English Undergraduate Programme Guide

2017/18

- English BA
- English and History BA
- English and American Studies BA
- English Major and Minor
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Welcome/Introduction

As Director of Studies for the Department of English at Leicester, I am delighted to welcome you, or to welcome you back. I hope you have had an enjoyable summer, and that you are looking forward to the challenges of the year ahead. At Leicester, you are part of a community of people for whom the study of English is a passion, and it is this community that helps make our department one of the best university English departments in the country. Our degree programmes offer an excellent grounding in English literature and language from all periods as well as in creative writing for those who choose to study it, and we hope you will take full advantage of this wide range of provision. The lecturers who will be teaching you are internationally renowned scholars and our undergraduate teaching is informed by our cutting-edge research and publications. All of us are looking forward to an exciting year of teaching and learning with you.

The variety of modules on our course is one of its greatest strengths: it will stretch and challenge you, and I hope you will enjoy exploring new texts and authors and discovering fresh ways of looking at old favourites.

Employers value the skills that Leicester’s English graduates develop in their undergraduate studies, and you are assured excellent opportunities in the world of work through your choice of degree. Don’t forget to take up the support offered by the Career Development Service in the three-year long process of acquiring skills and experience that will help you move into your future career.

The English Society, run by students for students, organises all manner of events (notably the annual May Ball in which the President, Kathryn Kilby, warmly encourages you to participate. Our Student-Staff Committee provides a forum for interaction and discussion, and nominated student representatives are the voice for their peers at School level.

We strongly encourage you to attend or get involved with the 10th annual Literary Leicester Festival, 15-18 November 2017, organised by the Department of English, during which world-renowned writers will give public lectures and workshops. Make the most of the many extra-curricular events taking place during your time in Leicester by checking the events listing on our website http://www2.le.ac.uk/departments/english/news or by liking us on Facebook (University of Leicester School of English) or following us on Twitter (@UoLEnglish).

You might also choose to participate in the University’s student drama and literary societies, in its newspaper, Ripple, or to represent the student perspective at Open Days. Leicester has a professional theatre (The Curve), media centre (Phoenix Square), outstanding libraries (especially the University’s David Wilson Library) and many major cultural festivals (International Music Festival, Caribbean Carnival, Comedy Festival and one of the biggest Diwali celebrations outside India). Make the most of the city while you’re here!

Dr Catherine Morley
Director of Studies, English
Using this Programme Guide

This programme guide has been produced for all undergraduate students taking single subject for joint degrees in the discipline of English. It therefore includes information about: BA English, BA English and History, BA English and American Studies, Major in English, and Minor in English. Many sections will also be relevant for Erasmus and Study Abroad students from other countries. The Programme guide is designed for use during the academic year 2017/18; revised versions will be issued in subsequent years. We hope you find this Programme guide useful, it aims to provide you with the basic information you will need during your degree. It is not designed to be exhaustive, but to signal where you can go to find specific pieces of information you may need.

University website - this guide includes a number of hyperlinks that direct students to the webpages that officially host detailed information on a range of important matters (e.g. the Student and Academic Services website for University Regulations). Please carefully read the information provided on these webpages.

Module guides and Blackboard sites - provide detailed information about each module that you take in English.

Induction

We have organised an induction programme for all English First Year Students in the first week of Semester 1. This programme will run from Monday 25 September to Friday 29 September 2017. Details of the Induction Programme will have been sent to all first year students prior to arrival at university.

For International Students

All International Students receive a ‘Guide to starting at Leicester’ programme guide which explains what to expect on arrival and during the first weeks. Further information can be found on the website https://le.ac.uk/student-life/international-students. Information on how and when to register, including visa check points, can be found here https://le.ac.uk/student-life/new-students/international/when-you-get-here.

If you arrive in Leicester after the beginning of induction week you should contact Registry; registry@le.ac.uk telephone 0116 252 2448. You should also contact the department; Schoolofarts@le.ac.uk telephone 0116 252 2620

For Joint and Major/Minor Students

As a student at the University of Leicester you will be on one of our pathways, taking either one subject or two subjects in combination. As a Joint or Major/Minor degree student you will build up relationships with both departments that you are studying with; however your degree will be linked to a home department. If you are doing a Joint degree your home department is the department for the first subject in the title of your degree programme. If you are doing a Major/Minor degree your home department will be your Major department. You will receive a programme guide for both your subjects. Additional information for students studying more than one subject is available through www.le.ac.uk/learnatleicester.

School Details

The University of Leicester has one of the most distinguished and established English Departments in the country, as English has been taught here at Leicester for over 80 years. The University, founded in 1921 as a college of the University of London, appointed its first lecturer in English, Arthur Collins, in 1929. Throughout its long history the Department has maintained a balance between tradition and innovation, as its curriculum focuses equally on canonical literature from the medieval to modern periods and on emerging fields, such as English language, drama, literary theory and the ‘English’ literature of America and the rest of the English-speaking world. This combination of tradition and innovation is one of the factors that makes the English
Department at Leicester world class. The School of Arts is located on floors 13-16 of the Attenborough Tower, with the School Office in room 1514. Further information can be found at the Department’s website, http://www2.le.ac.uk/departments/english.

Departmental Communications

The Department will make information available to you through several channels. Tutors will likely contact you by email and many important announcements will be made during lectures and seminars. However, most important notices — details of examinations and results, for example, as well as messages about seminar or lecture changes — will be posted on Blackboard, https://blackboard.le.ac.uk/webapps/portal/frameset.jsp. Students should also consult Blackboard regularly for information about modules, including reading lists and lecture material. It is also important for you to check your University email account regularly.

You can also use the pigeonholes to contact members of staff. Each tutor has their own allotted pigeonhole on the 15th floor of the Attenborough Tower; please pass any correspondence you wish them to receive onto the receptionist in Att 1514. If you wish to speak in person to an academic member of staff, consult the Blackboard Admin site for details of office hours (at other times, you will need to make an appointment). Alternatively, you can contact staff by telephone or email: details appear on the Department’s website, and on Blackboard. Tutors will normally reply to emails within a 3-4 day period, but this may take longer at busy times of the year, such as admission or assessment periods. Please do not expect tutors to reply to emails over weekends or after 6.00 p.m. on weekdays. During University vacations tutors are occupied with research and administration, so you may have to wait longer for a reply at these times. As a general rule, please remember to observe formal modes of address in all correspondence.

The School Office

The School Office is one of your most important points of contact and is located on the 15th floor of the Attenborough Tower (ATT 1514). The office is normally open from 9.00 a.m. to 5.00 p.m., Monday to Friday. The telephone number is 0116 252 2620 and the email address is Schoolofarts@le.ac.uk

Key Contacts

School Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Room (ATT.)</th>
<th>Phone Number</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts</td>
<td>1514</td>
<td>0116 252 2620</td>
<td><a href="mailto:Schoolofarts@le.ac.uk">Schoolofarts@le.ac.uk</a></td>
</tr>
</tbody>
</table>

Who should I speak to in the School of Arts?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact</th>
<th>Contact details</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Timetable clash</td>
<td>School Office</td>
<td>ATT 1514</td>
<td><a href="mailto:Schoolofarts@le.ac.uk">Schoolofarts@le.ac.uk</a></td>
</tr>
<tr>
<td>-Change a module</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Change your degree</td>
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</tr>
</tbody>
</table>
-Withdrawal from the University (temporary or permanent)

-Absence from class or seminar

Advice on a topic or an essay on a module

Feedback on an assessed essay, coursework and/or an exam

Mitigating circumstances concerning assessed work and/or an exam

Issues about your course, teaching, assessments etc.

Concerns about your degree

Confidential questions about an academic and/or personal problem

The University offers excellent support services for students. Please see the sections in this Programme guide on LEARN AT LEICESTER, PERSONAL SUPPORT FOR STUDENTS, and CAREERS AND EMPLOYABILITY.

### Your Personal Tutor

Your Personal Tutor is available throughout your time at Leicester to discuss any academic, personal or financial problems that might arise, and you should feel free to consult them at any time.
Staff List and Key Contacts

A full list of current staff-members, along with descriptions of research interests and contact details, can be found on the School’s website, at [http://www2.le.ac.uk/departments/english/people](http://www2.le.ac.uk/departments/english/people)

<table>
<thead>
<tr>
<th>Role/Position</th>
<th>Name</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School of Arts</td>
<td>Professor Martin Halliwell</td>
<td>1302</td>
<td>252 2645</td>
<td><a href="mailto:mhr17@le.ac.uk">mhr17@le.ac.uk</a></td>
</tr>
<tr>
<td>Academic Directors</td>
<td>Dr Liz Jones</td>
<td>1206</td>
<td>252 2688</td>
<td><a href="mailto:ehj3@le.ac.uk">ehj3@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Felicity James</td>
<td>1507</td>
<td>252 2199</td>
<td><a href="mailto:fj21@le.ac.uk">fj21@le.ac.uk</a></td>
</tr>
<tr>
<td>Director of Studies, English</td>
<td>Dr Catherine Morley</td>
<td>1305</td>
<td>252 1068</td>
<td><a href="mailto:cm260@le.ac.uk">cm260@le.ac.uk</a></td>
</tr>
<tr>
<td>Senior Tutor English and History</td>
<td>Dr Scott Freer</td>
<td>1607</td>
<td>223 1326</td>
<td><a href="mailto:sf17@le.ac.uk">sf17@le.ac.uk</a></td>
</tr>
<tr>
<td>Senior Tutor for English and American Studies</td>
<td>Dr Zalfa Feghali</td>
<td>1305</td>
<td>252 1068</td>
<td><a href="mailto:zf31@le.ac.uk">zf31@le.ac.uk</a></td>
</tr>
<tr>
<td>Change of Address: Registry</td>
<td>Update and check details at</td>
<td></td>
<td></td>
<td><a href="mailto:registry@le.ac.uk">registry@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://mystudentrecord.le.ac.uk">http://mystudentrecord.le.ac.uk</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change of programme</td>
<td>School Office</td>
<td>1514</td>
<td>252 2620</td>
<td><a href="mailto:schoolofarts@le.ac.uk">schoolofarts@le.ac.uk</a></td>
</tr>
<tr>
<td>Equal Opportunities Officer</td>
<td>Dr Jonathan Taylor</td>
<td>1513</td>
<td>252 2778</td>
<td><a href="mailto:Jt265@le.ac.uk">Jt265@le.ac.uk</a></td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Claire Brock</td>
<td>1512</td>
<td>252 2533</td>
<td><a href="mailto:cb178@le.ac.uk">cb178@le.ac.uk</a></td>
</tr>
<tr>
<td>ERASMUS</td>
<td>1st semester Dr Marion Krauthaker / Dr Marc Ripley</td>
<td>1211 / 1214</td>
<td>252 2690 / 252 2689</td>
<td><a href="mailto:mk467@le.ac.uk">mk467@le.ac.uk</a> / <a href="mailto:mr125@le.ac.uk">mr125@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>2nd semester Dr Marc Ripley / Dr Marion Krathaker</td>
<td>1214 / 1211</td>
<td>252 2689 / 252 2690</td>
<td><a href="mailto:mr125@le.ac.uk">mr125@le.ac.uk</a> / <a href="mailto:mk467@le.ac.uk">mk467@le.ac.uk</a></td>
</tr>
<tr>
<td>Student-Staff Committee</td>
<td>Professor Sarah Knight</td>
<td>1402</td>
<td>252 2631</td>
<td><a href="mailto:Sk218@le.ac.uk">Sk218@le.ac.uk</a></td>
</tr>
<tr>
<td>Programme Administrator / AccessAbility Officer</td>
<td>David Revill</td>
<td>1514</td>
<td>252 2622</td>
<td><a href="mailto:schoolofarts@le.ac.uk">schoolofarts@le.ac.uk</a></td>
</tr>
<tr>
<td>Departmental Safety Officer / IT Contact</td>
<td>Andrea Vear / School Office</td>
<td>1514</td>
<td>252 2662</td>
<td><a href="mailto:schoolofarts@le.ac.uk">schoolofarts@le.ac.uk</a></td>
</tr>
<tr>
<td>Careers Tutor</td>
<td>Dr Chryso Hadjidemetriou</td>
<td>1508</td>
<td>223 1398</td>
<td><a href="mailto:ch395@le.ac.uk">ch395@le.ac.uk</a></td>
</tr>
</tbody>
</table>
Student Communications and Personal Details

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord http://mystudentrecord.le.ac.uk using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

Course Details

Students will be registered to undertake a programme of study and assessment by full-time study.

Students are required to complete a registration process when they commence their studies with the University and will only be formally admitted to the University as registered students on satisfactory completion of this process.

The normal period of registration for a full-time Bachelors degree is three years and the maximum period is five years.

Students undertaking any programme of study of more than one year’s duration, including students who are in a period of suspense, will be required to complete an annual re-registration process. Failure to complete the annual re-registration process by the specified deadline will result in students being withdrawn from their programme of study.

Students registered on a full-time programme of study at the University may not be registered on another full-time programme either at the University or another institution.

Except for the purposes of teaching foreign languages, the medium of instruction at the University is English. All forms of University examinations and assessments are conducted in English unless they are designed to test written or spoken aptitude in a foreign language.

Programme and Module Specifications

View the programme and module specifications for your course via: http://www2.le.ac.uk/offices/sas2/courses/documentation/2017-2018/ug/undergraduate-courses http://www2.le.ac.uk/offices/sas2/courses/documents/reports/ENUG1718.pdf

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

ERASMUS Exchanges, Years Abroad, Industrial Placements

ERASMUS is a cultural and educational exchange scheme run and funded by the European Union. Students and staff from all around the EU take advantage of it to live and work or study in another country. Each year up to seventeen single-subject English students from Leicester transfer from the three-year English BA to the four year English (European) BA and spend their third year studying at a European university. The Department of English
has links with universities in Austria (Salzburg), Finland (Helsinki), France (Paris), Germany (Heidelberg, Leipzig),
The Netherlands (Amsterdam), Switzerland (Geneva) and Italy (Bologna, Turin).

If you are a first-year student interested in taking an accredited year abroad in your third year, please see the
ERASMUS section of the School
website, http://www2.le.ac.uk/departments/english/undergraduate/erasmus. If you are a BA English and
American Studies student, then see the American Studies Programme guide or contact the American Studies
Administrator, Amy Bentley ab543@le.ac.uk, 0116 2525009 for further details. ERASMUS enquiries can be
directed to the ERASMUS tutor responsible in for English, Dr Marion Krauthaker (mk467@le.ac.uk) or Dr Marc
Ripley (mr125@le.ac.uk)

Attendance and Engagement Requirements

Attendance and engagement with your course is an essential requirement for success in your studies. The
University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations
(see www.le.ac.uk/senate-regulation4). Full-time students must reside in Leicester, or within easy commuting
distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical
sessions and other formal classes specified in your course timetable, unless you have been officially advised that
attendance at a particular session is not compulsory or you have received formal approval for absence. You are
also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored
throughout the academic year and if sessions are missed without an acceptable explanation being provided to
your department then neglect of academic obligations procedures will be initiated. This may result in your
course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and
Immigration (UKVI), in line with University sponsor obligations.

Attendance at seminars and Reading English study workshops is compulsory, and, if possible, you should inform
your tutor if you are going to be absent. You can do this by emailing her/him or by leaving a note in your tutor’s
pigeonhole (located in the departmental office, ATT 1514).

Whether or not you inform your tutor beforehand, it is a matter of urgency that you complete the online
absence form which can be found at: https://www2.le.ac.uk/departments/english/undergraduate/absences.
Completion of this form will inform the office and your tutor of the circumstances of your absence. PLEASE NOTE
THAT EMPLOYERS REQUESTING REFERENCES FREQUENTLY ASK FOR DETAILS OF ATTENDANCE. Your tutor will
not provide you with notes for any seminar missed and cannot be expected to offer you another seminar. It may
be possible, however, to arrange to join another seminar group taken by the same tutor that week, though you
will not be able to make a habit of this.

If you are experiencing problems that you are unable to solve for yourself it is important to report them
promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the course content or
with modes of assessment such as essay writing) your seminar tutor would be the most likely reference point.
Failing that you should contact your Personal Tutor. You may also find it helpful to consult the booklet Student
Services and Information for New Students. If your problems arise from illness or personal/family circumstances
you should see your Personal Tutor. See the section on Mitigating Circumstances elsewhere in this Programme
guide.
Non-attendance at tutorials or seminars will have the following result:

<table>
<thead>
<tr>
<th>Unauthorised Absences</th>
<th>Action</th>
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<tbody>
<tr>
<td>STAGE 1: Absent for 7 consecutive calendar days</td>
<td>Student will be reminded of the need to attend</td>
</tr>
<tr>
<td>STAGE 2: Absent for 14 consecutive calendar days</td>
<td>Student must report to their personal tutor or the School Office</td>
</tr>
<tr>
<td>STAGE 3: Absent for 21 consecutive calendar days</td>
<td>Student issued with official warning from the School that continued non-attendance is a neglect of their academic obligations and may result in withdrawal of registration</td>
</tr>
<tr>
<td>STAGE 4: Absent for 28 consecutive calendar days</td>
<td>Neglect of academic obligations procedures initiated, and students issued with a notification of intent to withdraw registration</td>
</tr>
<tr>
<td></td>
<td>Students have five working days to appeal to the School with evidence against their withdrawal</td>
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</tbody>
</table>

Teaching Timetable

Individual timetables will be available through student homepages of the e:portal. Students will also be enrolled on Blackboard, [https://blackboard.le.ac.uk/webapps/portal/frameset.jsp](https://blackboard.le.ac.uk/webapps/portal/frameset.jsp) where lecture and seminar times will also be posted. If necessary, tutors will notify you of any venue or time changes here or via your email.

Coursework Submission

All work needs to be submitted via Turnitin. You will normally be expected to submit your essay by 12.00 noon on the deadline date.

All work should be word processed. First-year students within the College of Social Sciences, Arts and Humanities can take a self-teach Basic Computer Skills course at [http://www2.le.ac.uk/offices/ithelp/my-computer/programs/office/word/get-started/training](http://www2.le.ac.uk/offices/ithelp/my-computer/programs/office/word/get-started/training) which will equip them with the necessary word-processing skills. You should try to master these skills and to word-process as much of your work as possible. The ICT skills you acquire are likely to prove very useful when it comes to seeking employment after your degree.

You MUST keep a copy of your essay: this is useful both as evidence if the original goes missing and also in case you need a reference-copy before the essay is returned.

You should make sure that you submit your assignments by their due date to avoid any marks being deducted for lateness. Penalties for late submission of coursework follow the University scheme defined in the Regulations governing the assessment of taught programmes (see [www.le.ac.uk/sas/assessments/late-submission](http://www.le.ac.uk/sas/assessments/late-submission)).
How to Present Your Work: Referencing and Formatting

General Guidelines

The main text should be in 12-point font, and footnotes in 10-point. Leave a margin of at least 2.5. The first line of each paragraph (except the first paragraph of the essay, and the first paragraph of each subheading) should be indented by one tab character. Your work should be double-spaced. The space between paragraphs should also be double-line spacing. All text should be left-justified. Number all footnotes consecutively, and ensure that all pages are numbered. British rather than American spelling and punctuation should be used. Students should retain a copy of the submitted version of their work. The stated word limit for all written work includes quotations and footnotes but excludes the bibliography. Footnotes must only include references. Work exceeding the word limit will be subject to penalties.

Referencing

The Department uses the MHRA referencing system. A full style guide is available at http://www2.le.ac.uk/library/help/referencing/footnote or via Blackboard.

NB: Since these are the suggested conventions for the Department of English, Joint Honours students and students visiting from overseas will not be penalised for using an alternative set of conventions, provided that it is implemented consistently.

TITLES

Titles of longer works (novels, plays, collections of poetry, critical monographs, journal titles) should be italicised. Shorter works (short stories, individual poems, articles in journals) should be given in single quotation marks.

QUOTATIONS

Shorter quotations (fewer than forty words of prose or three lines of verse) should be enclosed within the text and given in single quotation marks. To indicate a line-break when quoting verse, use a spaced upright stroke: [ / ].

Longer quotations (exceeding forty words of prose or two lines of verse) should be indented, single spaced, and given without quotation marks.

Any quotations within quotations should be enclosed in double quotation marks. Omissions within quotations should be marked with an ellipsis [...].
FIRST REFERENCES

1. To books
Give the required information in the following order:

- the author’s name
- the full title, italicised
- in parentheses: the place of publication (city or town), the publisher, and date of publication.
- when quoting or summarising specific material, also give the page number or range of pages you are referring to.


Please note the following variations:


Here are some useful bibliographical abbreviations to be observed when referencing:

ed. ‘Edited’
edn ‘Edition’
eds. ‘editors’
rev. ‘revised’

2. To articles in journals
Give the required information in the following order:

- the author’s name
- the title of the article, in single quotation marks
- the title of the journal, in italics, the volume number and the issue number
- the year of publication, in parentheses
- the first and last page number of the article
- the page number/s you are citing, in parentheses and preceded by p./pp.

3. To chapters or articles in books

Give the required information in the following order:

- the author’s name
- the title of the chapter or article in single quotation marks
- the word ‘in’, followed by the title of the book (in italics), editor’s name, and the place of publication, the publisher and the date of publication (in parentheses)
- the first and last page numbers of the article, preceded by pp.
- the page number/s referenced, in parentheses and preceded by p./pp, unless you are citing a multi-volume work (see example ii below).


Please note the following variations:


NB: Please also note that chapters from books written entirely by a single author do not need to be cited individually. Citations should instead refer to the book as a whole, as outlined in section 1 of this guide.

4. To plays and long poems

The first full reference should identify the edition used and the act, scene and line numbers (as opposed to the page number), for example: Ben Jonson, *Bartholomew Fair*, in *The Alchemist and Other Plays*, ed. by Gordon Campbell (Oxford: Oxford University Press, 1998), II. 3. 8. Subsequent references should be given as: *Bartholomew Fair*, II. 3. 11. The same form should be used for long poems, giving details of the edition in the first note (with section and line numbers in place of page numbers), and section and line numbers in all subsequent references: e.g., *Paradise Lost*, VII. 225-27; *The Canterbury Tales*, I. 3275-76. Subsequent references can also be given in parentheses in the text of the essay itself, if preferred, provided that the edition used has already been footnoted.

For modern or medieval plays, which might lack conventional act and scene divisions, supply either page numbers or scene/line numbers, according to availability. Likewise, for editions of poems where line numbers are not supplied, use page numbers throughout. Shortened citations can also use scene and line numbers, line numbers, or page numbers, depending on what information is available: e.g., *Blasted*, 2. 31; *Mankynd*, 131-32; *Byrne*, p. 94.
5. To online resources

In the case of citing an electronic source you must give the information in the following order:

- the author’s name
- the title of the item, and the title of complete work/resource (in italics)
- the publication details (volume, issue, date)
- the URL (Universal Resource Locator) of the resource (in angle brackets)
- the date at which the resource was consulted (in square brackets)
- the location of passage cited as either a page or paragraph number (in parentheses)


Please note the following:

(i) scanned documents taken from electronic archives (e.g. JSTOR, MUSE, EEBO), or uploaded on to Blackboard, should be treated in the same manner as hard copies. **There is no need to include the URL when citing these sources.**

(ii) we do not offer guidance here on how to cite references to emails, or to exchanges in multi-user environments (such as wikis or forums) which might be regarded as the equivalent of personal written correspondence. Such documents should be treated with caution.

6. To Ebooks

For ebooks, provide the following information in the following order:

- the author’s name
- the title of the item, and the title of complete work/resource (in italics)
- the publication details (place of publication, publisher, date)
- an indication of the digital file used (e.g. Google ebooks or Kindle books)
- provide page numbers where possible, i.e. in cases where the file is fixed and stable


7. To films

When citing a film, the following information should be given:

- The title of the film (in italics)
- The director’s name (preceded by ‘dir. by’)
- In parentheses: the distributor of the film and the year of release


In most cases it is not necessary to give time stamps, scene numbers, or DVD chapters.
8. To dictionaries or other alphabetical reference works
When citing a hard-copy dictionary, the following information should be given:

- The entry (and sense) referred to, in bold typeface
- The title of the dictionary, in italics
- The name of the (general) editor
- In parentheses: the place of publication (city or town), the publisher, and date of publication

**fish n\(^1\) 3b**, in *Oxford English Dictionary*, ed. by James Murray and others, 1st edn (Oxford: Oxford University Press, 1884-1928) [hereafter OED1].

This can be abbreviated for subsequent references:

**fish n\(^1\) 3c (OED1)**

When citing an online dictionary, the following information should be given:

- The entry (and sense) referred to, in bold
- The title of the dictionary, in italics
- The name of the (general) editor
- In parentheses: the place of publication (city or town), the publisher, and date of publication
- The URL of the homepage for the website (in angle brackets)
- the date accessed (in square brackets)


**SUBSEQUENT REFERENCES**

If a work is cited repeatedly, but not consecutively, use a shortened reference for every citation after the first. If a work is cited twice or more in succession, all references after the first should be shortened by the use of ibid., meaning ‘the same’. For example:


D’Arcy, ‘The Faerie King’s *Kunstkammer*', p. 19.

Ibid., p. 24.

**BIBLIOGRAPHY**

Bibliographies should be alphabetical, and divided into primary (literary or documentary) texts and secondary (critical or contextual) texts. In a linguistics paper, your primary sources are the sources of your linguistic data. Give the last name of the author followed by their first name. For other pieces of publication information, you can follow the same format given above. Always use a separate sheet for your bibliography. For further information, a specimen bibliography can be found in the following section of this Guide. Only sources you have quoted in your footnotes should be included in your bibliography. If you are concerned that this means you are not giving due credit to the texts you have used, then you should consider whether you have omitted important references from your footnotes.
Formatting an Essay: An Example

While Chaucer’s Pardoner seems to have been ‘the one pilgrim who lingered most strongly in the memory of the fifteenth-century audience’ in the long run the Wife of Bath has cast the larger shadow. The number of texts and media in which the Wife has featured is truly formidable. In the centuries immediately following Chaucer’s death, she appears in several pieces of popular verse: her ‘Prologue’ is retold in a misogynistic lyric recorded in the 1520s, and the ballad ‘The Wanton Wife of Bath’ (c.1600) extends her story to her death and beyond. In the seventeenth and eighteenth centuries, learned modernisations of her ‘Prologue’ and ‘Tale’ are produced by Brathwaite, Dryden and Pope, while John Gay’s Wife of Bath: A Comedy (1713) sets her on the stage as a mischievous matchmaker. In the twentieth and twenty-first centuries she makes her way on to the screen, both small and cinematic. Much of Pasolini’s I racconti di Canterbury (1972) is given over to her narrative, and in 2004 Sally Wainwright’s TV version garnered a string of awards for the BBC.

The Wife’s long career after her creator’s death is interesting for numerous reasons. Katherine Morsberger has looked at Dryden and Pope’s treatments in terms of feminist history, as a measure ‘of changes in standards of decorum, for both poet and woman’. Susan Schibanoff, on the other hand, has used early responses to the Wife to trace shifts in reading practice at the close of the Middle Ages. This dissertation will take a different path, however, and judge what these adaptations, fluctuating as they do between popular and high culture, can reveal about Chaucer’s unstable status as literary authority. It will focus on three retellings from three different periods: the Tale of Beryn (c.1420), ‘The Gentleman’s Tale’ from The Cobbler of Canterbury (1590), and Percy MacKay’s


All work should be double-spaced throughout, with the exception of footnotes, which should be single-spaced. Main text should be in 12 pt typeface; footnotes should be 10pt.
stage play *The Canterbury Tales* (1993). These readings will in turn be guided by Michel Foucault’s concept of the ‘author-function’, the way in which a writer’s name can serve as a projection...of our way of handling texts. This concept, which by its very nature tends to vary according to the period and the form of discourse concerned, will be used to understand Chaucer’s variable status as an authority, and the different meanings his name absorbs as his best-known character is resurrected and redeveloped.

That the Wife of Bath should provide a valuable insight into notions of authorship is not surprising. From the first she is closely associated with textual authority, as the famous opening declaration of the ‘Prologue’ makes explicit:

> Experience, though noon auctoritee
> Were in this world, is right ynoth for me
> To speke of wo that is in marriage.

Although this sets the Wife in stark opposition to written ‘auctoritee’, any difference between the two swiftly evaporates: by the end of the ‘Prologue’, the Wife has not only made liberal use of such authorities as Jerome, Ovid and Paul, but has set herself up as ‘expert in al myn age’ (III. 174). Yet more importantly, Chaucer himself invites the reader to see her as an authority throughout *The Canterbury Tales*, granting her a unique level of ‘pedagogic potential’. Thus at the conclusion of ‘The Clerk’s Tale’, the narrator refers his audience to the Wife for further information on marriage, directing them towards ‘the Wyves love of Bathe...and al hire secte’ (IV. 1170-71). Chaucer is evidently playing with ideas of authorship here, promoting his creation as an author in her own right.

She functions as ‘an index of truthfulness’ for the Clerk, guaranteeing the authenticity of the sentiments assigned to her, albeit ironically. In effect, Chaucer evokes the various meanings of the Middle English ‘auctor’ through the Wife: she is at once ‘a creator, cause or source’ and a ‘person on whose authority a statement is made’. The joke continues in the work of his successors, as Hoccleve

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11 Foucault, ‘What is an Author?’, p. 126.

Divide your bibliography into primary sources (texts you are analysing directly) and secondary sources (works discussing the texts or their contexts).

Always begin your bibliography on a new page.

Put the author's surname first, and list texts alphabetically by surname.

For works with multiple authors, invert only the name of the first author given.

Give the range of pages for journal articles and essays taken from longer collections. Use 'pp.' before essays, but not before journal articles.

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**Bibliography**

**Primary:**


**Secondary:**


Academic Integrity 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
- 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.

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.

See also http://www.le.ac.uk/sas/assessments/plagiarism.

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, paragraphs 11.58 to 11.74).

Avoiding Plagiarism and Poor Academic Practice

Check the Learning Development website for guidance on how to avoid plagiarism:

www2.le.ac.uk/offices/ld

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: www2.le.ac.uk/offices/ld

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. Lateness penalties will apply to all work which is submitted after the deadline.
Assessment and Examinations

Frequently Asked Questions

How will I be assessed?

Broadly speaking, the majority of our modules are assessed by coursework but there are some examinations. There are also modules that require you to complete groupwork projects, oral presentations, short exercises, and so on, to help you develop a range of important skills. Your choice of third-year modules will allow you to increase the proportion of whichever method you prefer. See the module descriptions on Blackboard and links in the Programme Guide for details. Remember that you must not submit work for assessment which has already formed part of another assessment: cutting and pasting your own words into another piece of assessed work without acknowledgement is a form of plagiarism. Non-assessed work can, however, be re-submitted as part of an assessed essay.

How often will I be assessed?

In the first year there are six modules (with two optional modules in a subject of your choosing if you are a single honours English student), and in the second and third years there are potentially up to six modules in both years (amounting to 120 credits overall). In each module amounting to 60 credits are taken in each semester. Most modules are assessed by course work, usually in the form of a written essay or oral presentation, although some may have a written examination component. Consult the descriptions of the individual modules in the Handbook and on Blackboard. Dates and times of exams will be posted on the Exam Office webpage, which can be accessed here: www2.le.ac.uk/offices/sas2/assessments.

Do I have to submit non-assessed work?

Although it does not contribute to the overall outcome of the module, non-assessed formative work plays an important role in instruction, giving you the opportunity to practise core academic skills and receive valuable feedback, which will in turn enable you to improve subsequent work and to prepare for the final examination.

In what format should my work be submitted?

You need to upload an electronic copy on to Turnitin. All work should be submitted in a clear and legible form, following the Department’s requirements laid out in this Guide. The Turnitin software accepts the following file types: Word, Text, Postscript, PDF, HTML, and RTF.

Must I observe word-limits?

Yes. The word limit on written work is absolute. It includes quotations and footnotes, but excludes bibliographies and appendices. You will need to be selective to ensure that you have allowed yourself scope to fulfil the marking criteria to an acceptable standard. The Department of English does not have a policy of allowing a certain percentage above the limit. If your first draft exceeds the limit, you will need to edit it to make it more concise. If your essay is considerably below the word limit, you have probably not understood what the assignment requires of you and should contact your seminar tutor for advice. Penalties will be applied to work which exceeds of comes in under the word limit.

When are my assignments due in?

Deadlines for assessed assignments are published on the section of Blackboard for each module. Individual tutors will set deadlines for non-assessed work.
What happens if I fail?

You will usually be allowed to resit failed exams and resubmit failed coursework during the exams period in September (usually the first full week, but check the Exams Office website: www2.le.ac.uk/offices/sas2/assessments). All students must ensure that they can be available during the re-sit period. For a re-sit or resubmitted piece of work, the maximum mark is 40.

When will my essay be returned?

Marked essays are normally returned within 21 days of submission. Feedback on written exams will also be supplied after marks have been finalised by the Board of Examiners, and further information can be obtained at scheduled feedback sessions. For further information on the marking process, see the flowchart included in this Guide.

What if I can’t meet an essay deadline?

It is very important that you keep to assignment deadlines. You are urged to plan your work in advance of the deadline in order to avoid any last-minute problems. Work submitted late is penalized unless evidence of mitigating circumstances is provided (see sections below for further details).

What happens if I have problems with my work?

If you are experiencing problems that you are unable to solve for yourself it is important to report them promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the module content or with modes of assessment such as essay writing) your seminar tutor would be the most likely reference point. You should also contact your Personal Tutor. You may also find it helpful to consult the booklet Student Services and Information for New Students. Likewise, Learning Development provides a wide range of services. Contact them on (0116) 252 2004 or studyhelp@le.ac.uk.

If your problems arise from illness or personal/family circumstances, you should see your Personal Tutor. It may be appropriate to consult the Victoria Park Health Centre (203 Victoria Park Road, telephone 0116 215 1105) or the Student Counselling Service (161 Welford Road, telephone 0116 223 1780, or email counselling@le.ac.uk). If your problems are likely to affect assessed work, it is very important to provide the School with written evidence at the time they occur.

Assessment Procedures

You must be present for all examination papers you are required to sit. Anybody who is unable to attend should completed mitigating circumstances form with appropriate documentary evidence via the Mitigating Circumstances Blackboard site.

First Year

The first year of your course is a qualifying year only. Completing it gives you the right to proceed to the second year. For a single-subject degree in English the marks for first-year modules do not count in any way towards the final assessment and the class of degree.

In order to proceed to the second year of the course, you must obtain the 80 credit-units for your four double-modules of English and the 40 credit-units for your Option modules. To obtain the credit-units for each module you must:

a) meet your academic obligations, such as attendance at classes (see the Academic Obligations section later in this Guide)

b) submit all specified essays, dissertations, or project-work, completed in accordance with the Department’s requirements as to length, layout, and style
and, in the assessment process:

c) achieve a mark of at least 40 in each module contributing to the total of 60 credit-units being sought in that semester.

Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed only those modules in which a mark of less than 35% has been obtained.

In short, this means that if you get a module mark of between 35 to 39 but have an overall average of 40 or above then it will be deemed a ‘pass for credit’ mark and you won’t be asked to retake it (and indeed won’t be able to). However, any marks of 34 or below will be deemed a fail and in most circumstances, require a retake/resubmission regardless of your overall average. Students should also be aware that pass for credit is not necessarily applied to modules taken outside the Department of English, even if the relevant conditions are met.

All students will receive a confirmation email from the Registry when their marks are available. Students will be given guidance by their tutors as to how well they have performed. Any student declared by a Board of Examiners to have failed any modules taken during the session will normally be allowed to re-sit any examination associated with a failed module during the resit period immediately following the end of the academic year in which the failure occurred, and students who have failed or not completed any elements of assessed coursework will normally be given the opportunity to (re-)submit the work either before the end of the academic year or during the re-sit examination period.

Second Year

In order to proceed to the third year of the course you must obtain 120 credit-units for English. The requirements for obtaining the credit-units for each of the six double-modules in English that you take are the same as in the first year. The same rules about provision of information and the handling of failures also apply.

Third Year

You must obtain 120 credit-units for your six double-modules of English.

The requirements for obtaining the credit-units for each of the six double-modules in English that you take are the same as in the first and second years. The same rules relating to the provision of information about first-semester performance also apply. Failures are, however, handled differently.

Students who fail to satisfy the examiners in the final examinations may be allowed by the Board of Examiners to present themselves for re-examination on one subsequent occasion only, which will be in the following year (January and/or June), and they will be considered for the award of a classified degree in June of that year. The Board of Examiners will decide whether such students are required to re-sit all final-year modules or only those failed.

Examination anonymity: The University has a system of anonymous marking for written examinations and assessed essays, and students must use their original UCAS numbers (printed on the Student Library Card). Students use the same number for the duration of their course.
## Essay/Assignment Submission Dates

Essays (both paper and electronic copy for assessed work) must be submitted by 12 noon on the date below:

### Year 1

<table>
<thead>
<tr>
<th>CODE</th>
<th>MODULE TITLE</th>
<th>ASSIGNMENT TYPE</th>
<th>SUBMISSION DEADLINE</th>
<th>RETURN TO STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>EN1010</td>
<td>Reading English</td>
<td>Writing Portfolio: Part 1</td>
<td>20 October 2017</td>
<td>10 November 2017</td>
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<tr>
<td>EN1010</td>
<td>Reading English</td>
<td>Writing Portfolio: Part 2</td>
<td>10 November 2017</td>
<td>01 December 2017</td>
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<tr>
<td>EN1010</td>
<td>Reading English</td>
<td>Writing Portfolio: Part 3</td>
<td>01 December 2017</td>
<td>22 December 2017</td>
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<tr>
<td>EN1010</td>
<td>Reading English</td>
<td>Close Reading Exercise (Visiting Students Only)</td>
<td>19 January 2018</td>
<td>09 February 2018</td>
</tr>
<tr>
<td>EN1020</td>
<td>A Literary Genre: the Novel</td>
<td>Secondary Sources</td>
<td>06 November 2017</td>
<td>27 November 2017</td>
</tr>
<tr>
<td>EN1020</td>
<td>A Literary Genre: the Novel</td>
<td>Essay</td>
<td>12 January 2018</td>
<td>02 February 2018</td>
</tr>
<tr>
<td>EN1025</td>
<td>Introduction to Writing Creatively (Prose)</td>
<td>Creative Writing piece</td>
<td>17 January 2018</td>
<td>07 February 2018</td>
</tr>
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<td>EN1025</td>
<td>Introduction to Writing Creatively (Prose)</td>
<td>Critical Reflective Essay</td>
<td>17 January 2018</td>
<td>07 February 2018</td>
</tr>
<tr>
<td>EN1036</td>
<td>Studying Language</td>
<td>Analysis of conversation/news paper</td>
<td>10 November 2017</td>
<td>01 December 2017</td>
</tr>
<tr>
<td>EN1036</td>
<td>Studying Language</td>
<td>Analysis and evaluation (essay)</td>
<td>08 January 2018</td>
<td>29 January 2018</td>
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### Year 2

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<tr>
<td>EN2010</td>
<td>Chaucer and the English Tradition</td>
<td>Passage Analysis</td>
<td>20 November 2017</td>
<td>11 December 2017</td>
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<td>EN2010</td>
<td>Chaucer and the English Tradition</td>
<td>Essay (Visiting Students Only)</td>
<td>19 January 2018</td>
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<td>Code</td>
<td>Module Title</td>
<td>Assignment Type</td>
<td>Submission Deadline</td>
<td>Return to Students</td>
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<tr>
<td>EN2020</td>
<td>Renaissance Literature</td>
<td>3,000 word essay</td>
<td>10 January 2018</td>
<td>31 January 2018</td>
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<td>EN2030</td>
<td>The Study of Language (Old English)</td>
<td>Essay</td>
<td>08 January 2018</td>
<td>29 January 2018</td>
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<td>EN2070</td>
<td>Using Stories</td>
<td>Critical Reflective Piece</td>
<td>18 January 2018</td>
<td>08 February 2018</td>
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<tr>
<td>EN2070</td>
<td>Using Stories</td>
<td>Creative Writing Piece</td>
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**Final Year**

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<th>Assignment Type</th>
<th>Submission Deadline</th>
<th>Return to Students</th>
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<td>EN3010</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>15 January 2018</td>
<td>05 February 2018</td>
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<tr>
<td>EN3020</td>
<td>Romantics to Victorians: Literature 1789-1870</td>
<td>Essay (Visiting Students Only)</td>
<td>19 January 2018</td>
<td>09 February 2018</td>
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<tr>
<td>EN3071</td>
<td>The Forms of Modern Poetry</td>
<td>Essay</td>
<td>11 January 2018</td>
<td>01 February 2018</td>
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<td>EN3071</td>
<td>The Forms of Modern Poetry</td>
<td>Portfolio of Poetry</td>
<td>11 January 2018</td>
<td>01 February 2018</td>
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<td>EN3078</td>
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<td>Coursework</td>
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<td>01 February 2018</td>
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<tr>
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<td>Contemporary Women's Writing: 1960 - Present Day</td>
<td>Essay 1</td>
<td>17 November 2017</td>
<td>08 December 2017</td>
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<tr>
<td>EN3102</td>
<td>Contemporary Women's Writing: 1960 - Present Day</td>
<td>Essay 2</td>
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<td>01 February 2018</td>
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<td>EN3131</td>
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<td>Essay</td>
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<tr>
<td>EN3142</td>
<td>Crime and Literature, 1600-1750</td>
<td>Essay</td>
<td>11 January 2018</td>
<td>01 February 2018</td>
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<td>EN3143</td>
<td>English Around The World</td>
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<td>Type</td>
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<tr>
<td>EN3143</td>
<td>English Around The World</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3149</td>
<td>New York Stories: Tales of the City</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3151</td>
<td>Classical Worlds: Translation and Reception</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3151</td>
<td>Classical Worlds: Translation and Reception</td>
<td>1000-word commentary on translations</td>
<td>13 November 2017 - 04 December 2017</td>
<td></td>
</tr>
<tr>
<td>EN3151</td>
<td>Classical Worlds: Translation and Reception</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3162</td>
<td>Harem and Hijab: Writing about Women in Islam 1716-Present</td>
<td>Coursework 1</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3162</td>
<td>Harem and Hijab: Writing about Women in Islam 1716-Present</td>
<td>Coursework 2</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3174</td>
<td>Writing Prose Fiction</td>
<td>1000-1500 word critical reflective essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3174</td>
<td>Writing Prose Fiction</td>
<td>3500-4000 words creative writing</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3199</td>
<td>Clinical Encounters?</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
<tr>
<td>EN3203</td>
<td>Early Modern Fantasies and Fears</td>
<td>Essay</td>
<td>11 January 2018 - 01 February 2018</td>
<td></td>
</tr>
</tbody>
</table>

Semester Two submission deadlines to follow.

**Change of Course/Module**

Discuss your options with your personal tutor, or another appropriate member of staff in your department, if you are considering a change of course or module. Changes of course or module require approval by your department and will only be allowed in certain circumstances.

See [www.le.ac.uk/sas/courses/transfercourse](http://www.le.ac.uk/sas/courses/transfercourse) or [www.le.ac.uk/sas/courses/transfermodule](http://www.le.ac.uk/sas/courses/transfermodule) for details of the procedures involved and deadlines that apply.

**Course Changes**

At the University of Leicester we are always trying to improve our teaching in response to the demands of employers, advances in subject knowledge and the responses of our students. As a result, it may be necessary on occasion to make some alterations to particular aspects of a course or module. Further information on the types of changes we might make can be found in our terms and conditions under item 6. Variation here: [http://www2.le.ac.uk/legal/terms-and-conditions-of-your-offer](http://www2.le.ac.uk/legal/terms-and-conditions-of-your-offer)
When changes occur, the university will ensure that where necessary you are consulted with and have as much notice as possible. You will be contacted no later than 25 days before the relevant change is due to take place. Should you have any questions about changes to your course or modules, please speak with your personal tutor or course director in the first instance.

**Summary of Courses**

**Single Subject English**

Please follow the link below for full details of Single Subject BA English:


**Joint English and American Studies**

Please follow the link below for full details of BA English and American Studies:


Joint English and American Studies students are invited to transfer to the 4-year degree in Semester 2 of their first year. Initial applications can be made by first-year students from the beginning of March to the end of May 2018.

To study abroad for a year in the USA at one of our partner institutions see the American Studies Programme guide or contact Amy Bentley (ab543@le.ac.uk).

To study abroad for a year in Europe at one of the partner institutions of the School of Arts, under the ERASMUS student exchange scheme contact Dr Marion Krauthaker (mk467@le.ac.uk) or Dr Marc Ripley (mr125@le.ac.uk)

**Joint English and History**

Please follow the link below for full details of BA English and History:


**Joint French and English**

Please follow the link below for full details of BA French and English:

https://www2.le.ac.uk/offices/sas2/courses/documentation/2017-2018/ug/documents/arts/ba-french-and-english

**Joint Italian and English**

Please follow the link below for full details of BA Italian and English:

https://www2.le.ac.uk/offices/sas2/courses/documentation/2017-2018/ug/documents/arts/ba-italian-and-english
Joint Spanish and English
Please follow the link below for full details of BA Spanish and English:
https://www2.le.ac.uk/offices/sas2/courses/documentation/2017-2018/ug/documents/arts/ba-spanish-and-english

Joint History of Art and English
Please follow the link below for full details of BA History of Art and English:
http://www2.le.ac.uk/offices/sas2/courses/documentation/2017-2018/ug/documents/arts/ba-history-of-art-and-english

Joint Film Studies and English
Please follow the link below for full details of BA Film Studies and English:

Single Subject English

First-Year Modules

For all modules please follow the links below for information on module content and reading lists

EN1010: Reading English (Year 1, Semester 1)
https://le.ac.uk/modules/en1010
http://readinglists.le.ac.uk/modules/en1010_17-18.html

EN1020 A Literary Genre: The Novel (Year 1, Semester 1)
https://le.ac.uk/modules/en1020
http://readinglists.le.ac.uk/modules/en1020_17-18.html

EN1025/35 Introduction to Writing Creatively (Prose) (Year 1, Semester 1/2)
WEBPAGE TO FOLLOW
http://readinglists.le.ac.uk/modules/en1025_17-18.html

EN1036 Studying Language (Year 1, Semester 1)
https://le.ac.uk/modules/en1036
http://readinglists.le.ac.uk/modules/en1036_17-18.html
EN1037 Describing Language (Year 1, Semester 2)

https://le.ac.uk/modules/en1037
http://readinglists.le.ac.uk/modules/en1037_17-18.html

EN1040 History of the English Language (Year 1, Semester 2)

https://le.ac.uk/modules/en1040

READING LIST TO FOLLOW

EN1050 Renaissance Drama: Shakespeare and his Contemporaries (Year 1, Semester 2)

https://le.ac.uk/modules/en1050
http://readinglists.le.ac.uk/modules/en1050_17-18.html

Second-Year Modules

For all modules please follow the links below for information on module content and reading lists

IMPORTANT NOTICE TO SECOND-YEAR ENGLISH BA STUDENTS

Students taking BA English will write a compulsory dissertation in their final year and must attend the lecture on “Choosing a Dissertation Topic” which will take place in mid-February. In the two weeks following the lecture you will need to consider your dissertation topic and take it to your personal tutor for approval. This should then be submitted to the School Office by email.

Please note that you will probably not be supervised by your Personal Tutor, and that your supervisor will want to see you towards the end of the second semester, after the examinations, to help you plan your work in advance.

Students taking a joint degree who are considering doing a dissertation in English are most welcome to attend this lecture.

EN2010: Chaucer and the English Tradition (Year 2, Semester 1)

https://le.ac.uk/modules/en2010

EN2020: Renaissance Literature (Year 2, Semester 1)

https://le.ac.uk/modules/en2020
EN2030: The Study of Language (Old English) (Year 2, Semester 1)
https://le.ac.uk/modules/en2030
http://readinglists.le.ac.uk/modules/en2030_17-18.html

EN2070 Using Stories (Year 2, Semester 1)
https://le.ac.uk/modules/en2070
http://readinglists.le.ac.uk/modules/en2070_17-18.html

EN2040: Medieval Literature (Year 2, Semester 2)
https://le.ac.uk/modules/en2040
READING LIST TO FOLLOW

EN2050 From Satire to Sensibility: Literature 1660-1789 (Year 2, Semester 2)
https://le.ac.uk/modules/en2050
http://readinglists.le.ac.uk/modules/en2050_17-18.html

EN2060: Concepts in Criticism (Year 2, Semester 2)
https://le.ac.uk/modules/en2060
http://readinglists.le.ac.uk/modules/en2060_17-18.html

EN2080 Advanced Creative Writing Skills (Year 2, Semester 2)
https://le.ac.uk/modules/en2080
http://readinglists.le.ac.uk/lists/9D8F0F9B-93C2-5EF2-4A79-A6A1ED0EC2CB.html

EN2090 Sociolinguistics (Year 2, Semester 2)
https://le.ac.uk/modules/en2090
http://readinglists.le.ac.uk/modules/en2090_17-18.html

Third-Year Modules
For all modules please follow the links below for information on module content and reading lists

EN3010: Compulsory Dissertation (Year 3, Semester 1)
Number of Credits: 20
Core/Optional: Core
Convenor: Dr Mark Rawlinson

Module aims
The module offers students an opportunity to undertake an extended piece of independent research and so to
develop their research, writing and organisational skills. Your independent work is supported by one-to-one
supervisions across the semester. Compulsory oral presentation of research findings will enhance students’
ability to condense and summarise material, as well as testing their PowerPoint and presentation skills.

In Year Two

IMPORTANT NOTICE TO SECOND-YEAR STUDENTS TAKING THE
COMPULSORY DISSERTATION
Second-year English students must attend the lecture on Choosing a Dissertation topic on Thursday 15
February 2018 at 1-2 pm (venue TBA). Forms will be available in the lecture. In the two weeks following the
lecture you must fill out the form with your chosen topic and take it to your personal tutor for approval.
Completed forms must be returned via Schoolofarts@le.ac.uk by 12.00 noon on Friday 16 March 2018.
Please note that you will probably not be supervised by your Personal Tutor, and that your supervisor will
want to see you towards the end of the second semester, after the examinations, to help you plan your
work in advance.

Module Content
The Compulsory Dissertation is written under the guidance of a supervisor appointed in the light of the student’s
choice of topic, as far as staff availability permits. Your topic should be well-defined. It may be a theoretical or
language-based topic. It may be a study of a well-defined group of primary texts (e.g. novels, poems, plays). It
may be an in-depth study of one primary text. There is no stipulation as to the number of texts (primary or
secondary) you base your dissertation on, but credit will be given to those who combine breadth of relevant
reading with depth of analysis. Avoid sweeping ‘survey’ topics, e.g. the representation of love in Renaissance
literature (remember that the dissertation is only 5,000 words in length; you are not writing a book!); do feel
free to write on canonical authors and popular themes such as Shakespeare and twentieth-century women’s
writing, but try to focus your proposal on a specific issue or problem, e.g. the treatment of time in The Tempest,
the image of the Medusa in contemporary women’s poetry. Above all, choose a topic that you find challenging
and engaging.

Think twice before reverting to books you studied for A level, unless you have significant new material to add
or a completely new approach to take. If you want to build on something familiar it often works better to
develop topics you have studied/are studying in your degree course. Many students choose 20th/21st century
topics. This is great, but bear in mind that there is a limited number of staff with expertise in this area and
they can’t supervise everyone. There is a wealth of expertise in the teaching staff to supervise pre-1900
topics. Take advantage of this.

Previous dissertation topics include: A Study of Textual Problems in King Lear; Pregnancy in Anglo-Saxon
England; Metaphor and Metonymy in Joyce’s Ulysses; Swift, Satire and the Body; Keats and Chaucer; Australian
Soap Operas and English Intonation; A Postcolonial Approach to the Novels of Chinua Achebe. Second-year
students must attend the workshop on choosing their dissertation topic on Thursday 15 February 2018, at 1-2
pm (venue TBA) and consult with their personal tutor before submitting their dissertation proposal by 12 noon
on 16 March 2018.

In Year Three
Learning outcomes

By the end of this module students will have:

- formulated a research question, carried out research, and written an extended report on that research using the appropriate academic conventions
- summarized their research plans in an oral presentation, supported by the use of PowerPoint, and addressed to an audience of peers
- developed their information literacy, and applied bibliographic and research methods in organizing and carrying out their research
- applied the methods of English to solving problems which they have identified in their research planning
- reflected on and taken steps to further develop (where necessary) a range of key skills, including writing, critical and presentation skills

Learning and Teaching

Lectures: the module convenor will induct students into the module in two lectures, the second of which will respond to questions posed by students. There

Supervisions: Supervisors will offer students up to 3 hours of individual feedback in scheduled supervisions (arranged either face to face, via scheduling software, a sign-up sheet or email). It is the student’s responsibility to sign up for these meetings. The first supervision will take place before the summer vacation and the second will normally be within the first two teaching weeks of the autumn term. Supervision is available in term time only. Supervisors will not be able to respond with feedback on drafts during the Christmas vacation, though they will be able to answer queries about the requirements of the module. Supervisions thereafter will be at regular intervals throughout the semester, and there will normally be no more than two weeks between them. Students who fail to attend a supervision without offering an adequate explanation cannot expect it to be rescheduled. After three weeks of no contact, supervisors will contact students to prompt them to sign up for another meeting.

Feedback on Drafts: Supervisors will read and give feedback on up to 2,000 words in draft form. Students should discuss with their supervisors when they want to submit draft work, which should arrive in good time for feedback to be returned. All feedback on drafts will be returned in a timely fashion. No written feedback on drafts will be given after the last day of the teaching term. Supervisors will provide written feedback on content, structure, and written style of the draft work, and further verbal feedback if requested, but students must accept responsibility for the quality of the submitted version of their dissertation.

Presentations: Supervisors will answer questions about the presentation. They will also, if requested, give verbal feedback on your slides. Students who use a script may talk it through with their supervisors, but will not be given written feedback on their script. Supervisors will not witness the complete presentation before the assessment takes place.
In addition, there will be a **compulsory session** in the first two teaching weeks of term on use of library resources, especially electronic databases, in researching your dissertation.

**EN3020: Romantics and Victorians: Literature 1789-1870 (Year 3, Semester 1)**
https://le.ac.uk/modules/en3020  
http://readinglists.le.ac.uk/modules/en3020.html

**EN3030: Victorian to Modern: Literature 1870-1945 (Year 3, Semester 2)**  
https://le.ac.uk/modules/en3030  
http://readinglists.le.ac.uk/modules/en3030.html

**EN3040: Post War to Postmodern: Literature 1945 – Present Day (Year 3, Semester 2)**  
https://le.ac.uk/modules/en3040  
http://readinglists.le.ac.uk/modules/en3040.html

**Third-Year Special Subjects: Semester 1**

**EN3071: The Forms of Modern Poetry (YEAR 3, SEMESTER 1)**  
https://le.ac.uk/modules/en3071  
http://readinglists.le.ac.uk/modules/en3071.html

**EN3078: Love and Death: The Novel in Nineteenth-Century Russia and France (YEAR 3, SEMESTER 1)**  
https://le.ac.uk/modules/en3078  
http://readinglists.le.ac.uk/modules/en3040.html

**EN3102: Contemporary Women's Writing: 1960 - Present Day (YEAR 3, SEMESTER 1)**  
https://le.ac.uk/modules/en3102  
http://readinglists.le.ac.uk/modules/en3102.html

**EN3119: Writing Voices (YEAR 3, SEMESTER 1)**  
https://le.ac.uk/modules/en3119  
http://readinglists.le.ac.uk/modules/en3119.html
EN3131: Gothic: From *Otranto* to *Wuthering Heights* (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3131
http://readinglists.le.ac.uk/modules/en3131.html

EN3142: Crime and Literature 1600-1750 (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3142
http://readinglists.le.ac.uk/modules/en3142.html

EN3143: English Around the World (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3143
http://readinglists.le.ac.uk/modules/en3143.html

EN3151: Classical Worlds: Translation and Reception (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3151
READING LIST TO FOLLOW

EN3162: Harem and Hijab: Writing about Women in Islam: 1716-present (YEAR 3, SEM 1)
https://le.ac.uk/modules/en3162
http://readinglists.le.ac.uk/modules/en3162.html

EN3174: Writing Prose Fiction (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3174
http://readinglists.le.ac.uk/modules/en3174.html

EN3199: Clinical Encounters? Narratives of Doctors and Patients from the Victorians to the Present Day (YEAR 3, SEMESTER 1)
https://le.ac.uk/modules/en3199
http://readinglists.le.ac.uk/modules/en3199.html

EN3203: Early Modern Fantasies and Fears (YEAR 3, SEMESTER 2)
WEBSITE TO FOLLOW
READING LIST TO FOLLOW

AM3020: Blood, Terror, and Belonging: Culture at American Borders
https://le.ac.uk/modules/am3020
READING LIST TO FOLLOW

**Third-Year Special Subjects: Semester 2**

**AM3021** American Literature in Action: Reading and Responsibility  
[https://le.ac.uk/modules/am3021](https://le.ac.uk/modules/am3021)  
READING LIST TO FOLLOW

**EN3105: War, Trauma and the Novel (YEAR 3, SEMESTER 2)**  
WEBSITE TO FOLLOW  
[http://readinglists.le.ac.uk/modules/en3105.html](http://readinglists.le.ac.uk/modules/en3105.html)

**EN3111: Autobiography and American Literature (YEAR 3, SEMESTER 2)**  
[https://le.ac.uk/modules/en3111](https://le.ac.uk/modules/en3111)  
READING LIST TO FOLLOW

**EN3124: Woman and the Feminine in Medieval and Renaissance Literature (YEAR 3, SEMESTER 2)**  
[https://le.ac.uk/modules/en3124](https://le.ac.uk/modules/en3124)  
READING LIST TO FOLLOW

**EN3144: The Thatcher Factor: The 1980s in Literature (YEAR 3, SEMESTER 2)**  
[https://le.ac.uk/modules/en3144](https://le.ac.uk/modules/en3144)  
[http://readinglists.le.ac.uk/modules/en3144.html](http://readinglists.le.ac.uk/modules/en3144.html)

**EN3148: Classical and Post-Classical Latin (YEAR 3, SEMESTER 2)**  
[https://le.ac.uk/modules/en3148](https://le.ac.uk/modules/en3148)  
READING LIST TO FOLLOW

**EN3169: Detective Fiction from Sherlock Holmes to the Second World War (YEAR 3, SEMESTER 2)**  
[https://le.ac.uk/modules/en3169](https://le.ac.uk/modules/en3169)  
[http://readinglists.le.ac.uk/modules/en3169.html](http://readinglists.le.ac.uk/modules/en3169.html)
EN3175: Understanding Screenplays (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3175
READING LIST TO FOLLOW

EN3190: Kingdoms of Ice and Snow: Exploration in Writing and Film (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3190
http://readinglists.le.ac.uk/modules/en3190.html

EN3192: Transcultural Writing and the Publishing Industry (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3192
READING LIST TO FOLLOW

EN3194: Tragedy (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3194
READING LIST TO FOLLOW

EN3195: Writing on the Threshold (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3195
http://readinglists.le.ac.uk/modules/en3195.html

EN3196: English and Education (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3196
http://readinglists.le.ac.uk/modules/en3196.html

EN3206: Language, Power and Persuasion (YEAR 3, SEMESTER 2)
https://le.ac.uk/modules/en3206
READING LIST TO FOLLOW

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
• Get independent advice about your course
• Manage your student information
• Sharpen your mathematics and statistics skills

You can access all of this by visiting: www.le.ac.uk/learnatleicester

University Library
The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:
• access to a huge range of specialist digital and print information resources for your subject;
• help in finding and using information - online, face to face and by telephone;
• individual and group study space;
• PCs and wireless networking for your own device throughout the David Wilson Library;
• services for distance learners.

The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at www.le.ac.uk/library/about.

To get started, visit www.le.ac.uk/library.

Follow us on Twitter @UoLDWL and Facebook www.facebook.com/davidwilsonlibrary

For information about your subject, please visit English — University of Leicester

IT Services
Whilst studying at the University you will have a University IT account and email address. There are hundreds of University PCs available with Office 2013 and many specialist programs to help you with your studies.

Visit www.le.ac.uk/it4students for more information about:
• Student email: access your email and calendar anywhere; on your laptop or mobile device
• Printing: print from any device to a University printer
• Microsoft Office: available at no cost whilst you study at the University
• IT Help: visit the Help Zone in the Library, phone 0116 252 2253, ithelp.le.ac.uk for IT Self Service, web chat or email ithelp@le.ac.uk
• IT Training: You can use Microsoft Imagine Academy (log in required) on the IT Services website for online training in Office
• Wifi: free access to eduroam wifi on campus, in student accommodation or at other universities
• PCs on campus: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods)
• OneDrive: the online storage location for all your files
• Blackboard Virtual Learning Environment: support and information for all your courses
• Leicester Digital Library: access to journals, databases and electronic books online
**Student Learning Development**

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: [www.le.ac.uk/succeedinyourstudies](http://www.le.ac.uk/succeedinyourstudies)

**Students’ Union Education Unit (ED)**

Education help and advice is provided by the Students’ Union (SU) for all students.

We offer a free, confidential and friendly service to provide support and guidance to you about your circumstances. For example, you may need help putting together an appeal or complaint (academic and non-academic), mitigating circumstances form, or have other course/exam queries. Visit our website [www.leicesterunion.com/support/education](http://www.leicesterunion.com/support/education) for more information on the service, including useful resources such as step-by-step guides to processes you may need to follow.

There are many other support services available, and we also provide guidance on who you can speak to from other Students’ Union, University, Student-Led and Community services that may be able to help you. These come together under the LeicsTalk service, visit [www.leicesterunion.com/support/leicstalk](http://www.leicesterunion.com/support/leicstalk) for more information and a list of these services.

**Contacting ED:**

There are many ways to get support from the ED unit, and you can choose whichever suits your needs most:

- **Drop-in or book an appointment:** ED is based in the Students' Union Percy Gee building, see the building map [here](#). Opening hours are 10.00am to 4.00pm, Mon – Fri.
- **Email:** educationunit@le.ac.uk
- **Phone:** +44 (0)116 223 1132
- **Online chat facilities** are also available for appointments and drop-in sessions:
  - Facebook – [www.facebook.com/talktoED](http://www.facebook.com/talktoED) (Drop in on Wednesdays, 3:30pm-4:30pm)
  - Skype - @ed_ucation1 (Drop in on Tuesdays, 9am-10am)

**Languages at Leicester**

There are many benefits to learning a new language. Not only could you enhance your career prospects and broaden your cultural horizons, but studies show that you could also improve your literacy skills, boost your memory, increase your attention span and even help to grow your brain!

Study with the Languages at Leicester Team on campus, and you will be taught by expert native tutors who are based within our School of Modern Languages, which has been ranked 3rd in the country in the University League Tables, The Guardian University Guide 2016.

We offer 16 different languages including Arabic, British Sign Language, Chinese, German, Korean and Spanish to name just a few, six levels of learning and two course lengths, so you can study in a way that suits you. Classes take place during evenings and Wednesday afternoons, as well as intensive ‘fast track’ courses on Saturday mornings.

Find out more about Languages at Leicester, including fees and term dates at: [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal).
The successful completion of a **Languages at Leicester** course will appear on your Higher Education Achievement Report (HEAR) when you graduate. For further details about the HEAR, please visit: [www.le.ac.uk/hear](http://www.le.ac.uk/hear).

**Contact:** Languages at Leicester +44(0)116 252 2662 | lalenquiries@le.ac.uk | [www.le.ac.uk/ml/lal](http://www.le.ac.uk/ml/lal).

**University Regulations**

**Senate Regulations** ([www.le.ac.uk/sas/regulations](http://www.le.ac.uk/sas/regulations)) contain rules and other important information about being an undergraduate or taught postgraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.

The **Quick Guide to Student Responsibilities** ([www.le.ac.uk/sas/regulations/responsibilities](http://www.le.ac.uk/sas/regulations/responsibilities)) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- attendance
- submission of work by set deadlines
- term time employment (full-time students – Home/EU and International)
- illness or other circumstances impacting upon studies
- maintaining your personal details
- the additional responsibilities of international students

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

**Student Responsibilities**

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Student Charter
- the Regulations governing Student Discipline
- the Student Code of Social Responsibility
- the Code of Practice governing Freedom of Speech
- the University’s regulatory statement concerning Harassment and Discrimination

These can be found at [www.le.ac.uk/senate-regulations](http://www.le.ac.uk/senate-regulations).

**Attendance and Engagement Requirements**

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations ([see www.le.ac.uk/senate-regulation4](http://www.le.ac.uk/senate-regulation4)). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.
If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

**Neglect of Academic Obligations**

You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials or practical classes. You are also expected to submit work within the deadlines notified to you. Persistent failure to attend taught sessions and/or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s regulations (see [http://www.le.ac.uk/senate-regulation4 ‘Neglect of academic obligations’]). In the most serious of cases of neglect the University has the right to terminate a student’s course.

**Marking and Assessment Practices**

Student anonymity will be preserved during the marking of all formal examinations. Summative coursework (i.e. coursework that contributes to your module mark or grade) will be marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes marking impractical.

Each programme at the University has one or more External Examiners, who are members of staff of other institutions that review the academic standards at the University and confirm that these are appropriate and comparable with other Universities.

The External Examiners for your courses are listed at:

[www.le.ac.uk/sas/assessments/external/current-undergraduate](http://www.le.ac.uk/sas/assessments/external/current-undergraduate)

**Feedback and the Return of Work from Staff**

**Coursework**

The Department complies with the University’s policy for the return of marked coursework (see [www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work](http://www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work) for details of the full policy):

**General principles:**

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date;
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.

**Examinations**

The Department complies with the University’s policy for the return feedback on examinations (see [www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work](http://www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work) for details of the full policy):

**General principles:**

- Following the approval of the provisional results by examination boards, departments will make the results available to students within 14 days. Where appropriate this will include a breakdown at the level of the examination and coursework.
- Departments will arrange for feedback on examination performance to be provided.

**Progression and Classification of Awards**

The University’s system for the classification of awards and the rules of progression are defined in [Senate Regulation 5: Regulations governing undergraduate programmes of study](http://www.le.ac.uk/senate-regulation5)
Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/progression-ug

Any specific progression requirements for your course are stated in its programme specification (see www.le.ac.uk/sas/courses/documentation)

**Referencing and Academic Integrity**

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

**What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’**

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our 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, with or without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the presentation of another’s concept as one’s own;
- the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

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 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).

**Resources and advice to help you study with integrity and avoid committing plagiarism**

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: 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 Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.
One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

**Referencing style**

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most subject areas have a specific referencing style which you are required to use. If you are on a Joint or Major/Minor programme you may find that your subjects use different referencing styles and it is important that you use the correct ones. To find out which referencing style each department uses, and for information and help on each referencing style, please visit [http://www.le.ac.uk/library/help/referencing](http://www.le.ac.uk/library/help/referencing).

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.

**Mitigating Circumstances**

The University considers a mitigating circumstance to be a recognisably serious or significant event, affecting a student’s health or personal life which is beyond the student’s control. The events are sufficiently serious enough in nature to result in the student being unable to attend, complete, or submit an assessment on time.

If you submit or attend an assessment on time, you cannot then request mitigating circumstances on the basis that your standard of performance in the assessment may have been affected, unless you submit evidence that your judgement was affected in reaching the decision on whether to attend or submit.

**You must keep your department(s) informed at all times** of any personal circumstances that may impact upon your ability to undertake assessments. Tell your department(s) or Distance Learning Hub about any such circumstances **at the time they occur.** You need to supply supporting documentation (e.g. a medical certificate) as soon as possible. The deadline for submission of a mitigating circumstances claim will be no later than seven calendar days after the assessment deadline to which it relates.

See [www.le.ac.uk/sas/regulations/mitigation](http://www.le.ac.uk/sas/regulations/mitigation) for full details of the mitigating circumstances regulations and policy, including the University’s definition of a mitigating circumstance, what is deemed as an acceptable reason and how to submit a request for consideration.

A student may submit a mitigating circumstances claim if they feel that the submission of one or more pieces of work has been or will be affected by a serious or significant event. You will be automatically enrolled on a Blackboard site titled **Mitigating Circumstances** through which you should submit your form and evidence.

**The University’s procedures for mitigating circumstances have been updated for 2017/18.** Please read the relevant web pages carefully before completing a claim form so your circumstances can be fairly and consistently considered and the appropriate outcome reached.

Once you have submitted a mitigating circumstances claim, along with supporting evidence, the School will consider your request and contact you with an outcome – usually within seven working days. If your circumstances are complex your request may be taken to a mitigating circumstances panel. If this happens we’ll let you know and provide you with a new date to expect an outcome. At the panel, your situation will be assessed along with the evidence you’ve provided.

Please note that student confidentiality is of utmost importance to the mitigating circumstances team, and specific personal information will never be disclosed outside of the team.

If your request is accepted, one of these seven outcomes will be applied:

1. Removal of lateness penalties
2. Provide a new date to attend/submit the assessment
3. Provide a new date to attend/submit an alternative assessment
4. Void assessment and re-scale module mark across other assessment elements
5. Disregard first attempt and provide a new date to submit the assessment
6. Disregard first attempt and provide a new date to submit an alternative assessment
7. Note that the assessment was affected and carry the mitigation request forward to the point of award, for the purpose of any borderline considerations (This outcome only applies to undergraduate students)

The evidence you submit needs to explain what the circumstance is, exactly how it affected you in relation to your assessment and precisely when (i.e. identifying which assessments were affected). The evidence needs to give precise details about how your circumstance is affecting your performance. The evidence you give needs to be written in English and produced by an appropriate third party: if it’s originally in another language, it’s your responsibility to ensure a translation is supplied by the deadline date.

More guidance on the mitigating circumstances procedures in place from 2017/18 can be found here: [http://www2.le.ac.uk/offices/sas2/regulations/mitigating-circumstances](http://www2.le.ac.uk/offices/sas2/regulations/mitigating-circumstances)

**Ethical Approval of Student Projects (if applicable)**

The University Protocol for Ethical Approval of student work is available at: [http://www2.le.ac.uk/institution/committees/research-ethics/protocol-for-ethical-approval-of-student-work-non-clinical-research-on-human-subjects](http://www2.le.ac.uk/institution/committees/research-ethics/protocol-for-ethical-approval-of-student-work-non-clinical-research-on-human-subjects)

**Personal Support for Students**

**Departmental Student Support Arrangements**

You will be allocated a Personal Tutor in your subject area at the beginning of your degree. If you are a joint degree or Major/Minor student, you will be allocated a Personal Tutor from your Lead/Major department, but will also have access to academic support in both disciplines. Your Personal Tutor can advise you whom to contact in that case.

You can find out who your Personal Tutor is by consulting Blackboard or contacting the School office. You will have regular, scheduled meetings (twice per semester) to discuss academic issues and reflect on your progress; some of these are 1-2-1 meetings (your Personal Tutor will contact you to arrange them), and others are group meetings (which will appear on your timetable). Records are kept for these meetings. You are encouraged to contact your Tutor for further advice and support when you need it.

Your Personal Tutor is there to provide academic support, advice and guidance on an individual level, overseeing your progress and reflecting on your development during your degree. This support includes guidance on feedback and assessments, crisis support and signposting to other university services, help with study skills, module choices, and CV building, and access to careers information. The School’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: [www.le.ac.uk/sas/quality/personaltutor](http://www.le.ac.uk/sas/quality/personaltutor)

It is your responsibility to:
- respond to contact from your Personal Tutor (including emails and invitations to meetings);
- request a meeting or make contact if the need arises, seeking timely advice from your Tutor when you are faced with issues (academic or personal) for which you need support;
• bring examples of work and feedback to meetings, when appropriate, to discuss academic development.

It is in your interests to ensure that your Personal Tutor is kept informed about anything that might affect your ability to fulfil your work.

As well as the scheduled sessions, your Personal Tutor is there to help if you have more urgent issues arising. If your tutor is unavailable (for instance, if s/he is unwell or away from campus) and you need to talk to someone immediately, please contact one of the **Senior Tutors**: Cathleen Waters (in Semester One) and Mary Ann Lund (in Semester Two). If you should experience any problems with the Personal Tutoring system, or wish to change Personal Tutors, then you should also contact one of the Senior Tutors.

Additionally, the Student Services Centre in Charles Wilson (open from 9am every day) is a central point for information and advice for all students. If you need help with any practical matters, the Centre will always be happy to help you.

**Equal Opportunities**

The Department of English endorses the University's Equality Scheme and will positively promote equality of opportunity for all current and potential students, staff and its other stakeholders. It will not discriminate on the basis of gender, gender identity, disability, race, ethnic or national origin, age, sexual orientation, socio economic background, religion and belief, political beliefs, family circumstances and trade union membership. The Department endorses and executes the University’s Corporate Equality Objectives. It seeks to ensure that all its members are aware of Equal Opportunities issues and have confidence in the School’s ability to identify and adhere to best practice on such issues.

The Department of English is committed to encouraging inclusive cultures, policies and practices that promote and foster equality and diversity. It will respond to this diversity within the learning environment and in its members’ dealings with each other and with the general public. Students and staff are expected to be aware of appropriate use of non-gender-specific language in all course literature, coursework and assessed work, and to be aware of the offence stereotyping can cause.

Any form of direct or indirect discrimination, harassment, bullying or intimidating behaviour is unacceptable within the University community in that it represents a denial of individual rights and opportunity and an attack on the dignity of the individual person. The University regards acts of unlawful discrimination and harassment as a serious disciplinary matter. Students or staff who feel they may have been subject to unfair discrimination or harassment are advised to approach their personal tutor, the Equal Opportunities officer (Dr Jonathan Taylor), or the Head of School.

Equal Opportunities issues may be raised and discussed at the Student-Staff Committee, at departmental staff meetings and at plenary sections of the full School Board of Studies.

It is the responsibility of all members of the University to familiarise themselves with the University’s Single Equality Scheme available at: [http://www2.le.ac.uk/offices/equalities-unit/equalities-resources/EO%20Policy_v5_Final_Mar12.pdf/view](http://www2.le.ac.uk/offices/equalities-unit/equalities-resources/EO%20Policy_v5_Final_Mar12.pdf/view)

**University Student Support Arrangements**

**Student Services Centre**

Your Student Services Centre brings together a range of key services to help make the most of your time at university.

Visit the Centre to access careers advice, health and well-being services, information about part-time work, fee and accommodation payments, new/replacement ID cards, visa and immigration support... and much more!

Our experienced and helpful staff are available Monday to Friday in the Charles Wilson Building.
AccessAbility Centre

The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement. Essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, writing slopes and digital recorders). Photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

Contact: AccessAbility Centre, David Wilson Library
Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk |
www.le.ac.uk/accessability

Student Welfare Centre

The Student Welfare Service offers wide ranging practical support, advice, and information for all students.

Information, advice and guidance is available on finance issues, budgeting, benefits, personal issues, visa renewal and immigration.

The Student Welfare Service also provides information to students about scholarships, grants, hardship awards and emergency loans, all of which require applications and assessments.

Contact: Student Welfare Service, Student Services Centre, Charles Wilson Building
Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | www.le.ac.uk/welfare

Counselling and Wellbeing Service

This Service offers a range of expertise and support for the psychological aspects of health and wellbeing.

Services on offer include:

Student Counselling Support

Time-limited, free and confidential one-to-one counselling to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

For information see our website: www.le.ac.uk/counselling

Contact: Student Counselling and Wellbeing Service
+44 (0)116 223 1780 | wellbeing@le.ac.uk

Student Mental Wellbeing Support

Practical, emotional and skills based one-to-one support to students managing mental health issues whilst at the University. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

Contact: Student Counselling and Wellbeing Service, Student Services Centre, Charles Wilson Building
+44 (0)116 223 1780 | wellbeing@le.ac.uk
Student Healthy Living Service

The Student Healthy Living Service provides direction to health care and health related activity which will contribute to wellbeing and help students to enjoy a balanced life. Students should register for health care local to the University; The University works closely with the Victoria Park Health Centre where staff have expertise in student health. More information can be found on the Healthy Living Service website.

Contact: Student Healthy Living Service
+(0)116 223 1268 | healthyliving@le.ac.uk | go.le.ac.uk/healthyliving

Health Care and Registering with a Doctor

Illness can affect any one of us at any time and for this reason the University strongly advises you to register with a doctor in Leicester. The Victoria Park Health Centre (www.victoriaparkhealthcentre.co.uk) has expertise in student health and has provided medical care to the University's students for many years. The Health Centre is located conveniently close to the main-campus and registration is free.

If when you come to University you are already under the care of a ‘specialised team’, have a known medical condition including mental health or waiting for an appointment it is still advisable to register at the Victoria Park Health Centre. Soon after arrival, make an appointment to discuss with one of the doctors who will then be in a better position to communicate with the relevant doctors and help you to manage your condition to avoid any unnecessary disruption to your studies. Please take with you information from your current doctor or consultant which includes diagnosis, current management, including medication (provide a certified English translation if the original is not in English). This is essential for international students as some conditions may be managed differently in this country, particularly in relation to medication which may be licensed differently and may need changing to something which is available to prescribe in this country. If you take medication for your condition you must bring 12 weeks supply with you to ensure continuity until the registration process is complete.

More information about registering with a doctor and other health and well-being services can be found at:  http://www2.le.ac.uk/offices/healthy-living-for-students/new-students/uk-students

Careers and Employability

Career Development Service

With your drive and determination, the Career Development Service can help you develop the skills and abilities that will not only help get you to where you want to be after university, but will stay with you for life.

Career development at Leicester isn't just about getting some work experience and writing a CV; we make sure that you get personal support to achieve your aspirations. We’re here for you from the moment you arrive, through to your graduation and beyond providing you with the skills and knowledge to manage your own career development and succeed on whichever path you choose. In fact our team are delighted to have been awarded twice by graduate employers for having the best strategy for preparing students for work after university.

We work closely with your department to support you in achieving the Leicester Award; an inspirational personal development programme. By attaining this award you will not only receive an official certificate and recognition on your final degree transcript but you will also develop the skills and experience that you need to get that first job out of university and unlock exclusive employer and further study opportunities to fast track your career. Even if you’re not sure what it is you want to do yet, we’ll help you identify your personal strengths and what you need to develop to be ahead of the crowd.
It’s your career development journey and you decide where it is that you want to go. By working with us you make sure that you’re giving yourself the best possible chance to get there. We’ve got the knowledge and resources to spur you on to success so, by working with us, you really will make the most of you!

We’re here to support you throughout your time at university so make sure that you come and visit us in the Student Services Centre in the Charles Wilson Building. Here you can book one-to-one appointments with our career consultants for support with career planning, job hunting, CVs, applications and mock interviews or contact us on the details below.

When you arrive at Leicester you’ll have access to MyCareers: https://mycareers.le.ac.uk, our career management system, by simply using your university username to login. This is the gateway to:

- Booking to attend Careers Fairs and meeting employers who are coming on campus
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and extra-curricular activities

If you are looking for part time work whilst studying, make sure you sign up to Unitemps, based in the Student Services Centre, for opportunities on campus and in the city.

Contact the Career Development Service:
0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers
@uolcds | fb.com/uolcds

TALENT ACADEMY

Activity overview:
The Talent Academy is designed to encourage you to engage with career planning early. You will gain some experience and build skills through an organised activity, start thinking about what you like and dislike doing, and identify any skills gaps you may have. You will be supported to reflect on the skills you have applied during the activity and contextualise this in terms of career development planning and the journey you need to go on to reach your goals, which requires an investment of both time and effort.

Activity Objectives:
• To explore career options with your subject and understand what can influence your choice of career.
• To understand what employers are looking for and how you can develop your skills and experience.
• To reflect on the experience, understanding the value of the skills developed and how these can be evidenced in the recruitment and selection process.

Activity Intended Learning Outcomes:
• List the typical career options pursued in own discipline by graduates
• Explain what graduate recruiters look for within a potential employee in terms of motivation, experience, and transferable skills
• Describe at least two different theories that influence career direction and ‘choice’
• Identify the range of experiences that can support the development of transferable skills (and where to access them)
• Recall specific examples from experience undertaken where team working and communication skills were applied effectively and less effectively
• Explain the purpose of the STARS model and apply a recent example / experience to the structure
• Review and discuss the experience, focusing on aspects which were / were not personally enjoyable, motivating, interesting, meaningful

ASSESSMENT AND SELECTION PREPARATION

Activity overview:
This interactive workshop is designed to help you understand what to expect when applying for graduate jobs and further study, and to increase your confidence in preparing for the recruitment process. You will be provided with tips and resources to help you prepare and to reflect on your skills and experiences so far in preparation for making applications.

Activity Objectives:
• To help you understand the purpose of psychometric testing, interviewing and assessment centres in recruitment for graduate roles and further study
• To provide you with advice and resources to help you prepare for the recruitment process

Activity Intended Learning Outcomes:
• Distinguish the assessment stages that you are likely to face, and explain the purpose of the assessment at that stage and the common pitfalls.
• Recognise how to prepare for psychometric tests, interviews and other assessment stages
• Identify specific examples from your experiences which demonstrate the motivation, skills and experience required by advertised roles.
• Identify the potential pressures and stress of applying for graduate opportunities, and list strategies for managing stress and being resilient.
• Identify target organisations or institutions to apply to and key time scales.

PLANNING FOR YOUR FUTURE

Activity overview:
This workshop is designed to introduce you to the various stages of the recruitment process and to help you understand what employers are looking for in strong candidates. This workshop will help you identify your next best steps for building your experience and skills, and give you the tools to articulate these effectively in application and interview situations. This workshop is a pre-requisite if you want to take part in the Leicester Award.

Activity Objectives:
• Work out what the best next steps for you are by selecting an activity that gets you the skills and experience you need
• To provide you with the tools and knowledge to help you best articulate your skills

Activity Intended Learning Outcomes:
ILO1: Analyse good and bad examples of application forms
ILO2: practice articulating skills and experiences using the STARS technique
ILO3: Analyse your work and other experiences, identifying aspects which were enjoyable or of interest, and your strengths and weaknesses

ILO4: list the typical selection processes that a candidate will go through to secure graduate study or employment.

ILO5: List and apply a range of approaches for exploring graduate level options

ILO6: Identify your goals and next steps

Feedback from Students

There are two specific channels open for students to provide feedback on their courses:

Student Feedback Questionnaires

As part of the Department’s general process of student consultation, student reaction to all modules is regularly sought by the use of online questionnaires. These are issued to students for completion at the end of each semester. The results are then tabulated and discussed both by the Student-Staff Committee and by the Academic Board, so that wherever possible student suggestions for the improvement of courses can be implemented.

Student Staff Committees

The presence of student representatives at the Student-Staff Committee allows students to contribute directly to the formulation of policies and practices in the Department. The SSC meets twice a term to discuss Department/undergraduate issues, ranging from Library Resources to questionnaire feedback to the provision of careers advice, and to arrange events such as the book sale for English students. Minutes of SSC meetings are available on Blackboard. Further information is available at: [http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees/student-staff-committee-ssc/sscc](http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees/student-staff-committee-ssc/sscc)

Departmental Prizes

The Department offers a number of undergraduate prizes which are awarded after our Midsummer Board of Examiners meeting at the end of each academic year. Details of these can be found here [http://www2.le.ac.uk/departments/english/prizes](http://www2.le.ac.uk/departments/english/prizes)

The English Society

Who we are

The English Society is one of the best-established academic societies at the University; we are united by both academic interest and the desire to have a well-rounded, sociable university experience. Membership is currently on a yearly basis and is priced at £5. This entitles members to reduced prices on events and trips organised and produced by the Society.

Our aims

The aim of the Society is to hold social events where students from different year groups can get to know each other whilst having fun in a relaxed atmosphere. Previous events include our massive Fresher’s Bar Crawl, paintballing, trips to Amsterdam, Christmas and Hallowe’en parties, theatre trips across the country, and more!

We pride ourselves on providing a range of varied social events in order to appeal to as many of our members as possible. Non-members are always welcome and we encourage links to be made with other departments. We
also support the English department by attending optional lectures and running peer support academic workshops. A representative also sits on the Student-Staff Committee to foster a mutually beneficial link between the School of English and the Society.

**Always improving**

We are keen to improve the English Society continually and to nurture its growing success, so we welcome suggestions and comments throughout the academic year. Our number one priority this year is to bring together our members for the most enjoyable and inclusive year yet as a society. We are keen to find students who are dedicated and committed enough to take over the society: we want our legacy to continue! If you would like to get involved or make a suggestion drop us a line at su-english@le.ac.uk

We look forward to hearing from you!

**Safety and Security**

**Emergency Numbers**

To summon the fire brigade, police, or ambulance from an internal phone: dial 888

If there is no reply: dial 9 then 999

From an external phone / payphone: dial 999

**Fire Procedures**

If you discover a fire and there are no members of staff immediately available, sound the fire alarm. The alarms are situated in the lobby on each floor, to the left of the stairway doors. Call the fire brigade: dial 888 from internal phones, or 999 from external payphones. Fire extinguishers are available in the east corridor of each floor (to the right of the toilets) but DO NOT ENDANGER YOURSELF: raise the alarm and evacuate the building, closing any fire doors behind you. Report to the person in charge of the assembly point. Note that the Attenborough Building fire alarm is tested at 9.30 a.m. every Thursday morning. The alarm rings only briefly, and there is no need to evacuate the building. At other times throughout the year a full fire drill will take place. The alarm will sound constantly and a recorded announcement will tell you to leave the building. The power to the lifts and paternoster will be cut and it is therefore vital that you exit the building, in an orderly fashion, via the staircase. Leave the building by the nearest available exit, closing all doors behind you. Report to the person in charge of the assembly point (the paved area in front of the Computer Science and Attenborough Buildings).

The Attenborough Building is designated a no-smoking zone.

**Accidents**

The Safety Officer for the School of English is Andrea Vear (Room 1514, ext 2662).

**Paternoster**

In order to prevent the paternoster from constantly breaking down, students are asked strictly to observe the safety requirements posted in each car.

**Personal Belongings**

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.
A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit: www.le.ac.uk/estates/facilities_&_services/security/CodedCycleScheme.html

**Complaints and Academic Appeals Procedures**

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your course. In most instances your department will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see www.le.ac.uk/sas/regulations/appeals-complaints. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).
<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Upper Second</th>
<th>Lower Second</th>
<th>Third</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly relevant to the subtleties of the question</td>
<td>Directly relevant to the question</td>
<td>Substantially relevant to the question</td>
<td>Some irrelevance or generalization</td>
<td>Substantial irrelevance or generalization</td>
<td>Little relevance</td>
<td></td>
</tr>
<tr>
<td>Evidence of wide and detailed reading in the literature, its contexts and in literary studies</td>
<td>Evidence of resourceful reading (beyond core texts, and lecture and seminar topics)</td>
<td>Good knowledge of the core texts, and issues covered in lectures and seminars, and evidence of background reading</td>
<td>Gaps in subject knowledge</td>
<td>Substantial gaps in subject knowledge</td>
<td>Little subject knowledge</td>
<td></td>
</tr>
<tr>
<td>Detailed, subtle and probing analysis</td>
<td>Detailed and thorough analysis</td>
<td>Analysis offered in support of the argument</td>
<td>Limited or superficial analysis with a tendency to description</td>
<td>Descriptive or narrative presentation</td>
<td>Little analysis</td>
<td></td>
</tr>
<tr>
<td>Independent approach to making argument and selecting evidence</td>
<td>Demonstrates some independence in choice of evidence or shape of argument</td>
<td>Some evidence of independent thinking</td>
<td>Little evidence of independent thinking, even derivative</td>
<td>Limited independent thought, derivative</td>
<td>Little evidence of independent thought, highly derivative</td>
<td></td>
</tr>
<tr>
<td>Thoughtful, conceptually rich, well-structured and exploratory</td>
<td>Thoughtful, coherent and well-organised</td>
<td>Coherent and organised argument, with some evidence of thinking about the question</td>
<td>Deficient in thoughtfulness, clarity and coherence</td>
<td>Limited or underdeveloped argument and thinking about the problem</td>
<td>Little or no logical argument or thought</td>
<td></td>
</tr>
<tr>
<td>Argument well-supported with a range of primary and secondary sources</td>
<td>Substantial relevant evidence</td>
<td>Substantial evidence</td>
<td>Gaps in the illustration of the argument</td>
<td>Some relevant illustration and evidence</td>
<td>Little evidence</td>
<td></td>
</tr>
<tr>
<td>Clear, fluent and pleasing to read</td>
<td>Accurate and clearly intelligible</td>
<td>Some losses of clarity and accuracy</td>
<td>Flaws contribute to lack of intelligibility in some passages</td>
<td>Very serious flaws in expression and frequent problems with intelligibility</td>
<td>Widespread lack of intelligibility, inarticulate</td>
<td></td>
</tr>
<tr>
<td>Near faultless use of conventions and proof-reading</td>
<td>Some unsystematic errors and proof-reading oversights</td>
<td>Some systematic errors in presentation and evidence of inattentive proof-reading</td>
<td>Systematic errors, insufficiently careful proofing and referencing</td>
<td>Careless proof-reading and poor knowledge of conventions for referencing</td>
<td>The conventions of referencing have not been learned; the work has not been proof-read</td>
<td></td>
</tr>
<tr>
<td>Marking Criteria for Language</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Relevance</th>
<th>Knowledge</th>
<th>Critical Thinking</th>
<th>Argument</th>
<th>Substantiation</th>
<th>Readability</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Little relevance</td>
<td>Insufficient project, producing little or no evidence of originality, limitations identified</td>
<td>Fails to meet University ethical standards</td>
<td>Little evidence of independent thought, highly derivative</td>
<td>Little analysis</td>
<td>Little evidence of subject knowledge</td>
<td>Widespread lack of intelligibility, inarticulate</td>
</tr>
<tr>
<td>Pass</td>
<td>Substantial irrelevance or generalization</td>
<td>Undeveloped project, producing poor quality data, Methodological flaws not identified</td>
<td>Insufficient attention paid to ethical considerations, but no outright violation of University standards</td>
<td>Limited independent thought, derivative</td>
<td>Largely descriptive presentation</td>
<td>Limited or largely inaccurate use of linguistic terminology and conventions</td>
<td>Flaws in expression, frequent problems with intelligibility</td>
</tr>
<tr>
<td>Third</td>
<td>Some irrelevance or generalization</td>
<td>Demonstrates some evidence of independent thinking, limitations acknowledged</td>
<td>Careful attention given to ethical issues, Conforms to University ethical standards</td>
<td>Some evidence of independent thinking, even derivative</td>
<td>Limited or superficial analysis with a tendency to description</td>
<td>Limited accuracy in subject knowledge</td>
<td>Flaws that contribute to lack of intelligibility in some passages</td>
</tr>
<tr>
<td>Lower Second</td>
<td>Clear</td>
<td>Coherently designed project, showing some evidence of originality, reasoning and supporting evidence</td>
<td>Good thought given to ethical issues, Conforms to University ethical standards</td>
<td>Some evidence of independent thinking, limitations acknowledged</td>
<td>Analysis offered in support of the argument</td>
<td>Good knowledge of the field and evidence of background</td>
<td>Accurate and clear expression, use of linguistic conventions securely</td>
</tr>
<tr>
<td>Upper Second</td>
<td>Clear and coherent</td>
<td>Thoughtful project design, showing some evidence of originality, reasoning, and supporting evidence</td>
<td>Careful and informed consideration of ethical issues, Conforms to University ethical standards</td>
<td>Some evidence of independent thinking, limitations acknowledged</td>
<td>Detailed and thorough analysis</td>
<td>Evidence of resourceful reading (beyond core texts, and lecture and seminar topics)</td>
<td>Accurate and clearly intelligible</td>
</tr>
<tr>
<td>Upper Second</td>
<td>Clear</td>
<td>Thoroughly designed project, showing some evidence of originality, reasoning, and supporting evidence</td>
<td>Careful and informed consideration of ethical issues, Conforms to University ethical standards</td>
<td>Some evidence of independent thinking, limitations acknowledged</td>
<td>Valid and well-supported analysis</td>
<td>Evidence of resourceful reading (beyond core texts, and lecture and seminar topics)</td>
<td>Accurate and clearly intelligible</td>
</tr>
<tr>
<td>Lower Second</td>
<td>Third</td>
<td>Pass</td>
<td>Fail</td>
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</tr>
<tr>
<td>Sound control of narrative voice and dialogue; for the most part competent handling of register</td>
<td>Limited control of narrative voice and dialogue; in places weak handling of register</td>
<td>Poor control of narrative voice and dialogue; weak handling of register</td>
<td>Very limited control of narrative voice and dialogue; very poor handling of register</td>
<td></td>
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</tr>
<tr>
<td>Sound control and for the most part competent handling of language and observed detail</td>
<td>Limited control and in places weak handling of language and observed detail</td>
<td>Poor control and in places incompetent handling of language and observed detail</td>
<td>Very limited control and very poor handling of language and observed detail</td>
<td></td>
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</tr>
<tr>
<td>Sound control and for the most part competent handling of structure and organisation</td>
<td>Limited control and in places weak handling of structure and organisation</td>
<td>Poor control and in places incompetent handling of structure and organisation</td>
<td>Very limited control and very poor handling of structure and organisation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Good presentation with not many errors; formatting for the most part correct</td>
<td>Inconsistent presentation with a number of errors; formatting acceptable</td>
<td>Poor presentation with many errors; formatting in places incorrect</td>
<td>Very poor presentation with many and/or major errors; formatting incorrect</td>
<td></td>
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</tr>
</tbody>
</table>

**Marking Criteria for Creative Writing**

<table>
<thead>
<tr>
<th>First</th>
<th>Clarity of Aims and Argument</th>
<th>Thoughtful project informed by background reading and making excellent use of data. Clear understanding of methodological issues central to all aspects of the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Design</td>
<td>Ethical issues central to all aspects of the project</td>
<td></td>
</tr>
<tr>
<td>Ethics (where applicable)</td>
<td>Independent approach to project design and evidence selection</td>
<td></td>
</tr>
<tr>
<td>Independent Thinking</td>
<td>Detailed, subtle and probing analysis</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Good presentation with not many errors; formatting for the most part correct</td>
<td></td>
</tr>
<tr>
<td>Knowledge and Accuracy</td>
<td>Evidence of wide and detailed knowledge in the field, accurately applied and evaluated</td>
<td></td>
</tr>
<tr>
<td>Use of Terminology and Conventions</td>
<td>Near faultless use of linguistic terminology and conventions</td>
<td></td>
</tr>
<tr>
<td>Readability</td>
<td>Clear, fluent and pleasing to read</td>
<td></td>
</tr>
<tr>
<td>Marking Criteria for Creative Writing: Reflective Commentaries</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td><strong>Voice/point-of-view</strong></td>
<td><strong>Style</strong> (Language and Observation)</td>
<td><strong>Structure</strong></td>
</tr>
<tr>
<td><strong>First</strong></td>
<td>Full control of narrative voice and dialogue; excellent, very imaginative handling of register</td>
<td>Full control and precise, very imaginative handling of language and observed detail</td>
</tr>
<tr>
<td><strong>Upper Second</strong></td>
<td>Overall control of narrative voice and dialogue; assured, imaginative handling of register</td>
<td>Overall control and assured, imaginative handling of language and observed detail</td>
</tr>
<tr>
<td><strong>Pass</strong></td>
<td>Limited discussion of redrafting process, with little or no evidence of response to feedback.</td>
<td>Very little evidence of engagement with ideas and works on course, with very limited reading and research shown.</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>Limited discussion of redrafting process, with little evidence of adequate response to feedback.</td>
<td>Some evidence of engagement with ideas and works on course, and limited reading and research, features</td>
</tr>
<tr>
<td><strong>Lower Second</strong></td>
<td>Good discussion of redrafting process, including evidence of adequate response to feedback.</td>
<td>Evidence of engagement with ideas and works on course, and reasonable reading and research.</td>
</tr>
<tr>
<td><strong>Fail</strong></td>
<td>Very limited discussion of redrafting process, with little or no evidence of response to feedback.</td>
<td>Very little evidence of engagement with ideas and works on course, with little or no reading and research shown.</td>
</tr>
</tbody>
</table>
## Marking Criteria for Oral Presentations

<table>
<thead>
<tr>
<th>Third</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant gaps in reading and thought. Often irrelevant to the topic</td>
<td>Substantial gaps in reading and thought. Substantially irrelevant</td>
<td>Limited evidence of reading and thought. Little relevance</td>
</tr>
<tr>
<td>Some evidence of structuring, but frequently muddled. Inconsistent signposting</td>
<td>Some thought given to structure, but usually unclear. Limited signposting</td>
<td>Little or no thought given to structure. Little or no evidence of signposting</td>
</tr>
<tr>
<td>Limited or superficial analysis. Tendency to describe rather than evaluate</td>
<td>Limited analysis. Heavily descriptive rather than evaluative</td>
<td>Little or no analysis. Little or no evaluation</td>
</tr>
<tr>
<td>Substantially kept to agreed time and some evidence of keeping the delivery paced</td>
<td>Limited ability to keep to agreed time limits. Fast or slow delivery</td>
<td>Inability to keep to agreed time limits. Too fast or too slow delivery</td>
</tr>
<tr>
<td>Limited ability to establish eye-contact, to directly address and to engage the audience</td>
<td>Sufficient ability to establish eye-contact, to directly address and to engage the audience</td>
<td>No ability to establish eye-contact, to directly address or engage the audience</td>
</tr>
<tr>
<td>Limited confidence in use of aids, which are not always well integrated, relevant to the presentation or clear</td>
<td>Unconfident use of aids, which are poorly integrated, often irrelevant to the presentation, and at times lacking in clarity</td>
<td>Very unconfident use of aids, which are not integrated, substantially</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First</th>
<th>Upper Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process (including redrafting &amp; response to feedback)</td>
<td>Excellent discussion of redrafting process, including evidence of very intelligent, productive, creative and intellectual response to feedback.</td>
</tr>
<tr>
<td>Research (including reading &amp; contextualization)</td>
<td>Evidence of imaginative engagement with ideas and works on course, and intensive reading and research.</td>
</tr>
<tr>
<td></td>
<td>Evidence of imaginative engagement with ideas and works on course, and relevant reading and research.</td>
</tr>
<tr>
<td>Knowledge, and relevance of content</td>
<td>First</td>
</tr>
<tr>
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</tr>
<tr>
<td>Evidence of systematic, independently-minded reading and thought. Directly relevant to the nuances of the topic</td>
<td>Evidence of careful and resourceful reading and thought. Directly relevant to the topic</td>
</tr>
</tbody>
</table>

| Organisation of material | Remarkably meticulous and clear structure. Skilful and subtle signposting | Orderly and clear structure. Systematic signposting | Fairly clear structure. Substantial effort made in signposting |

| Critical analysis and evaluation of material | Subtle, detailed and independent-minded analysis. Confident and balanced evaluation | Detailed and thorough analysis. Clear effort made to weigh up evidence carefully | Usually thorough analysis, going into some detail. Substantial effort made to weigh evidence |

| Clarity and range of expression | Highly articulate, fluent, wide-ranging expression with strong command of critical language | Clear expression, generally fluent, and very good command of critical language | Some minor losses of clarity. Largely accurate use of critical language |

| Pace and timing | Excellent time keeping and excellent delivery pace | Good time keeping and well paced delivery | An ability to keep to agreed time and an attempt to keep the delivery paced |

| Engagement/rapport with audience | Excellent ability to establish eye-contact, to directly address and to engage the audience | Very good ability to establish eye-contact, to directly address and to engage the audience | Good ability to establish eye-contact, to directly address and to engage the audience |

| Use of handout, visual and other aids | Highly confident use of aids, which are fully integrated, thoroughly relevant to the presentation, and entirely clear | Assured use of aids, which are well integrated, directly relevant to the presentation and very clear | Fairly confident use of aids, which are largely well integrated, relevant to the presentation and clear |
| Marking Criteria for EN1020: The Novel (Secondary Sources) |
|---|---|---|---|---|---|
| Critical Analysis and Evaluation of the Argument of the Two Articles | First | Upper Second | Lower Second | Third | Pass | Fail |
| Detailed, subtle and probing analysis | Detailed and thorough analysis | Substantial analysis | Limited or superficial analysis with a tendency to description | Descriptive or narrative presentation | Little analysis |
| Reflection (Comparative Evaluation of the Two Articles) | Thoughtful, independent, conceptually rich, well-structured and exploratory | Thoughtful, independent, coherent and well-organized | Coherent and organized evaluation, with some evidence of independent thinking about the task | Deficient in thoughtfulness, clarity and coherence | Limited or underdeveloped argument and thinking about the task | Little or no logical argument or thought. |
| Substantiation/Use of Evidence in analysing and evaluating the articles | Well-supported with substantial evidence | Substantial relevant evidence | Gaps in the illustration of the analysis and evaluation | Some relevant illustration and evidence | Little evidence |
| Identification of Three Further Secondary Sources | Three sources of different types, faultlessly referenced | Three sources of different types with very minor errors in referencing | Three sources of different types but inadequate information in referencing | Three sources, but not of different types as specified | Fewer than three sources |
| Readability | Clear, fluent and pleasing to read | Accurate and clearly intelligible | Some minor losses of clarity and accuracy | Flaws contribute to lack of intelligibility in some passages | Flaws in expression, problems with intelligibility | Widespread lack of intelligibility, inarticulate. |
| Presentation | Near faultless use of conventions and proof-reading | Some unsystematic errors in presentation and evidence of inattentive proof-reading | Some systematic errors in presentation and evidence of inattentive proof-reading | Careless proof-reading and poor knowledge of conventions for referencing | The conventions of referencing have not been learned; the work has not been proof-read |
## Marking Criteria for EN3010: Compulsory Dissertation

<table>
<thead>
<tr>
<th>First</th>
<th>Upper Second</th>
<th>Lower Second</th>
<th>Third</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>A research project which is at once ambitious and achievable</td>
<td>A well-defined research project</td>
<td>The design of the research is broadly sound</td>
<td>Weaknesses in the focus and/or precision of the research question</td>
<td>The design of the research project lacks focus and precision</td>
<td>Little evidence of design in the formulation of the research project</td>
</tr>
<tr>
<td>Evidence of wide and detailed reading in the literature, its contexts and in literary studies</td>
<td>Evidence of resourceful reading (beyond core texts, and lecture and seminar topics)</td>
<td>Good knowledge of the core texts, and issues covered in lectures and seminars, and evidence of analysis</td>
<td>Gaps in subject knowledge</td>
<td>Substantial gaps in subject knowledge</td>
<td>Little subject knowledge</td>
</tr>
<tr>
<td>Detailed, subtle and probing analysis</td>
<td>Detailed and thorough analysis</td>
<td>Analysis offered in support of the argument</td>
<td>Limited or superficial analysis with a tendency to description</td>
<td>Descriptive or narrative presentation</td>
<td>Little analysis</td>
</tr>
<tr>
<td>Independent approach to making argument and selecting evidence</td>
<td>Demonstrates some independence in choice of evidence or shape of argument</td>
<td>Some evidence of independent thinking</td>
<td>Little evidence of independent thinking, even derivative</td>
<td>Limited independent thought, derivative</td>
<td>Little evidence of independent thought, highly derivative</td>
</tr>
<tr>
<td>Thoughtful, conceptually rich, well-structured and exploratory</td>
<td>Thoughtful, coherent and well-organised</td>
<td>Coherent and organised argument, with some evidence of thinking about the</td>
<td>Deficient in thoughtfulness, clarity and coherence</td>
<td>Limited or underdeveloped argument and thinking about the problem</td>
<td>Little or no logical argument or though</td>
</tr>
<tr>
<td>Argument well-supported with a range of primary and secondary sources</td>
<td>Substantial relevant evidence</td>
<td>Substantial evidence</td>
<td>Gaps in the illustration of the argument</td>
<td>Some relevant illustration and evidence</td>
<td>Little evidence</td>
</tr>
<tr>
<td>Clear, fluent and pleasing to read</td>
<td>Accurate and clearly intelligible</td>
<td>Some losses of clarity and accuracy</td>
<td>Flaws contribute to lack of intelligibility in some passages</td>
<td>Very serious flaws in expression and frequent problems with intelligibility</td>
<td>Widespread lack of intelligibility, inarticulate</td>
</tr>
<tr>
<td>Near faultless use of conventions and proof-reading</td>
<td>Some unsystematic errors and proof-reading oversights</td>
<td>Some systematic errors in presentation and evidence of inattentive proof-reading</td>
<td>Systematic errors, insufficiently careful proofing and referencing</td>
<td>Careless proof-reading and poor knowledge of conventions for referencing</td>
<td>The conventions of referencing have not been learned; the work has not been proof-read</td>
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</table>
## Marking Criteria for Passage Analyses

<table>
<thead>
<tr>
<th>Upper Second</th>
<th>Lower Second</th>
<th>Third</th>
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<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>Detailed and thorough analysis</td>
<td>Analysis offered in support of the argument</td>
<td>Limited or superficial analysis with a tendency to description</td>
<td>Descriptive or narrative presentation</td>
<td>Little analysis</td>
</tr>
<tr>
<td>Demonstrates some independence in choice of evidence or shape of argument</td>
<td>Some evidence of independent thinking</td>
<td>Little evidence of independent thinking; derivative in places</td>
<td>Limited independent thought, derivative</td>
<td>Little evidence of independent thought, highly derivative</td>
</tr>
<tr>
<td>Thoughtful, coherent and well organised</td>
<td>Coherent and organised argument, with some evidence of thinking about the question</td>
<td>Deficient in thoughtfulness, clarity and coherence</td>
<td>Limited or underdeveloped argument and thinking about the problem</td>
<td>Little or no logical argument or thought</td>
</tr>
<tr>
<td>Substantial relevant evidence</td>
<td>Substantial evidence</td>
<td>Gaps in the illustration of the argument</td>
<td>Some relevant illustration and evidence</td>
<td>Little evidence</td>
</tr>
<tr>
<td>Accurate and clearly intelligible</td>
<td>Some minor losses of clarity and accuracy</td>
<td>Flaws contribute to lack of intelligibility in some passages</td>
<td>Flaws in expression, frequent problems with intelligibility</td>
<td>Widespread lack of intelligibility, inarticulate</td>
</tr>
</tbody>
</table>

### Design of Research Project

- Knowledge
- Critical Analysis
- Independent thinking
- Argument
- Substantiation
- Readability
- Presentation
<table>
<thead>
<tr>
<th>First</th>
<th>Detailed, subtle and probing analysis</th>
<th>Well-developed, independent approach to making argument and selecting evidence</th>
<th>Thoughtful, conceptually rich, well-structured and exploratory</th>
<th>Argument fully supported by a wide range of textual evidence</th>
<th>Clear, fluent and pleasing to read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Analysis and Evaluation of Texts</td>
<td>Independent Thinking</td>
<td>Argument</td>
<td>Use of Evidence/Attention to Detail</td>
<td>Readability</td>
<td></td>
</tr>
</tbody>
</table>
### Marking Criteria for Written Examinations

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Upper Second</th>
<th>Lower Second</th>
<th>Third</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance to the question</strong></td>
<td>Addresses question probingly or critically</td>
<td>Addresses question directly</td>
<td>Occasionally addresses the question</td>
<td>Does not consistently address the question</td>
<td>Rarely addresses the question</td>
<td>Does not address the question</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Thorough, accurate knowledge</td>
<td>Substantial, accurate knowledge</td>
<td>Some relevant knowledge</td>
<td>Significant inaccuracies and gaps in knowledge</td>
<td>Very significant gaps and inaccuracies in knowledge</td>
<td>Little or no relevant knowledge shown</td>
</tr>
<tr>
<td><strong>Critical analysis and evaluation of texts</strong></td>
<td>Detailed and thorough textual analysis</td>
<td>Detailed textual analysis</td>
<td>Some detailed textual analysis</td>
<td>More descriptive than analytical in textual analysis</td>
<td>Descriptive, with lack of detailed knowledge of texts</td>
<td>Absence of textual analysis</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Yes, very well-organized and critical</td>
<td>Yes, coherent and critical</td>
<td>Yes, organized and evaluative</td>
<td>Yes, evidence of organization and judgement</td>
<td>Underdeveloped, lacking synthesis and evaluation</td>
<td>Little/no synthesis or evaluation</td>
</tr>
<tr>
<td><strong>Readability: clarity and appropriateness of expression</strong></td>
<td>Yes, clear, fluent and pleasing to read</td>
<td>Yes, clear and intelligible</td>
<td>Largely intelligible</td>
<td>Unclear expression contributes to lack of intelligibility in some passages</td>
<td>Significant lack of clarity and problems with intelligibility</td>
<td>Widespread lack of intelligibility, inarticulate</td>
</tr>
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The Assessment Process
The Assessment Process Explained

After you submit your work or sit your exam, the administrator checks to ensure that all expected pieces of work have been submitted.

First Year and Second Year essays and exams, and all Third Year work excluding Dissertations, go through a three-stage process:

1. **Calibration:** all members of staff involved in marking meet and, together, mark a sample of submissions. This ensures that all markers are looking for similar levels of achievement.

2. **Marking:** each member of staff independently marks their batch of essays or exams, bearing in mind the calibration discussion.

3. **Moderation:** when all the essays have been marked, another member of staff, usually the module convenor, looks at a sample of work from each class for each marker, comparing decisions that have been reached. Along with the calibration meeting, this ensures uniformity of marking across the marking team.

Third Year Dissertations usually go through a two-stage process:

1. **Marking:** Staff mark the submissions of students and suggest a mark for each piece.

2. **Second marking:** another staff member reads the marked essays, noting comments made by the first marker, but only looking at the suggested marks at the end of the process, after they have decided on their own mark. If there is a discrepancy between the marks, the two markers discuss the work in detail, and decide on a mark that both feel is fair. If necessary, a third marker can be called on, but this happens very rarely. Where student numbers make this process unfeasible, work may be moderated as in first- and second-year modules.

**Peer Observation of Marking:** this happens every two years; each member of teaching staff is paired with a colleague who teaches on a different module and, after the marking process is completed, they compare and discuss their approach to annotation and feedback. This helps ensure uniformity of practice between different modules.

At the end of each academic year, module convenors for each year of study meet as the Panel of Examiners and compare the marks given for each module, to ensure consistency. A sample of work from each module is sent to the External Examiners, academics from other universities, who are able to compare the work of Leicester students with work from their own and other institutions. This ensures parity of marking between different universities and the consistency of marking within the Department. External Examiners’ comments and information from the Panel goes to individual Module Meetings, where changes to assessment patterns and content of modules are considered, and to the Board of Studies, where any issues affecting the School as a whole are discussed. Comments from the Student-Staff Committee are also considered at these meetings.
Requirements and Degree Classifications

Academic Obligations: A Summary Statement

Students joining the Department of English undertake:

- to attend all seminars, classes, and tutorials promptly at the scheduled times
- to attend lectures promptly at the scheduled times
- if unable for any reason to attend a seminar, class, or tutorial, to provide an explanation via the web portal – preferably in advance – of the reasons for absence
- to perform all reading and other preparatory work set by tutors
- to contribute in a well-prepared and constructive manner to seminar discussion
- to produce all written work set by tutors by the deadlines laid down
- to present all written work in a clear and legible form according to the Department’s requirements, outlined earlier in this Guide
- to ensure that the university has their current term-time and vacation addresses
- to remain in attendance during the full period of each term
- to be available during the September re-sit period, if required

For further information, see www2.le.ac.uk/offices/sas2/regulations/responsibilities.

Members of staff undertake:

- to be present to give seminars, classes, tutorials, and lectures at the scheduled times
- if unable to be present, to give advance warning where possible
- to mark essays and other coursework within 21 days
- to be available at regular, stated times to see students about their work
- to provide their students with feedback on their performance in completed modules after the end of each semester

Students who fail to fulfil their academic obligations may be reported to the College Board as negligent in the prosecution of their studies. This in turn may lead to the termination of a student’s course or to the withdrawal of their right to re-sit. International students who fail to attend checkpoints will be reported centrally and this may result in the termination of their course and the subsequent reporting to the UK Border Agency, in line with University sponsor obligations.

Students experiencing difficulties or wishing to obtain further advice should consult their seminar tutor, Personal Tutor, the senior tutor for their programme of study, or the Head of the School.

BA (English) Degree Classification

Before any student can be awarded a degree they must have obtained the credit-units (as explained above) for all the modules they have taken.

Students will be given guidance on their performance in the three autumn-semester modules contributing towards their degree classification as soon as possible after the January assessment period. They are, of course, entitled to know the full details of their third-year performance once these have been confirmed by the Board of Examiners. The Board of Examiners will assign a student to a class on the basis of the twelve marks gained across the second-year and third-year modules.

The Board of Examiners in English is made up of full-time members of the Department and three external examiners formally appointed by the university who are senior members of English departments in other British universities. The Board of Examiners has available all recommendations made by the School’s Mitigating
Circumstances Panel and the profile of marks for each student. It will know if any student has submitted any work late without permission, failed to observe the rubrics for any of the components of the degree, or submitted any incomplete or unusually short work. The Board also has full details of any cases of plagiarism that may have been detected and it deals with any such cases in the light of the university’s guidelines.

Students will note how important it is to meet all deadlines, take great care to observe examination-paper rubrics – which exist to ensure not only that all candidates are treated fairly relative to one another but also that each of the question papers tests exactly what the examiners want it to test – and submit complete scripts at the end of an examination session.

Rubric Violations

Make sure you know what is required of you in an exam. How many authors do you have to cover? How many texts? How many questions do you have to answer? Clear instructions are written at the beginning of each exam paper. Failure to follow these instructions will be reflected in your grade, and your marksheet will be marked with an ‘r’ (for ‘rubric violation’).

Timing must be properly judged! If your script has only two answers instead of three, it will already lose 33% of the possible marks on offer, and a script with just one answer will lose 67% of these marks, automatically placing it below the threshold for a Pass. Needless to say, such a mark severely damages your final average. Examiners may at their discretion give some credit to a last answer partially in note form, but such an answer will never achieve as high a mark as a properly produced essay-type answer.

For each piece of assessed work or examination paper the examiners submit an agreed mark. The scale used throughout the university is:

- First 70+
- Upper second (2.1) 60–69
- Lower second (2.2) 50–59
- Third 40–49
- Pass 35–39

The Department of English uses the following code at the bottom of the scale:

0–34 Fail, 34 is a clear and unalterable fail and the marks down to 0 denote increasingly poor performance.

The Department of English uses the following code at the top of the scale within the First-Class band.

90–100 Work of a truly exceptional standard, demonstrating remarkable originality of thought, profound understanding, and characterised by stylistic clarity and elegance and intellectual rigour. Parts of the work may be of publishable quality.

80–89 Work of an exceptional standard, demonstrating highly original thought and striking understanding; ideas and argument articulated in a confident, thoughtful manner.

70–79 Excellent work fulfilling the criteria for first-class work detailed in the Department of English Marking Criteria.
For Single Subject and Joint Degree Students

While every effort has been made to ensure that this information is accurate and current, students are advised to consult the University’s regulations online: www2.le.ac.uk/offices/sas2/regulations/.

Pass/Fail threshold for the programme (at the first attempt an overall failure entails a resit; at the second attempt it entails course termination)

Students who fail modules to the value of 45 credits or less may be considered for the award of a degree under the rules below, unless the department has specifically required a pass in a given module, in which case the student will fail the programme.

Students who fail modules to the value of 50 credits, or have a weighted average mark of less than 35%, will fail the programme.

First

Modules to the value of at least 120 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits

Or

Weighted average mark greater than or equal to 70%

2.1

Modules to the value of at least 120 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits

Or

Weighted average mark greater than or equal to 60%

[Or

Weighted average mark greater than or equal to 67% and modules to the value of at least 120 credits at 70% or better, and modules to the value of 40 or 45 failed credits (Dropped class from 1st because of failures)]

2.2

Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits

Or

Weighted average mark greater than or equal to 50%

[Or

Weighted average mark greater than or equal to 57% modules to the value of at least 120 credits or higher, and modules to the value of 40 or 45 failed credits (Dropped class from 2.1 because of failures)]

Third

Weighted average mark greater than or equal to 40%

[Or

Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 47%, and 40 or 45 failed credits (Dropped class from 2.2 because of failures)]

Pass

Weighted average mark greater than or equal to 35%
Additional Rules

(a) Calculating the weighted average

Three-year Programmes
In order to calculate the weighted average, the scheme fixes the relative weighting of the third-year and second-year marks in three-year programmes at 60:40, on the grounds that most students perform better in their final year. The weighted average is to be calculated on the basis of all second and third year marks. The second year and third year averages are calculated first, and then combined with a weighting of 60:40 in favour of the final year average. If the modules in a year have different credit values (e.g. some 10 and some 20) then they are weighted by their credit value in calculating the year average. If all modules in a year have the same credit value the average for the year is a simple average.

For the purposes of identifying students’ best performances on a module-by-module basis in order to meet the 120 credit threshold for a particular class, all second and third year modules are equal (only differentiated by their credit value where applicable). Differential weighting is only for the purposes of calculating the average mark between the two years.

BA English (European)
The same general principles apply to the calculation of the weighted average as for three-year programmes, but the second, third and fourth years are included, with a relative weighing of 20:30:50. For the purposes of identifying students’ best performance on a module-by-module basis, all second, third and fourth year modules are equal, but the credit threshold for a particular class is 160 rather than 120 credits.

(b) Borderlines
Descriptions of what constitutes a borderline result, and information on University procedures in the event of a borderline, can be found on the Student and Academic Services website: www2.le.ac.uk/offices/sas2/.

(c) Limits on the number of failed modules
A student cannot graduate with more than 45 failed credits.

BA English (European Union) Degree Classification
The scheme of classification for the BA English (European Union) degree is similar to that for the BA English degree except that there are sixteen elements to be taken into account instead of twelve. Six of these are second-year modules from Leicester, four come from the student’s year abroad, and six are the Leicester third-year modules. Because there are sixteen elements rather than twelve, references to six elements in a particular class in the BA English scheme for the award of classes should be read as references to eight elements in a particular class. Marks from the year abroad are worth 30 credits each.

BA English and American Studies (with Year Abroad in the USA) Degree Classification
The scheme of classification for the BA English and American Studies (with a Year Abroad in the USA) degree is similar to that for the other English degrees except that there are eighteen elements to be taken into account instead of twelve. Six of these are second-year modules from Leicester, six come from the year abroad, and six are the Leicester third-year modules. Because there are eighteen elements rather than twelve, references to six elements in a particular class in the BA (English) scheme for the award of classes should be read as references to nine elements in a particular class.