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STYLE-SHEET: Conventions for word-processed essays and dissertations

1. Format and font:
Use A4 paper. Print your essay on one side of each page only, using 1.5 line spacing throughout (but single spacing for block quotations). Be consistent and use the same font and font-size throughout the essay: 11 point type is preferred.

2. Lay-out and presentation:
Type your name and degree course at the top of the first page, with the full title of the essay you are tackling underneath. Make sure that each page has the page number on the top right-hand side.

3. Paragraphs:
So as clearly to demarcate the beginning of each paragraph, make sure that you indent the first word of each paragraph: do not use blank lines for new paragraphs. There is no need to justify the text but justification can give a neater impression. Avoid over-long paragraphs.

In a shorter essay there is no need for sub-headings but you may choose to use them in your dissertation (in addition to chapter headings). Make sure you include a table of contents in your dissertation.

4. Illustrations and figures (tables, graphs, charts, etc.):
Illustrations should be clear and of good quality: you should use them to elucidate your argument and therefore refer to them in your text. They should be numbered and accompanied by a figure caption (not a footnote!) that includes all the relevant information (artist, title of work in italics, date, size, location; citing the source is optional). Avoid lengthy discussions in figure captions.

You may insert illustrations into the main text or add them as a separate section at the end of your text (after the bibliography): in a dissertation it is advisable to add a list of illustrations. Tables and other figures should be numbered, headed, and a source cited. Always ensure that presentation is clear and that you explain the relevance of the illustration or information in the main body of the text.

5. Quotations:
These should be used sparingly, and not as a substitute for your own words or ideas. The words of contemporaries should be used to illustrate a particular point, and lengthy quotations are usually to be avoided. Quotations should be placed in single inverted commas. Any quotations that appear within a quotation should be placed in double inverted commas. Lengthy quotations (over 60 words) should be broken off from the main text, indented and single-spaced: such block quotations should not include quotation marks. Always make sure that your quotations are placed in context by saying who said what to whom, when, and why.
6. Numbers, dates, etc.:

Dates should take the form 11 October 1996 (not October 11th, etc.).

Use proper Roman numerals for kings etc., so Henry VIII (not Henry the 8th, Henry viii, etc.).

Numbers up to a hundred should be written as a word; for larger numbers use figures. When referring to percentages in the text use ‘per cent’, not “%”.

7. References:

These should acknowledge your use of specific information, arguments or quotations. They should take the form of EITHER footnotes (placed at the bottom of the page) OR endnotes (placed at the end of the essay or dissertation). The word-processing package will allow you to choose between endnotes and footnotes. Do not place references in brackets within the text: this can be an unwieldy system which serves only to deflect the reader’s attention away from the main content of the essay. Do not use Roman numerals to number your footnotes/endnotes. Reference numbers should be placed at the end of a sentence after the punctuation mark. Avoid multiple references within one sentence: instead combine sources in one footnote, but make sure they clearly refer back to the main text.

8. Footnote/endnote citations:

When using a referencing system you need to give full details of a specific source or sources that you have used. It is this information that is to be found in footnotes or endnotes. When first citing a source you should give full details of the author, title, place and year of publication (for books, but not for journals!), and relevant page numbers. There is no need to give details of the publisher. After the first use of a particular work, it is only necessary to present abbreviated details of the author and source.

The titles of all books and journals should EITHER be underlined OR set in italics throughout. Underlining is often easier to work with if you are editing on-screen, but italics look neater.

Titles of articles, essays, chapters and unpublished sources (such as inventories or dissertations) are placed in single inverted commas: do not use underlining or italics here.

It is most important that you are consistent in the way that you structure your notes and references. Examples are as follows, and we recommend you should follow this good practice (there are numerous different citation systems in operation, as you will find in your reading) and the college provides one on the university website. Note that italics may be used in place of underlining in all cases listed below.
A. Books


ii) Subsequent citation: Marwick, *British Society*, p. 73.

B. Articles

*NB* we do not use abbreviations p. or pp. in such citations.


C. Essays in books


D. Internet

Websites can serve as a useful first step in your research, but beware of relying on them too much: some (such as Wikipedia) are not scholarly tools and thus unlikely to impress your marker. It is best to list websites in a separate section in your bibliography. You must give the website address and the date of when you accessed them as they are apt to change or even disappear quickly. (*N.B.* this does not apply to on-line journals, which should follow the format of articles under B above.) The following is a suggested format for an Internet source:

9. Abbreviations in footnotes:

When citing the same work in consecutive footnotes you may use *Ibid.* (a contraction of *Ibidem*, meaning 'in the same place') instead of the short title of the book or article concerned. Using *Ibid.*, p. 163 now, for example, would refer to Lawrence’s article cited in the previous footnote. It is best to avoid strings of footnotes with *Ibid.*, though. *Op. cit.* and *Loc. cit.* are now not generally used so there is no need for you to worry about them.

10. Bibliography:

You must append a bibliography to the end of your essay. This is a list of works cited. It should give full details (as in first footnotes above) of each book and article that you have used. There is no need to separate books from articles. The list must be arranged in alphabetical order by author, with the surname first. For example: Marwick, A., *British Society since 1945* (Harmondsworth, 1982).

11. Punctuation:

Avoid stringing sentences together with commas or with ‘however’ and ‘therefore’; you should instead use a full stop, a semi-colon or a colon. Too many commas can make your sentence incomprehensible, but you must add them after a subclause as in: Thomas Isham, the 9th Baronet, was sent on the Grand Tour in 1676.

Some information can be given in brackets, such as: Sir John Isham (1582-1651). Brackets are particularly useful when you give a list of places in different counties, as in: Lamport (Northamptonshire), Wollaton (Nottinghamshire) and Kedleston (Derbyshire).

Make sure you use the apostrophe correctly, *i.e.* for genitives and *not* for years, so: Rubens’ or Rubens’s, *not* Ruben’s; 1850s, *not* 1850’s. *It’s* is always *wrong*: use either its (genitive) or it is (verb).

Hyphenation: although hyphens may seem unimportant, they can make a real difference, *e.g.* in Michelangelo’s two figure compositions or two-figure compositions.

12. Other dos and do nots:

Avoid colloquialisms. This also includes it’s for it is, doesn’t for does not, etc.

Be aware of the difference between principal and principle, affect and effect.

Avoid mixing the past and present tenses and also plural subjects with singular verbs.

Use capitals consistently and correctly, so *not* for centuries.

13. Word Count:

The word limit of each essay includes footnotes but not the bibliography. Overlong essays may be marked down at the discretion of the examiners.
Academic Honesty and Plagiarism

You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

The University expects students to conduct their studies with exemplary standards of academic honesty and will penalise students who submit work, or parts of work, that have been:

- plagiarised;
- completed with others for individual assessment (collusion);
- previously submitted for assessment, including self-plagiarism;
- prepared by others;
- supplied to another for copying.

Plagiarism and collusion

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the deliberate and detailed presentation of another’s concept as one’s own;
- reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own and should not have been previously submitted for assessment either at Leicester or elsewhere.

See also [www.le.ac.uk/sas/assessments/plagiarism](http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial)

Penalties

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see [www.le.ac.uk/senate-regulation11](http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial), paragraphs 11.62 to 11.77).

Avoiding Plagiarism and Poor Academic Practice

Check the Learning Development website for guidance on how to avoid plagiarism [http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial](http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial)

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Learning Development for individual advice. You can book an appointment online by visiting: [www.le.ac.uk/succeedinyourstudies](http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial).

Remember that the Department requires that you upload all coursework to Turnitin, plagiarism checking software that will automatically identify any uncredited material in your essays.
Assessment and Examinations

Frequently Asked Questions

How do I submit assessed work for the Department of the History of Art & Film?

All assignments need to be submitted electronically to Turnitin by the assignment deadline. No hard copy is required.

Assignments will be marked electronically using GradeMark. When you are notified that feedback is available you must log on to Blackboard to view this. Feedback cannot be collected from the school office.

Turnitin software accepts the following file types: Word, Text, Postscript, PDF, HTML, and RTF.

Must I observe word-limits?

The word limit of each essay includes footnotes, but not the bibliography. You should ensure that your work keeps to the stated limit.

When are my assignments due in?

Submission dates for assessed work are provided with every module outline – copies of all module outlines are available in the slide room, and also on Blackboard.

What happens if I fail?

If you do not have a mark of at least 50% for each taught module, you will be offered one opportunity only to resit this work, usually in summer period. For a resit or resubmitted piece of work, the maximum mark is 50. Students following the 60-credit dissertation route are entitled to resit up to 60 credits of the taught modules: if you fail more than that at the first attempt you will not be able to write your dissertation or complete the course. Students following the 90-credit dissertation route are entitled to resit up to 45 credits of the taught modules.

When will my essay be returned?

Marked essays are normally returned within a three-week period.

What if I can’t meet an essay deadline?

It is very important that you keep to assignment deadlines, as a system of penalties for late submission operates: www.le.ac.uk/sas/assessments/late-submission

If you cannot complete your work because of problems as illness, bereavement, or major personal difficulties, you may be eligible to claim for mitigating circumstances. The procedures for claiming for mitigating circumstances are available at www2.le.ac.uk/offices/sas2/regulations/mitigation.
# MA in the Country House: Art, History and Literature

## Marking Criteria

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Distinction, 90+</strong></td>
<td>Absolutely outstanding work, with the qualities of 70+ and 80+ marks. Obviously publishable quality and of a professional academic standard. Faultless presentation in accordance with the appropriate conventions.</td>
</tr>
<tr>
<td><strong>Distinction, 80-89</strong></td>
<td>Outstanding work, showing all the qualities of a 70+ mark, but with greater originality, professionalism, perfectionism in presentation, and mastery of the literature, concepts, and evidence.</td>
</tr>
<tr>
<td><strong>Distinction, 70-79</strong></td>
<td>Obvious independence of thinking and research, and evident signs of originality. There should be clear signs of a mind capable of pursuing post-MA research at a higher degree level. Very effective organisation and illustration of arguments. Sophisticated understanding and analysis of concepts, texts and evidence. A near comprehensive coverage of the relevant issues. Excellent range of references to the appropriate primary and secondary sources. Near-faultless presentation and writing in accordance with the appropriate conventions.</td>
</tr>
<tr>
<td><strong>Merit, 60-69</strong></td>
<td>Substantial evidence of independent thinking and good research. Clear and effective organisation and illustration of arguments. Good critical analysis of texts and concepts. Thorough coverage of many relevant issues. Wide range of reference to appropriate primary and secondary sources. Good presentation and writing, following the Centre’s conventions. Originality and flair may however be lacking or perhaps the ideas or argument may be questionable, and the piece may not show the attention to detail and other qualities of mind necessary to carry it to distinction level.</td>
</tr>
<tr>
<td><strong>Pass, 50-59</strong></td>
<td>More evidence of independent thinking or research (than below) but lacking in originality.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>Fail, 40-49</td>
<td>Little or no evidence of independent thinking and/or research. Weakly conceived with lack of clarity and purpose in organization and illustration of the argument. Very little critical analysis of texts and concepts. Considerable oversights in coverage of relevant material. Limited range of reference and inappropriate use of primary and secondary sources. Inaccurate presentation; inconsistent or incorrect use of academic conventions; poor proof reading and serious problems with referencing, bibliography, citation, formatting or style.</td>
</tr>
<tr>
<td>Bad fail, 0-39</td>
<td>Failure to show any sign of independent research or thinking. No conceptual framework or hypothesis. No critical analysis of texts or concepts. Major omissions in coverage of relevant material. Extremely limited range of primary and secondary sources. Absence of any kind of scholarly apparatus and failure to observe approved conventions. Cases of plagiarism. The ‘blatant and unacknowledged lifting of material' can vary in seriousness as a fault; but in almost all cases it will result in a bad fail, and in major cases of deception examiners may award a mark of zero, or near zero, for plagiarism.</td>
</tr>
</tbody>
</table>