of the second semester of your Honours year your progress will be reviewed by the program. The review will be conducted by a panel comprising your supervisor, the Honours convener, and a representative of your disciplinary area. For the review, you will need to provide the following material:

• A project statement and draft outline of your thesis.
• A draft chapter.

Thesis Examinations

Each thesis will be examined by two markers with expertise in the relevant area. The supervisor of a thesis cannot be one of its markers. Each marker will independently prepare an anonymous report, which at the end of the process will be made available to the student.

After submitting their independent reports, the two markers will consult to determine the final mark. If no agreement can be reached between the markers, a third report will be obtained from another marker. Markers are generally selected from amongst the current staff of the School of Humanities and Languages. However, external markers may be invited if appropriate.
The thesis will be marked on the following scale (individual disciplines may provide further more specific guidelines as well):

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>Absolutely exceptional work.</td>
</tr>
<tr>
<td>91 - 93</td>
<td>A thesis with a mark in this range is a student in the top of the range of honours theses in the school’s experience.</td>
</tr>
<tr>
<td>89 - 90</td>
<td>Highly meritorious thesis which falls short of the highest grade only in lacking an edge of originality or depth.</td>
</tr>
<tr>
<td>87 - 88</td>
<td>Excellent thesis overall, demonstrating ample potential to successfully undertake postgraduate research.</td>
</tr>
<tr>
<td>85 - 86</td>
<td>Coherently argued and well-researched work which indicates genuine research potential.</td>
</tr>
<tr>
<td>80 - 84</td>
<td>Thesis that falls just short of High Distinction quality.</td>
</tr>
<tr>
<td>75 - 79</td>
<td>Work at this level or higher suggests potential to proceed to postgraduate research.</td>
</tr>
<tr>
<td>50 - 75</td>
<td>Work that does not suggest potential for postgraduate research.</td>
</tr>
<tr>
<td>Fail (&lt;50)</td>
<td>Work that does not meet Honours-level standards.</td>
</tr>
</tbody>
</table>

Coursework

The School of Humanities and Languages runs three Honours-level courses, which all students are expected to take (as noted above, students in the Area Studies stream may, after obtaining School approval, substitute these with Honours-level courses from the School of Social Science). The courses are as follows:

- **ARTS4221 (6 UOC): Humanities and Languages Honours I.** This is a reading course. Students are expected to work individually or in small disciplinary groups on selected texts, under the supervision of appropriate members of staff. The main way students will complete this course will be by auditing appropriate third-year courses in their area of specialization, in consultation with their Honours supervisors.

- **ARTS4245 and ARTS4246 (6 UOC each): Humanities and Languages Honours II and Humanities and Languages Honours II.** These courses, which run in Semesters 1 and 2 respectively, combine an interdisciplinary thesis workshop (12 contact hours per semester) and separate disciplinary seminars (12 contact hours per semester). While all students will be involved in the same thesis workshops, each will only take one of the disciplinary seminar strands. The thesis workshop is designed to assist students in writing an honours thesis in the different humanities and language disciplines, in a group learning environment, with participation of all Honours students in the school. The content of the disciplinary strands will be determined by the relevant disciplines.

All major pieces of writing for Honours courses will be double-marked. Course essays cannot duplicate research done in pursuing your thesis.
Grading of Honours

Your final result will be graded as follows:

• First-class Honours (I): 85% and above
• Upper second (IIa): 75-84%
• Lower second (IIb): 65-74%
• Third (III): 50-64%

The final result will be the average of your coursework and thesis marks, weighted by their respective contributions to the 48 UOC that makes up Honours.
Sample Enrolment Patterns

Sample enrolment patterns for full-time and part-time Honours study are displayed below. Note that Semester 2 entry is also available. Enrolment patterns in that case will be adjusted accordingly.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ARTS4221 (6 UOC)</td>
<td>ARTS4221 (6 UOC)</td>
</tr>
<tr>
<td>ARTS4245 (6 UOC)</td>
<td>ARTS4245 (6 UOC)</td>
</tr>
<tr>
<td>Honours Thesis (12 UOC)</td>
<td>Honours Thesis (6 UOC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>Honours Thesis (12 UOC)</td>
</tr>
<tr>
<td>Semester 2</td>
</tr>
<tr>
<td>Honours Thesis (12 UOC)</td>
</tr>
</tbody>
</table>
Honours Thesis Requirements by Stream

Area Studies
(Asian Studies and European Studies)

Honours Students in Asian Studies/European Studies are expected to demonstrate their research skills by focusing on one country, theme or problem related to Asia/Europe. It is envisioned that students will at the outset develop their thesis topics in conjunction with their supervisor/s.

The essential components of an Honours Thesis in Asian Studies/European Studies include the demonstration of an ability to develop a research topic, to analyse and critically assess information, and to communicate that argument with clarity.

The aims of a thesis can therefore be said to fall into three main areas:
Research and Analysis
Argumentation
Communication and Presentation

Research and Analysis
1. The student must define the research topic and clearly present the issues to be addressed.
2. The thesis topic should be located within an existing body of scholarship. Since Asian Studies/ European Studies are multi-disciplinary, it is necessary for students to define their specific field or fields (e.g., History, Gender Studies, etc). The student is to demonstrate how his or her topic fits into that existing body of scholarship.
3. The student must demonstrate the ability to subject sources to critical scrutiny as necessary.
4. As the student will be assessed on research skills, she or he is expected to analyse sources, and to make explicit the theoretical approach and/or methods of research adopted.

Argument
5. The student is expected to show the ability to construct and develop a logical and coherent argument.
6. This argument — or “thesis” — should be supported by relevant evidence and appropriate sources.
7. All evidence and sources must be fully documented. (Also, see note below.)

Communication and Presentation
8. The thesis must be written in clear, precise, academic English.
9. All foreign terms must be given in their original form along with an English translation. In addition, the thesis must consistently use proper forms of Romanisation for foreign languages when needed. This should be discussed with the supervisor/s.
10. The presentation of the finished thesis must follow the guidelines set out above in the Thesis section. The choice of a referencing system should be discussed with the supervisor.

A note on competence in Asian/European languages
Knowledge of a relevant Asian/European language is advantageous but is not an essential prerequisite for Honours in Asian Studies/European Studies. Lack of such knowledge, however, may limit the choice of topic.
Cultural, Literary and Language Studies
(Chinese, French, German, Hispanic, Japanese and Korean Studies)

An Honours thesis is a substantial research work that is aimed to demonstrate understanding of research processes and scholarly convention. It is also a vital step to manifest a student’s ability to pursue higher level research in relevant area of study (Chinese, French, German, Hispanic, Japanese and Korean Studies). A good Honours thesis should make an independent and valuable contribution to the field of research. This is reflected through the quality in the argument, perceptive evaluation of the research subject, as well as supporting evidence and materials that are presented with correct scholarly documentation.

Since Chinese, French, German, Hispanic, Japanese and Korean Studies are multi-disciplinary fields, it is necessary for students to define their specific field or fields (e.g., Japanese language pedagogy or Hispanic cultural studies). The student must demonstrate how his or her topic fits into that existing body of scholarship. Note the disciplinary expertise of staff in Chinese, French, German, Hispanic, Japanese and Korean Studies varies, and possible Honours topics and fields of research will reflect that diversity.

An Honours thesis is expected to meet these criteria:

1) **A workable topic** It is essential to bear in mind that you should be realistic about choosing the research topic as the time frame available to complete an Honours project is too short to tackle big or complex matters. Otherwise, the quality of your work can be compromised.

2) **Research problem** The identification of clear research objectives should be accompanied by a valid rationale. This is an important step to further your research design and build up a well grounded argument.

3) **Use of literature** An ability to critically review and assess the relevant literature is one of the important aspects to demonstrate your depth of knowledge in a particular field. A good literature review can also be used as the basis of an analytical framework for your thesis. Selecting source materials in both primary and secondary languages should be made appropriate to the research problem.

4) **Argument** The quality of an argument is judged on your ability to construct, develop and introduce a coherent and logical thesis supported by literature and your own case studies where relevant.

5) **Methodology** A well thought out and justified method helps not only to save time, but also build up a logical structure of the essay and reinforce the argument.

6) **Presentation** An Honours thesis is required to be written in English in general but there is possibility for approval if a student applies to write the thesis in LOTE. A good thesis should be organised coherently and presented with clear academic language. Chapters should be logical in their structuring. “Whether the research objectives set at the very beginning of the thesis has been achieved” – should be the question you ask yourself when you finish your research and writing.

7) **Referencing** All literature used in your thesis should be referenced properly. Please refer to the ‘referencing’ section of the handbook.
Environmental Humanities

Environmental Humanities is an interdisciplinary field of enquiry. As such, there is no single description of what good research in the field looks like. The particular style and form of your thesis should be developed in consultation with your supervisor.

In general terms, however, good honour theses will be well researched, rigorously argued and clearly and eloquently written.

Research

Research towards your honours thesis might draw on in-depth reading and analysis of relevant literary, historical, philosophical and/or other form of scholarship. In most cases an honours project in environmental humanities will also involve detailed fieldwork: interviews and participant observation. However research is approached, by the time you complete your honours project you are expected to have attained a degree of fluency with the particular approaches/theories that you’re working with and the relevant literatures. Equally as importantly, you must begin to develop a critical and reflective approach to both others’ and your own ideas and approaches. Why use this approach and not that one? Is this really a good understanding of the world? Why?

Argument

Clearly, while your thesis should draw on a wide range of research materials, it should also aim to move beyond simply repeating what other people – key theorists or informants in the field – have to say. Your honours thesis should aim to analyse, to critique, to synthesise – all in an effort to produce your own original perspective on the topic. Drawing on relevant material, this perspective should be backed up by a rigorous argument. This is about more than articulating a coherent or interesting vision of the world – it is about convincing others that this is a good understanding (including sceptical others). Why should they accept your argument/account?

Writing

Finally, a good honours thesis will be well written. In some cases this may require a more literary, narrative-driven, approach. In other cases theses may take the form of more formal reports. As noted above, students should work out their approaches in consultation with their supervisor. Whichever approach is taken, however, theses should be clearly written and structured – so that they can easily be read and understood by an intelligent reader without the specialised knowledge that you have developed over the course of your honours degree. Beyond simply being accessible, honours theses should also aim to be engaging: to draw the reader into the topic so that they want to go on reading.
**Linguistics**

The Honours thesis in linguistics provides you with the opportunity to engage in sustained and largely independent research on a particular topic or project.

Research in linguistics may take a number of different directions. For example, you may be interested in describing a previously undescribed or under-described grammatical phenomenon in a particular language. Alternatively, you may focus on a theoretical puzzle that has not received a systematic and satisfactory analysis in the literature. You may also wish to collect original data from a speech community to conduct research into the use of language in society.

The topic of your interest usually emerges out of your coursework studies in linguistics. The key is to choose a topic that is challenging enough to explore in an independent study, but tractable enough to complete in a short period of time (about a semester).

A research topic in one of the areas of the discipline embraced by the wide title “Linguistics” be it theoretical, applied, social – generally involves three main phases.

**Literature review**
Conducting a literature review with the aim of seeing precisely what work has already been done and what needs to be done. Depending on the topic, this may involve extensive reading of the relevant literature, and synthesizing a wide range of ideas, concepts or empirical findings.

**Hypothesis**
Proposing a hypothesis based on your reading, not simply of secondary material, but on the study of the primary sources. Such sources might include data derived from corpora, from taped conversations, from speakers’ grammaticality judgments, from ethnographic observations, from interviews, etc.

**Argumentation**
Constructing an argument through which the questions and hypotheses raised can be explained, drawing on the empirical data or other sources as evidence.

**What is expected**
While original discovery is not the main goal of an honours thesis, nevertheless there is an expectation that the thesis will contribute towards a better understanding of a linguistic phenomenon.

A typical linguistics study begins with the identification of a particular fact or a set of facts in a language, a set of languages, or in a speech community. Second, it extracts a theoretical puzzle from the observed fact: why is this construction behaving in this way and not in these other logically possible ways? Why does this construction have these properties in language x but not in language y? What governs the observed property? What factors lead to language change? What factors shape the linguistic repertoire of a speech community? Third, it proposes a solution, or at least, points towards a possible solution of the puzzle. This may involve proposing a new principle that accounts for the observed facts better than previous proposals. Or it may involve a novel way of understanding a hitherto recalcitrant data. It may also make a recommendation to introduce new policy initiatives (for example in the area of language planning). The thesis should be written clearly in academic English appropriate to the academic discourse in the
discipline, and it should be free of grammatical and typographical errors. Please keep in mind that since your examiners are not necessarily specialists in the theoretical framework that informs your thesis, you should define any technical terms and formal notations as clearly as possible.

**References and Notes**

The following are some general style guidelines for referencing and citation. For a sample of articles in linguistics, please check any recent issue of the Australian Journal of Linguistics.

a. Reference within the text to other sources should contain the name of the author, the year of publication and the relevant page number(s):
   
   As was observed by Smith (1966:29), ....
   
   It has been pointed out (Jones 1982:326-8) that ...

Where reference is made to more than one article or book published by an author in the one year, each article or book should be given a letter designation attached to the date:

   Brown (1991a:52) argues that ...

b. Footnotes should be kept to a minimum.

c. References (to be quoted as shown above) should be grouped together at the end of the article under the heading REFERENCES, and arranged in alphabetical order of the authors' names. Entries should conform to the samples below:

   
   
   
   
   

d. Tables, figures and diagrams should be numbered consecutively. Each should have a title which indicates the nature of the data being presented.

e. Words or phrases used as examples should be either underlined or in italics, and meanings and labels given in quotation marks:

   The French word feu (‘fire’) contains a rounded vowel.

   The determiners this and that are often referred to as ‘demonstratives’.

f. Short quotations should be in double quotation marks:

   Brown claims that the main difficulties derive from an “inability to process the spoken word” (Brown 1979:17).
g. Longer quotations should be indented, typed single space and separated from the surrounding text by a line above and below:

Of particular interest is Brown’s (1979:17) claim that:

It is apparent from the extensive studies of such students that the main difficulties encountered concern their ability to process the spoken word during the course of their studies, in particular their hearing problem.

h. For languages other than English, provide a morpheme-by-morpheme gloss. Please refer to the Leipzig Glossing Rules, available at: http://www.eva.mpg.de/lingua/resources/glossing-rules.php
History

A student should demonstrate her or his skills as a researcher and as a historian. These include the ability to analyse and critically assess information, to present a convincing argument, and to communicate the results of original research in a clear, accurate fashion.

The aims of a thesis can therefore be said to fall into three main areas:
Research and Analysis
Argument
Communication and Presentation

Research and Analysis

1. The student must be able to define the topic and present the historical problem(s) to be addressed.
2. The thesis topic should be located within both a historical and a historiographical context. The student should therefore show a thorough grasp of the relevant secondary literature, and the relationship of the thesis to that literature.
3. The student must demonstrate the ability to subject all sources used to critical scrutiny. The use of historical imagination is also desirable.
4. As the student will be assessed on research skills, she or he is expected to analyse sources, and to make explicit the theoretical approach and/or methods of research adopted.

Argument

5. The student is expected to show the ability to construct and develop a logical historical argument.
6. This argument -- or “thesis” -- should be supported by pertinent illustrative evidence.
7. The sources of such evidence must be fully documented.

Communication and Presentation

8. It is essential that the thesis be written in clear, precise, academic English.
9. The following qualities are also desirable:
   • fluency of expression
   • a style that is grammatically acceptable
   • correct spelling at all times
10. Rules for the style of footnote references in History are set out in Chicago Manual of Style (available as an electronic resource from the library).
Philosophy

The point of writing an honours thesis is to develop and display your capacity for independent, sustained research and to demonstrate your ability to pursue further, high-level research in philosophy. Even if your examiner does not agree with the point of view defended in your thesis, this will play no role in determining a mark for your thesis.

The thesis must present a clear and coherent argument

A thesis is not a literature survey. It is an argument: it is the presentation of reasons for a point of view on an issue or text. In writing a thesis, you are attempting to demonstrate the correctness of a particular perspective or point of view. This demonstration must be such that you can reasonably expect your readers to be moved by it. In order for this to happen, it must be presented in such a way that your readers are able to follow all the steps in your reasoning.

In your introduction (which you will normally write only after you have completed the rest of your thesis) you should include an overview of the entire argument, describing the role that each chapter plays in it.

The thesis should demonstrate a capacity for independent research

While the aim of an honours thesis is not original discovery, you must demonstrate that you are capable of bringing new ideas and arguments to the debate. A capacity for independent research can be demonstrated in a variety of ways, for example, in a novel interpretation of a classic thinker; in an argument which convincingly shows surprising connections between different thinkers or points of view; in a clear exegesis of a complex topic; or in the development of a critical perspective.

The thesis should demonstrate familiarity and understanding of the relevant literature

Although, as noted above, a philosophy thesis is not a literature review, all research must draw upon the achievements of others in the relevant area. You can see much further standing on the shoulders of others. It is important, therefore, to spend a good amount of time familiarizing yourself with the literature in your chosen area.

Note, however, that what matters is not the number of items in your bibliography, but rather the level of understanding that you have achieved. You must read reflectively and critically. Reading philosophically is itself a difficult skill, which takes effort and time to develop. At the honours level it is assumed that you already have that skill to some extent, and through coursework and independent research you will develop it further.

The thesis must be clearly structured and written

By honours level you are expected to have a good command of the English language and of philosophical writing. Theses that are poorly expressed, full of grammatical or spelling mistakes, or unnecessarily convoluted or difficult to understand will suffer in the marking, regardless of the ideas behind them. Heed
Leibniz’s warning: “technical terms are to be shunned as worse than dog or snake.” Avoid the temptation to use jargon without clear explanation in ordinary language.

**Methodological self-awareness**

Questions of method are important in any discipline, but perhaps especially so in philosophy. When reading the work of any philosopher it is always important to consider, “why are they asking the questions they are asking?” and “what do they take the range of possible answers to be?”. Any line of research rests on a large number of assumptions about what the important philosophical questions are and what constitutes a legitimate way of approaching them. In your research, you will have to make such assumptions too. It is important to be as honest and explicit about them as you can.

**Honours Thesis Marking Guidelines**

The following guidelines are to be used in marking honours theses in Philosophy. It is expected that these guidelines will be applied flexibly, depending on the nature of the topic and the approach taken by the student.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>85% +</th>
<th>75 – 84%</th>
<th>65 – 74%</th>
<th>50 – 65%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims and Contribution</strong></td>
<td>Well-articulated and possibly original contribution to philosophical debate.</td>
<td>The thesis competently stakes out a position in the debate, but does not contribute new insights or arguments.</td>
<td>The thesis merely reacts to the positions of others. Little or no attempt to stake out an independent position.</td>
<td>Unclear aims. The thesis fails to contribute to philosophical debate</td>
</tr>
<tr>
<td><strong>Use of Sources</strong></td>
<td>The student has read widely, and shows a deep and original understanding of the primary and secondary literature.</td>
<td>The student has read widely and carefully.</td>
<td>Competent review of the literature, but without evidence of deep engagement or understanding.</td>
<td>The student fails to engage with significant works in the literature, or shows poor understanding of those.</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Well-structured, clearly explained and convincing argument. Objections are adequately addressed.</td>
<td>Clear argument. Perhaps the author does not fully address objections or opposing points of view.</td>
<td>The argument is less than fully clear. Perhaps there are leaps in reasoning. Perhaps obvious objections or alternatives are not considered.</td>
<td>The argument is unclear. Important steps are left unexplained or are missing altogether. No engagement with objections or opposing points of view.</td>
</tr>
<tr>
<td>Criterion</td>
<td>85% +</td>
<td>75 – 84%</td>
<td>65 – 74%</td>
<td>50 – 65%</td>
</tr>
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<td>-------------------------------</td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>Lively, clear and fluent writing</strong></td>
<td><strong>Clearly written and mostly free from grammatical errors. Perhaps sometimes clunky or wooden.</strong></td>
<td><strong>Occasional grammatical or spelling errors. Frequent awkward or clunky expressions. Perhaps some unexplained jargon.</strong></td>
<td><strong>More than a few grammatical or spelling errors. Unclear expressions, unexplained jargon</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Meets all criteria.</strong></td>
<td><strong>Meets almost all criteria.</strong></td>
<td><strong>Meets criteria for the most part.</strong></td>
<td><strong>Significant lapses in presentation.</strong></td>
</tr>
<tr>
<td><strong>Form and Presentation</strong></td>
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<td>Is the thesis well presented, and does it meet the formatting guidelines for a thesis?</td>
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