MA in Modern Literature (and Creative Writing)  
Student Handbook  
2015-16
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<td>2</td>
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Welcome/Introduction

This course combines an intensive introduction to twentieth-century and contemporary literature with critical exploration of literary and cultural theory and creative writing options. The first part of the year is structured by taught modules that will introduce you to new texts and ideas, and enhance your powers of analysis. The second part of the year is devoted to the dissertation, which allows you to pursue an interest of your own, working on a one-to-one basis with a supervisor who has expertise in your chosen field. Students have the opportunity to graduate with an **MA in Modern Literature and Creative Writing** by taking at least one creative option module and writing a creative dissertation. Whichever path you choose to follow, by offering a range of exciting intellectual challenges in the context of a vibrant and supportive academic community, this MA will equip you with a detailed knowledge of themes and issues in modern literature as well as valuable research skills.

The MA brings together a unique group of students from diverse academic and cultural backgrounds. Your wealth of experience and broad range of perspectives will enrich the course. Everyone has a worthwhile contribution to make and student input plays a key part in making the programme an intellectually invigorating and rewarding one.

This handbook contains important information about the course and University: the course structure, module outlines, reading lists, marking criteria, staff details, facts about the library and computing facilities, and more. Please read the handbook carefully – you’ll need to refer to it throughout the course.

All the tutors on the MA look forward to teaching you and wish you an enjoyable and successful year.

Dr Mark Rawlinson, Course Convenor (Semester One)
Dr Emma Parker, Course Convenor (Semester Two)

September 2015
**Induction**

An induction session will be held 11.00am to 1.00pm on Wednesday 30 September: this session will include students in the School of English, the School of Modern Languages and the Department of the History of Art and Film. At 2.00pm Dr Julian North will lead an introduction to taught postgraduate study in the School, and Dr Mark Rawlinson will meet with MA Modern Literature students separately at 3.00pm.

**For International Students**

International students are encouraged to attend the University's International Student Welcome Programme (www2.le.ac.uk/offices/ssds/welfare/international-student-support/iswp) prior to the beginning of term. International Student Support also provide ongoing support and advice for International students (www2.le.ac.uk/offices/ssds/welfare/international-student-support).

Students who are non-native English speakers and/or who are not familiar with UK Higher Education are strongly advised to attend the English Language Teaching Unit’s in-sessional programme Academic English for Postgraduates and Staff (www2.le.ac.uk/offices/eltu/insessional/el2000). These classes are provided free of charge for postgraduates and are designed to develop students' English-language and study skills.

**Department Details**

A brief history of the School may be found here: www2.le.ac.uk/departments/english/about

The School is located in the Attenborough Tower, primarily on floors 13, 14, and 15. The School Office is Attenborough 1514. Campus maps are available at: www2.le.ac.uk/maps

Information on School research interests can be found via the staff list at: www2.le.ac.uk/departments/english/people

**School Communications**

Pigeonholes for postgraduate students are located on the sixteenth floor. Noticeboards containing information relevant to postgraduates are also located on the sixteenth floor. Staff pigeonholes are located on the fifteenth floor, in Attenborough 1514.

Dr Mark Rawlinson, Director of the MA in Modern Literature, is available for consultation in Semester One about matters academic and pastoral at the times advertised on the door of his room. In emergencies, he can be contacted at other times. In Semester Two, Dr Emma Parker can be contacted in the same way.

In addition, all students are allocated a personal tutor, whom they are invited to consult about personal and academic difficulties met during the course. Your personal tutor will offer confidential advice and support on a range of matters, from official dealings with the University, College or School (this includes advice on issues relating to modules on which your personal tutor also teaches; as personal tutor their role is to provide you with support, not discipline) to guidance on how to proceed in the event of a failure. It is in your interests to ensure that your personal tutor is kept informed about anything that might affect your ability to fulfil your assignment and attendance obligations. Your personal tutor will be able to put you in touch with a range of specialist advisers within the university, qualified to give financial, medical and welfare advice.

For administrative matters, the Programme Administration team are available in Attenborough 1514 from 9.00am to 5.00pm, Monday to Friday.
Staff List and Key Contacts

The School’s complete staff list may be found online at: www2.le.ac.uk/departments/english/people

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Photo</th>
<th>Name</th>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Professor Philip Shaw</strong></td>
<td><strong>Head of School</strong></td>
<td><strong><a href="mailto:ps209@le.ac.uk">ps209@le.ac.uk</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dr Mark Rawlinson</strong></td>
<td><strong>Course Director (S1)</strong></td>
<td><strong><a href="mailto:mjr1@le.ac.uk">mjr1@le.ac.uk</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dr Emma Parker</strong></td>
<td><strong>Course Director (S2)</strong></td>
<td><strong><a href="mailto:ep27@le.ac.uk">ep27@le.ac.uk</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dr Julian North</strong></td>
<td><strong>Senior Tutor for PGT</strong></td>
<td><strong><a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dr Jonathan Taylor</strong></td>
<td><strong>Careers Tutor</strong></td>
<td><strong><a href="mailto:jt265@le.ac.uk">jt265@le.ac.uk</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mr David Revill</strong></td>
<td><strong>Programme Administrator</strong></td>
<td><strong><a href="mailto:englishma@le.ac.uk">englishma@le.ac.uk</a></strong></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.

Research Seminar Series

The School hosts a number of research seminar series during the year; postgraduate students are very welcome to attend these seminars.

School of English Research Seminar

The School of English Research Seminar runs on Wednesdays 1.00-2.00pm throughout first and second semesters. Members of staff will speak on their current research and invite questions and discussion. All are
welcome. Please see email and noticeboards for further details or contact Dr Mark Rawlinson on mjr1@le.ac.uk (Semester One) or Dr Emma Parker on ep27@le.ac.uk (Semester Two).

**Leicester Linguistics Seminar**

The Leicester Linguistics Seminars are held 4 or 5 times during the academic year, at dates and times that will be announced at the beginning of each semester. The talks, many given by scholars from outside the University of Leicester, cover a diverse range of topics in language and linguistics. ELL MA students on campus are expected to attend these sessions.

**Victorian Studies Spring Seminar Series**

The Victorian Studies Spring Seminar series takes place on Wednesday evenings in Attenborough 1315, the Phillip Collins Seminar Room. The dates for 2015 are to be confirmed.

**Early Modern Research Seminar**

This seminar covers the period 1500-1800. It runs in the second semester, at 5.15pm on Mondays. Please email earlymodern@le.ac.uk to be added to the seminar email list and receive further information.
Learn at Leicester

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

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 information resources including a print collection of over 1 million items and a Digital Library of over 500,000 eBooks and 50,000 electronic journals which you can use from anywhere on the Web;
- help in finding and using information; online, face to face and by telephone;
- individual and group study space, including the Graduate School Reading Room exclusively for postgraduate students;
- PCs, netbooks and wireless networking for your laptop;
- services for distance learners and researchers.

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.

For information about your subject, please visit www2.le.ac.uk/library/find/subjects/english.

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 2010 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, including on your smartphone or other mobile device;
- **Printing**: print, copy or scan on campus; pay by topping up your print and copy account;
- **IT Help**: visit the Help Zone in the Library, phone 0116 252 2253, email ithelp@le.ac.uk or attend a training course;
- **Wifi**: free access to eduroam wifi on campus, in halls 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). Download the map to find a Student PC area on campus from: www.le.ac.uk/pcareas;
- **Files**: store files on your Personal Z: drive, which is backed up and available anywhere;
- **Blackboard Virtual Learning Environment**: support and information for all your courses;
• **Leicester Digital Library**: access to journals, databases and electronic books online;
• **Mobile app**: download the University mobile app to find a University PC available near you or access Blackboard Mobile Learn.

More information can be found at [www.le.ac.uk/it4students](http://www.le.ac.uk/it4students)

### 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.

### Students’ Union Education Unit (ED)

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

If you would find it helpful to talk to someone outside of your department, we offer a confidential and impartial service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide a professional and friendly service.

You will find the Education Unit staff in the Students’ Union Building on the first floor within the West Wing. Opening hours are 10.00 am to 4.00 pm, online chat facilities are available (visit our website for further details), you can either pop in or book an appointment by contacting us on the details below:

**Contact:** Students’ Union Education Unit (ED), Students’ Union (First Floor)  
+44 (0)116 223 1132/1228 | educationunit@le.ac.uk | [http://leicesterunion.com/support/education](http://leicesterunion.com/support/education)

### Learn a New Language with 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. We offer 16 different languages including Arabic, British Sign Language, Chinese and Spanish to name just a few, six different levels of learning and two different 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)

### English Language Teaching Unit (ELTU)

The English Language Teaching Unit provides the following in-sessional courses for postgraduate students who wish to improve their English language skills:

- **EL7000 Academic English for Postgraduates and Staff**
- EL7040 Academic Grammar
- EL7050 Academic Listening
- EL7060 Academic Speaking

If you are new to Higher Education in the UK, we would recommend EL7030 Academic Writing Lectures, a series of four one-hour lectures in which the essentials of academic writing in a UK university are discussed.

Find out more at: [www2.le.ac.uk/offices/eltu/insessional](http://www2.le.ac.uk/offices/eltu/insessional)
Other University Facilities

University Bookshop

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest. Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:

- Monday to Friday: 9.00 a.m. - 5.30 p.m. (5.00 p.m. in vacations)
- Saturday: 10.00 a.m. - 2.00 p.m.

Contact: University Bookshop, David Wilson Library

+44 (0)116 229 7440 | bookshop@le.ac.uk | www.le.ac.uk/bookshop

Twitter: @LeicUniBookshop | Facebook: www.facebook.com/UoLBookshop

Brookfield House

Brookfield is the University of Leicester’s new Postgraduate Teaching Centre and is a modern academic and social hub for all our Masters degree and taught postgraduate students and research students. Please visit: http://www2.le.ac.uk/departments/gradschool/brookfield.
University Regulations

Senate Regulations (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) 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

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.

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.

**Recording Lectures and Teaching Sessions**

The University recognises that there are occasions when students may wish to record lectures to support their learning. Where a student believes that there are good academic reasons to request permission to record a lecture a University policy applies (see https://www2.le.ac.uk/offices/sas/quality/recordinglectures). The policy seeks to protect the intellectual and privacy rights of both staff and students and take account of the relevant legislation concerning data protection and copyright issues.

**Course details**

For information on normal and maximum periods of registration, please see Senate Regulation 2, paragraphs 2.20 to 2.29.

**Programme and Module Specifications**

View the programme and module specifications for your course via www.le.ac.uk/sas/courses

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.

**Course Structure**

**Full-time structure**

**Semester 1**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN7001</td>
<td>Bibliography, Research Methods and Writing Skills</td>
<td>20</td>
</tr>
<tr>
<td>EN7031</td>
<td>Modern Literature and Theory I</td>
<td>30</td>
</tr>
<tr>
<td>EN7133 OR</td>
<td>Poetry Writing and Contemporary Poetry OR</td>
<td>20</td>
</tr>
<tr>
<td>EN7139</td>
<td>Literature and Cultural Identity: Contemporary</td>
<td></td>
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<td></td>
<td>Caribbean Writing</td>
<td></td>
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</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN7032</td>
<td>Modern Literature and Theory II</td>
<td>30</td>
</tr>
<tr>
<td>EN7134 OR</td>
<td>Literature and Gender: Deviant Bodies and Dissident Desires OR</td>
<td>20</td>
</tr>
<tr>
<td>EN7135</td>
<td>Writing Prose Fiction</td>
<td></td>
</tr>
<tr>
<td>EN7033 OR</td>
<td>Critical Dissertation OR</td>
<td>60</td>
</tr>
<tr>
<td>EN7034</td>
<td>Creative Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

**Part-time structure**

**Year 1**
Semester 1

EN7001 Bibliography, Research Methods and Writing Skills 20 credits
EN7031 Modern Literature and Theory I 30 credits

Semester 2

EN7032 Modern Literature and Theory II 30 credits

Year 2

Semester 1

EN7133 OR EN7139 Poetry Writing and Contemporary Poetry OR Literature and Cultural Identity: Contemporary Caribbean Writing 20 credits

Semester 2

EN7134 OR Literature and Gender: Deviant Bodies and Dissident Desires OR Writing Prose Fiction 20 credits
EN7135 Critical Dissertation OR Creative Dissertation 60 credits

Schedule of Year’s Activities

See www.le.ac.uk/av/avsrooms/index.html for help in locating venues.

SEMESTER 1 (Autumn Term)

<table>
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<tr>
<th>Week 1</th>
<th>30 Sep</th>
<th>11am-1pm 2pm-3pm 3pm-4pm 5-7pm</th>
<th>Introduction to College Introduction to School Introduction to Course Postgraduate Reception</th>
<th>Att UFT Bennett LT10 Att 211 CW2 Belvoir City Annexe</th>
<th>Various Various All tutors All students &amp; tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>7 Oct</td>
<td>10am-12noon</td>
<td>Bibliography, Research Methods and Writing Skills course</td>
<td>See separate timetable</td>
<td>Various tutors</td>
</tr>
<tr>
<td>Week 2</td>
<td>7 Oct</td>
<td>2pm-4pm</td>
<td>A Movement I: Modernism</td>
<td>Att 202</td>
<td>S. Graham</td>
</tr>
<tr>
<td>Week 3</td>
<td>14 Oct</td>
<td>2pm-4pm</td>
<td>A Movement II: Modernism</td>
<td>Att 202</td>
<td>S. Graham</td>
</tr>
<tr>
<td>Week 4</td>
<td>21 Oct</td>
<td>2pm-4pm</td>
<td>A Movement III: Modernism</td>
<td>Att 202</td>
<td>S. Graham</td>
</tr>
<tr>
<td>Week 5</td>
<td>28 Oct</td>
<td>2pm-4pm</td>
<td>An Decade I: The 1940s</td>
<td>Att 202</td>
<td>V. Stewart</td>
</tr>
<tr>
<td>Week 6</td>
<td>4 Nov</td>
<td>2pm-4pm</td>
<td>An Decade II: The 1940s</td>
<td>Att 202</td>
<td>V. Stewart</td>
</tr>
<tr>
<td>Week 7</td>
<td>11 Nov</td>
<td>2pm-4pm</td>
<td>An Decade III: The 1940s</td>
<td>Att 202</td>
<td>V. Stewart</td>
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</tbody>
</table>
### Week 8
18 Nov 10am-12noon

— Writing Week —

but please note that you may need to attend the:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Event details</th>
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<tbody>
<tr>
<td>9</td>
<td>25 Nov</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark I</td>
</tr>
<tr>
<td>10</td>
<td>2 Dec</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark II</td>
</tr>
<tr>
<td>11</td>
<td>9 Dec</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark III</td>
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See separate timetable

### Week 10
2pm-4pm

<table>
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<th>Event details</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>9 Dec</td>
<td>10am-12noon</td>
<td>Bibliography Presentations</td>
</tr>
</tbody>
</table>

See separate timetable

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**Option Module I**

*Either:*

**EN7133: Poetry Writing and Contemporary Poetry (FT and PT2)**

(N. Everett)

(2-4pm, Thursdays, 8 Oct, 22 Oct, 5 Nov, 19 Nov, 3 Dec. Att 1301)

*Or:*

**EN7139: Literature and Cultural Identity: Contemporary Caribbean Writing (FT and PT2)**

(L. Evans)


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### SEMESTER 2 (Spring Term)

#### Week 13
20 Jan

<table>
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<th>Week</th>
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<tbody>
<tr>
<td>14</td>
<td>25 Jan</td>
<td>12noon-3pm</td>
<td>Film Screening: <em>Jodhaa Akbar</em>, part one</td>
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<tr>
<td></td>
<td>27 Jan</td>
<td>2pm-4pm</td>
<td>Theorising Women’s Travel Writing I</td>
</tr>
<tr>
<td>15</td>
<td>1 Feb</td>
<td>12noon-3pm</td>
<td>Film Screening: <em>Jodhaa Akbar</em>, part two</td>
</tr>
<tr>
<td></td>
<td>3 Feb</td>
<td>2pm-4pm</td>
<td>Theorising Women’s Travel Writing II</td>
</tr>
<tr>
<td>16</td>
<td>8 Feb</td>
<td>12noon-3pm</td>
<td>Film Screening: <em>Journey to Kandahar</em></td>
</tr>
<tr>
<td></td>
<td>10 Feb</td>
<td>2pm-4pm</td>
<td>Theorising Women’s Travel Writing III</td>
</tr>
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#### Week 14
2pm-4pm

<table>
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<tr>
<td>17</td>
<td>17 Feb</td>
<td>2pm-4pm</td>
<td>A Genre I: Memoir</td>
</tr>
<tr>
<td>18</td>
<td>24 Feb</td>
<td>2pm-4pm</td>
<td>A Genre II: Memoir</td>
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<tr>
<td>19</td>
<td>2 Mar</td>
<td>2pm-4pm</td>
<td>A Genre III: Memoir</td>
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#### Week 15
2pm–5pm

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<tr>
<td>20</td>
<td>9 Mar</td>
<td>2pm–5pm</td>
<td>Depicting Diaspora I</td>
</tr>
<tr>
<td>21</td>
<td>16 Mar</td>
<td>2pm–5pm</td>
<td>Depicting Diaspora II</td>
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To be confirmed

J. Taylor
A. Fernandez Carbajal
Option Module 2

Either:

EN7134 Literature and Gender: Deviant Bodies and Dissident Desires (FT and PT2) E. Parker
(10.00am-12.00noon, Mondays, 25 Jan, 1 Feb, 15 Feb, 29 Feb, 14 Mar. Att 1405)

Or:

Writing Fiction (FT and PT2) H. Whitehead
(11.00am-1.00pm, Thursdays, 28 Jan, 11 Feb, 25 Feb, 10 Mar, 17 Mar, 28 Apr (venue to be advised)

P/T 2 dissertation proposals due: 12noon Wednesday 3 February 2016

SEMESTER 2 (Summer Term)

| Week 24 | 11 May | Dissertation Proposals Preparation meeting | To be confirmed |
| Week 25 | 18 May | Dissertation Proposals presentations | To be confirmed |
| Week 25 | 18 May | End-of-Course Tea | To be confirmed |

NB Part-time students take the two core modules (Literature and Theory) and the Bibliography module in their first year. They take two option modules and the dissertation in their second year.

Students are able to substitute one relevant option module offered by the MA in Victorian Studies, the MA in English Studies, or the MA in English Language and Linguistics for one of the option modules noted here. Any such request should be made to the Course Convenor. Further details of those option modules are available via the website or from the School office (Att 1514; email englishma@le.ac.uk). Please note that options taken outside of this MA course may have different submission schedules.

The word limit for the critical dissertation (EN7033) is 15,000 words; for the creative dissertation (EN7034), the specified limits are 12,000 words for the creative piece (80% weighting) and 3,000 words for the reflective commentary (20%).

Schedules and Reading Lists

EN7001 Bibliography, Research Methods, and Writing Skills for Postgraduates

The module is compulsory for all new postgraduates in the School of English and in the Victorian Studies Centre. It meets on Wednesday mornings from 10.00am to 12.00noon, unless otherwise specified, beginning on 7 October 2015. See www.le.ac.uk/sas/courses/documentation for assessment details.

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<th>Tutor</th>
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<tr>
<td>2</td>
<td>7 October</td>
<td>Special Collections</td>
<td>INTRODUCTION and RESEARCH IN LEICESTER Introduction to the module and information about the assessment; Research in the School of English and the Leicester University Library Archive.</td>
<td>Dr J North, Dr Lucy Evans</td>
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<tr>
<td></td>
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<td>Reading Room (DW Library basement)</td>
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<tr>
<td>3</td>
<td>14 October</td>
<td>DW IT R1</td>
<td>ELECTRONIC SOURCES OF INFORMATION I: Search</td>
<td>Ms Jackie Hanes</td>
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<td>Week</td>
<td>Date</td>
<td>Location</td>
<td>Course Title</td>
<td>Instructor(s)</td>
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<td>4</td>
<td>21 October</td>
<td>FJ L66</td>
<td>ACADEMIC WRITING AND REFERENCING</td>
<td>Dr J North</td>
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<tr>
<td>5</td>
<td>28 October</td>
<td></td>
<td>USING SPECIAL COLLECTIONS AND ARCHIVES</td>
<td>Dr Simon Dixon, Ms Caroline Sampson</td>
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<td></td>
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<td></td>
<td>(Library)</td>
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<td>6</td>
<td>4 November</td>
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<td>ENGAGING WITH CRITICS: Writing a critical review</td>
<td>Prof Gowan Dawson</td>
</tr>
<tr>
<td>7</td>
<td>11 November</td>
<td>ATT219</td>
<td>SPECIALIST SESSIONS:</td>
<td>Ms Jackie Hanes, Dr J Moore</td>
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<td></td>
<td></td>
<td>AAH SR1</td>
<td>HISTORICAL SOURCES, 19th CENTURY PARLIAMENTARY PAPERS AND 19TH-CENTURY PERIODICALS ONLINE</td>
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<td>KE323</td>
<td>CREATIVIE WRITING</td>
<td>Mr Nick Everett, Dr Sarah Graham</td>
</tr>
<tr>
<td>8</td>
<td>18 November</td>
<td>DW IT R1</td>
<td>REFERENCING AND REFWORKS: Hands-on session</td>
<td>Ms Jackie Hanes</td>
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<tr>
<td></td>
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<td>NB Attendance this week is voluntary</td>
<td>(Library)</td>
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<tr>
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<td></td>
<td>10-11.30 introduces managing your references and citations through refworks.</td>
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<tr>
<td></td>
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<td></td>
<td>1130-12 This is a 30 minute drop-in for anyone who has questions about electronic searches. Can’t find the articles/books you are looking for? Come along!</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>25 November</td>
<td>FJ L66</td>
<td>PRESENTATION SKILLS and PREPARING YOUR BIBLIOGRAPHY PRESENTATION</td>
<td>Dr Ben Parsons, Dr K Loveman</td>
</tr>
<tr>
<td>10</td>
<td>2 December</td>
<td>FJ L66</td>
<td>YOUR MA DISSERTATION (and an opportunity to ask any questions you have about the assessments for EN7001)</td>
<td>Dr Julian North</td>
</tr>
<tr>
<td>11</td>
<td>9 December</td>
<td>FJ SW SR3</td>
<td>STUDENT BIBLIOGRAPHY PRESENTATIONS:</td>
<td>Dr J North, and Prof. Gail Marshall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BENL LG85</td>
<td>II. MA Victorian Studies</td>
<td>Dr Victoria Stewart and</td>
</tr>
</tbody>
</table>
Assessment deadlines:

1. Students will submit two copies of their bibliography and deliver their presentation in the last seminar of the module on 9 December 2015 (see timetable).

2. The critical review can be submitted via Turnitin at any point before the final deadline which is at 12.00 noon on Monday 11 January, 2016. The expected return date will be Monday 1 February 2016.
EN7031 Modern Literature and Literary Theory I

A Movement: MODERNISM  Weeks 2, 3, 4

(Sarah Graham)

The poet Ezra Pound exhorted writers of the twentieth century to ‘Make it new’, to reject the literary strategies of recent decades (which he and others considered overblown and predictable) in favour of innovative ways of representing experience. While ‘Modernism’ as a term is open to wide interpretation, a central idea holds true: traditional methods of expression must be abandoned. They cannot convey what it is like to live in a world increasingly destabilised by conflict, technological revolutions, challenges to religious faith and ground-breaking theories of the mind. New perspectives require new forms.

All kinds of writing, visual art and film, music, design, dance, and theatre in Europe and the US were affected by Modernist thinking. This makes Modernism a broad topic, so the module narrows the focus to American poetry, taking that as a lens through which to view the effect of avant-garde principles of literature. In our first meeting, we will discuss examples of the work of the ‘High Modernists’, those poets considered exemplary of the movement in its most rigorous form. The second and third meeting will consider some of the poets who adopted and adapted Modernist experimentation in a variety of ways.

Primary Reading


Secondary Reading

See readinglists@Leicester:

Schedule

Seminar 1: High Modernism

In the Moore anthology: poems by Ezra Pound, H. D. (Hilda Doolittle), and T. S. Eliot.

In the Module Reader: an extract from Pound’s *A Retrospect*; poems by H. D.; Eliot’s ‘Gerontion’ and his essay ‘Tradition and the Individual Talent’.

Seminar 2: Modernism and Everyday Life

In the Moore anthology: poems by William Carlos Williams, Marianne Moore, e. e. cummings.

In the Module Reader: poems by Williams and an extract from *Spring and All*; poems by Moore; poems by cummings.

Seminar 3: Queering Modernism

In the Moore anthology: poems by Langston Hughes.

In the Module Reader: poems by Gertrude Stein and an extract from *Composition as Explanation*; poems by Hughes and his essay ‘The Negro Artist and the Racial Mountain’.

A Decade: THE 1940s Weeks 5, 6, 7

(Victoria Stewart)

In these seminars, we will examine literary works published during the 1940s and consider their treatment of key concerns of the period, particularly the effects of war on everyday life and consciousness. We will also examine how these works were first received, in the context of the literary culture of the 1940s. Until recently, this decade was relatively neglected by literary critics and we will consider the various literary, cultural and political reasons why this might be the case, as well as assessing the continuities and divergences between these works and those which came before and after.
See readinglists@Leicester: http://readinglists.le.ac.uk/lists/B0ABC7A3-BFE6-3F2E-E75F-0AF21C336ABD.html

Primary Texts


Bowen, Elizabeth, ‘The Demon Lover’ (1941), ‘Mysterious Kôr’ (1944), and ‘Ivy Gripped the Steps’ (1945). These stories can be found in *The Collected Stories of Elizabeth Bowen* (London: Vintage, 1999); copies will be made available.

We will cover one of these authors each week (Patrick Hamilton in Week 5, Graham Green in Week 6 and Elizabeth Bowen in Week 7).

**An Author: MURIEL SPARK  Weeks 9, 10, 11**

(Martin Stannard)

The three seminars will each deal with two novels. The first seminar will cover Robinson (1957) and *The Ballad of Peckham Rye* (1960), and focus on the nature of Spark’s experimental satire, its literary roots (Waugh, Ivy Compton-Burnett, Beerbohm, Wilde) and its avant-garde metafictional form. For this you should also read her short stories ‘The Go-Away Bird’ and ‘The Portobello Road’. The second seminar will examine two ‘London’ novels *The Bachelors* (1960) and *A Far Cry From Kensington* (1988). Here the questions of education, exile, feminism, fascism, ‘faction’, and the historical novel will be raised. For this, you should also read her autobiographical story ‘The Gentile Jewesses’ and re-read T.S. Eliot’s *The Waste Land*. The third seminar will discuss one novel indebted to the nouveau roman, *The Driver’s Seat* (1970), and one, *Loitering With Intent* (1981), that is deeply autobiographical, a novel about female identity, the near-sacred nature of the writing process, and male attempts to colonise and possess it. You could also read her autobiography, *Curriculum Vitae* (1992) alongside it, and her essay ‘The Desegregation of Art’ (photocopy supplied).

See readinglists@Leicester: http://readinglists.le.ac.uk/lists/E4699391-7EFF-A462-5684-C2C30B321260.html

Primary Texts

**Seminar 1:** *Robinson* (1957) and *The Ballad of Peckham Rye* (1960)

**Seminar 2:** *The Bachelors* (1960) and *A Far Cry From Kensington* (1988)

**Seminar 3:** *The Driver’s Seat* (1970) and *Loitering With Intent* (1981)

**Option Module I (Ft and Pt2)**

**EN7133: Poetry Writing and Contemporary Poetry**

(Nick Everett)

This module offers an introduction to contemporary poetry for students who would also like a go at creative writing. Students will discover some of the distinctive challenges contemporary poets face by writing poems themselves; and at the same time develop their own poetry writing by examining the work of a number of established contemporary figures.

Another significant objective is to study poetry across the boundaries - national, ideological and technical - within which critical accounts and academic courses tend to confine it. Thus we will read British and Irish alongside American poems, and experimental (or countercultural) alongside mainstream ones. Poets featured will include John Ashbery, Simon Armitage, Carol Ann Duffy, Michael Hofmann, Louise Gluck, Douglas Dunn, Sharon Olds, Glyn Maxwell, Alice Oswald, Mark Ford, Ron Silliman, Lyn Hejinian, Marilyn Hacker, Paul Muldoon and Jorie Graham. The organisation and focus of our study will come not from nation, movement or author, then, but from a series of generic and thematic groupings each providing its distinctive insights into
contemporary poetry (and the contemporary world). These groupings will be arranged under the following five headings: an issue (reference), a genre (elegy), a mode (narrative), a subject (landscape) and a form (villanelle).

See readinglists@Leicester: [http://readinglists.le.ac.uk/lists/98DF12F2-40B8-66D9-2AEE-30D1016DDC35.html](http://readinglists.le.ac.uk/lists/98DF12F2-40B8-66D9-2AEE-30D1016DDC35.html)

Recommended titles include works giving advice on poetic composition as well as anthologies of, and critical works about, contemporary poetry.

**EN7139: Literature and Cultural Identity: Contemporary Caribbean Writing**
(Lucy Evans)

In this module we will explore a range of late twentieth century texts by writers from different islands within the Anglophone Caribbean region (Trinidad, Jamaica, Antigua and St Lucia). The archipelago’s traumatic history of colonialism and transatlantic slavery has generated culturally diverse societies, and this is reflected in Caribbean literary writing. Covering novels, poetry and short stories, we will pay attention to formal and linguistic innovations, and look at the various ways in which each writer negotiates multiple cultural traditions – European, African, East Indian – in order to forge a unique and distinctive mode of writing. The module addresses key concerns in the study of postcolonial literatures in English. Discussions will cover cultural identity, colonialism and its legacies, literary and popular influences, the articulation of anti-colonial nationalisms and how this intersects with a broader regional or diasporic consciousness. There will be an emphasis on the relationship between aesthetics and politics as we consider questions of race, ethnicity, class, gender and sexuality. Alongside textual analysis, we will engage with critical and theoretical debates surrounding Caribbean literary and cultural production.

Please see readinglists@Leicester: [http://readinglists.le.ac.uk/lists/02ED457A-85F3-58A0-5579-BEB074E75470.html](http://readinglists.le.ac.uk/lists/02ED457A-85F3-58A0-5579-BEB074E75470.html)

**Key Texts**

Earl Lovelace, *The Dragon Can’t Dance* (London: Faber, 1998 [1979])
Derek Walcott, *Omeros* (London: Faber, 2002 [1990])

**EN7032 Modern Literature and Literary Theory II**

**THEORISING WOMEN’S TRAVEL WRITING**  Weeks 14, 15, 16

(Corinne Fowler)

These seminars will consider the challenges of theorising white women’s involvement in colonial and imperialist ventures. They will examine critically the travel narratives of three sets of women from the early eighteenth century to the present: women travellers to the harem (Turkey, India and Egypt), Beatrice Grimshaw (Fiji) and Deborah Rodriguez (Afghanistan). Drawing on feminist re-workings of Said’s *Orientalism* (1978) together with influential postcolonial thinkers such as Gayatri Spivak, Sara Mills, Meyda Yeg˘enö˘g˘u and Reina Lewis, we will consider the complications, tensions and contradictions that have attended cross-cultural feminist solidarities in three social, political and historical contexts. Please note that each seminar is preceded by a film screening of *Jodhaa Akbar* (2008), directed by Ashutosh Gowariker (weeks 14 & 15) and the documentary *Journey to Kandahar* (2003), directed by Paul Jay and Nelofer Pazira (week 16).

See readinglists@Leicester: [http://readinglists.le.ac.uk/lists/C1E83487-9714-325A-8435-58CF0A708FF9.html](http://readinglists.le.ac.uk/lists/C1E83487-9714-325A-8435-58CF0A708FF9.html)

**Primary Texts**
Foster, Shirley and Mills, Sara, An Anthology of Women’s Travel Writing (Manchester: Manchester University Press, 2002, pp.28-64)
Beatece Grimshaw, From Fiji to the Cannibal Islands (1907)
Deborah Rodriguez, The Kabul Beauty School (2007)

Required Reading in advance of the module
Lewis, Reina, ‘Feminism and Orientalism’, Feminist Theory (2002), pp. 211-219, to be provided as a photocopy or available as an attachment from the tutor.

Seminar 1: Required Reading for Women Travellers to the Harem
Foster, Shirley and Mills, Sara, An Anthology of Women’s Travel Writing (Manchester: Manchester University Press, 2002, pp.28-64)

Seminar 2: Required Reading for Beatrice Grimshaw
Beatrice Grimshaw, From Fiji to the Cannibal Islands (1907) (available on amazon)

Seminar 3: Required Reading for Deborah Rodriguez
Deborah Rodriguez, The Kabul Beauty School (2007)
Sayd Bahodine Majrouh, Songs of Love and War (2010 [2003])

A Genre: MEMOIR Weeks 17, 18, 19
(Jonathan Taylor)
Since the early 1990s, there has been a peculiar surge in the popularity of memoirs, and life writing more generally. These three seminars look at three key – and very different – examples of the contemporary genre of “literary memoir,” written and published in this context: Blake Morrison’s well-known And When Did You Last See Your Father?, Linda Grant’s Remind Me Who I Am Again?, and Raymond Briggs’s graphic memoir, Ethel and Ernest. The seminars examine these texts both as examples of a contemporary confessional “zeitgeist,” and also as part of a longer tradition of memoir-writing. Memoirs such as these raise fascinating questions about truth, narrative, subjectivity, reader-response and ethics.

See readinglists@Leicester: http://readinglists.le.ac.uk/lists/C5AFEC7A-A7DF-C293-7D12-8D3F29611CD2.html

Set Texts
Blake Morrison, And When Did You Last See Your Father? (1993)
Linda Grant, Remind Me Who I Am, Again (1998)
Raymond Briggs, Ethel and Ernest (1998)

DEPICTING DIASPORAS Weeks 20, 21
(Alberto Fernandez Carbajal)
We will explore the theme of ‘diaspora’ in two 3-hour seminars by studying three novels and a film depicting first- and second-generation migrant experiences in Britain, all set in London. For the first seminar, you should read Hanif Kureishi’s essays ‘Something Given: Reflections on Writing’ and ‘The Rainbow Sign’, from *Dreaming and Scheming: Reflections on Writing and Politics* (2002) and his novel *The Buddha of Suburbia* (1990). We will discuss themes attending diasporic subjects in the text, such as racism, hybridity and disorientation. Kureishi’s essays will help us contextualise his fictional representation of the politically turbulent 1960s and 1970s. In the second week, we will have a screening of Shamim Sarif’s *I Can’t Think Straight* (2008). In our seminar, we will discuss both the film and novel versions of Sarif’s depiction of queer diasporas and Zadie Smith’s highly experimental novel *NW* (2012). We will examine the intersectionality of diasporic issues of gender, religion, ethnicity, class and sexuality in these selected texts. Kureishi, Sarif and Smith’s various narratives will give us the opportunity to explore the disorientations at work in diasporic experience as well as their challenges to mainstream ideologies.

**Primary Texts**

See readinglists@Leicester: ...

**Option Module II (Ft and Pt2)**

**EN7134: Literature and Gender: Deviant Bodies and Dissident Desires**

(Emma Parker)

This module draws on feminist and queer theory to explore the ways in which gender is constructed and represented in literature. It features texts that explore what it means to be a man or a woman, probe the relationship between gender, sex and sexuality and create what Judith Butler terms ‘gender trouble’ by highlighting the fluidity, multiplicity and performativity of gender in ways that challenges heteropatriarchal norms.

See readinglists@Leicester: [http://readinglists.le.ac.uk/lists/A0477E74-C7A0-01C0-8403-EE2FBEC626CD.html](http://readinglists.le.ac.uk/lists/A0477E74-C7A0-01C0-8403-EE2FBEC626CD.html)

**Primary Texts**


**EN7135: Writing Fiction**

(Harry Whitehead)

This module offers students an opportunity to develop their own writing by examining a number of aspects of the theory and craft of writing prose fiction, and putting these into practice. The module will encourage students to experiment and develop their own style and writing process, with a particular focus on creating complex characters, writing effective dialogue and dynamic description, using different points of view, evolving convincing plots and other techniques of the craft, as well as beginning to articulate canonical influences and potential readership. Students will learn to give, receive and reflect on constructive criticism.

After an introductory session, the module will be taught in five practical workshops which will include writing exercises, discussion of examples from published fiction and theoretical works, and ongoing analysis of students’ own work by the group, in a robust and constructive critical environment.

Please see readinglists@Leicester: [http://readinglists.le.ac.uk/lists/CDDEBF15-A057-468C-AD0B-28A085DAFFED.html](http://readinglists.le.ac.uk/lists/CDDEBF15-A057-468C-AD0B-28A085DAFFED.html)
Key Texts
Aristotle, _Poetics_ (any edition)
Dorothea Brande, _Becoming a Writer_ (New York: Putnam 1981 [1934])

Option Modules
Preparatory reading lists for these option modules, along with brief module descriptions, were circulated during the summer vacation period. Further details of these modules may be found at [www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation).

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<th>Tutor</th>
<th>Day/Time</th>
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<tr>
<td>EN7133 Poetry Writing and Contemporary Poetry</td>
<td>Nick Everett</td>
<td>THU 14:00-16:00</td>
<td>8 Oct, 22 Oct, 5 Nov, 19 Nov, 3 Dec</td>
<td>Att 1301</td>
</tr>
<tr>
<td>EN7139 Literature and Cultural Identity: Contemporary Caribbean Writing</td>
<td>Dr Lucy Evans</td>
<td>FRI 14:00-16:00</td>
<td>16 Oct, 30 Oct, 13 Nov, 27 Nov, 11 Dec</td>
<td>Att 205</td>
</tr>
<tr>
<td>EN7134 Literature and Gender: Deviant Bodies and Dissident Desires</td>
<td>Dr Emma Parker</td>
<td>MON 10:00-12:00</td>
<td>25 Jan, 1 Feb, 15 Feb, 29 Feb, 14 Mar</td>
<td>Att 1405</td>
</tr>
<tr>
<td>EN7135 Writing Fiction</td>
<td>Dr Harry Whitehead</td>
<td>THU 11:00-13:00</td>
<td>28 Jan, 11 Feb, 25 Feb, 10 Mar, 17 Mar, 28 Apr</td>
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Dissertation Preparation

Critical Dissertation (EN7033) and Creative Dissertation (EN7034)

The Presentation

Proposals for the dissertation are presented at a special seminar in the summer term (see course timetable). All full-time students present dissertation proposals at this seminar. First-year part-time students are strongly encouraged to present proposals too, even if they are still very provisional, to assist them in preparing for the dissertation they will be writing next academic year. Second-year part-time students may also find it useful to participate though they will already have been allocated supervisors and have been working on their dissertations for several months.

A week before the formal presentation session, students meet together without staff present (see course timetable). This first meeting is informal but mandatory. The purpose of the session is to help students assess together the scope and nature of each other’s chosen topic, as well as to begin planning the research necessary to complete their dissertation, and previous students have found this session very useful. The second session is
more formal, although not assessed. At this meeting, students present their proposals to all members of the MA staff, who offer new perspectives on specific projects as well as advice on more general issues.

The presentation should:

- not be any longer than five minutes
- give a general outline of the topic and address two or three specific issues relating to it
- comment on the appeal and potential of the project
- include a list of key research questions
- indicate methodology and, where appropriate, relevant theoretical frameworks
- consider how the material in the dissertation might be best organised
- identify gaps in knowledge and outline areas that require development
- comment on any problems students envisage they may encounter
- be of a professional standard (including, for instance, the use of a handout and/or audio-visual equipment, such as PowerPoint)
- demonstrate that students have developed good presentation skills.

Please notify the Programme Administrator of any audio-visual equipment you will require for the pre-presentation meeting and for the main presentations meeting. If you require a laptop computer for a PowerPoint presentation, please also let her know the drive you require (CD, floppy or USB port).

The Written Proposal

Students are required to submit a written proposal in typescript on the Dissertation Proposal form, available electronically on Blackboard, to the School Office (Att 1514 or englishMA@le.ac.uk). The proposal must include a proposed title, a brief outline of the subject and focus of the project (no more than 200 words), an account of its aims and methods (no more than 400 words) and a short bibliography featuring key primary and secondary sources. See below for deadlines.

The key questions a proposal should address are what, why and how? For a Critical Dissertation (EN7033), the questions are:

- What is the topic? What questions will I be asking about this topic as I undertake research? (You may, if you wish, include a list of research questions in your proposal.)
- Why am I writing it; that is, why is this topic interesting and significant? What is the rationale? How will my work challenge or extend existing scholarship?
- How am I going to do it? Which texts will I use? How will it be structured?
- What is my methodology and/or theoretical framework?

For a Creative Dissertation (EN7034), the questions are:

- What genre(s) will I be adopting? What characters will feature? What themes am I going to explore?
- Why am I writing in this genre and about these characters and themes?
- How do I propose to use the genre, characters and themes, to achieve what effects? How does my work relate to works I have read or studied?

The deadlines for written proposals are:

- for second-year part-time students, 12.00noon on Wednesday 3 February 2016,
- and for full-time students, 12.00noon on Wednesday 25 May 2016.

Supervision

This is an independent project but at every stage, from conception through composition and revision to final submission, staff are available to offer support and feedback. With the help of the supervisor’s advice and guidance, students plan, develop, revise and improve their work through a series of drafts. They are provided with up to five hours of one-to-one supervision and must meet with their supervisor on a formal basis on at
At least three occasions during the process of writing the dissertation (between May and September). (In exceptional cases, students may make alternative arrangements for supervision (e.g. via email), but must then keep a record of all communications with their supervisor.) In addition, students are expected to spend 445 hours on private study. Supervisors may read and offer feedback on all of a dissertation in draft but must not be asked to look at multiple drafts of the same section/chapter. The final date for the submission of drafts to supervisors is 1 September (except by special arrangement). After supervisions, students are required to submit a short summary of the meeting (of no more than one page of A4) to their supervisor as an aid to self-reflection and a record of progress.

Second-year part-time students will be allocated supervisors by 17 February 2016, full-time students by 8 June 2016.

**Attendance Requirements (if applicable)**

Attendance 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.

In addition to other attendance monitoring practices, departments will monitor international student attendance at two ‘checkpoints’ during each academic year, typically at a compulsory learning and teaching session appearing in course or examination timetables. Students will not normally be notified of checkpoint dates in advance. If you are an international student and you fail to meet attendance and/or checkpoint requirements this may result in the termination of your course and the subsequent reporting of this to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

Tutors will keep a record of students' attendance at seminars; where modules are team-taught, module convenors will monitor attendance across the semester.

**Teaching Timetable**

You will be notified of any timetable alterations by email/Blackboard; please check your University email account frequently.

**Coursework Submission**

Please see the [Referencing and Academic Integrity](#) section for details of coursework submission.

Please note the following coursework submission deadlines, as well as the dates on which you should receive your marks and feedback:

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Deadline</th>
<th>Return Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core I essay 1 due: 2,500-word essay</td>
<td>12noon Wednesday 18 November 2015</td>
<td>Wednesday 9 December 2015</td>
</tr>
<tr>
<td>Core I essay 2 due: 2,500-word essay</td>
<td>12noon Wednesday 27 January 2016</td>
<td>Wednesday 17 February 2016</td>
</tr>
<tr>
<td>Option Module I essay due: (Portfolio of poems + 2,000-word commentary/essay for EN7133 OR 4,000-word essay for EN7139)</td>
<td>12noon Wednesday 27 January 2016</td>
<td>Wednesday 17 February 2016</td>
</tr>
</tbody>
</table>
SEMESTER TWO

Option Module II essay due: 12noon Wednesday 4 May 2016
(4,000-word essay for EN7134 OR 3,000-word portfolio + 500-1,000-word commentary for EN7135)
Return date: Thursday 26 May 2016

Core II essay 3 due: 12noon Wednesday 4 May 2016
(5,000-word essay)
Return date: Thursday 26 May 2016

F/T dissertation proposals due: 12noon Wednesday 25 May 2016

Dissertations (FT and PT2) due: 12noon Friday 30 September 2016
(15,000-word critical dissertation OR 12,000-word portfolio + 3,000-word commentary)
Return date: After November Exam Board

Penalties for late submission of work
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 Regulations governing the assessment of taught programmes (see www.le.ac.uk/senate-regulation7 or www.le.ac.uk/sas/assessments/late-submission).

If you do need to submit a piece of work after the submission deadline, you will need to take it to the reception desk in Attenborough 1514; you must complete and sign a ‘Late Submission of Assessed Work’ form to accompany any late work.

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 the University’s Registry and will only be allowed in certain circumstances.

See www.le.ac.uk/sas/courses/transfercourse or www.le.ac.uk/sas/courses/transfermodule for details of the procedures involved and deadlines that apply.
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.

The External Examiner for this programme is: Professor Peter Robinson, Professor of English and American Literature, University of Reading. Please note that students are not permitted to initiate direct contact with External Examiners (see Regulation 7.36).

Feedback and the Return of Work from Staff

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 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.
- All work is marked by two markers. Please see the end of this Handbook for our Marking Criteria.
- Students will receive a written report and an agreed grade for each assessed essay and dissertation.
- Other feedback will include verbal feedback from seminar tutors.
- You are encouraged to discuss your assessment feedback with your personal tutor, if you have any questions or concerns.

Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in the Regulations governing taught postgraduate programmes of study (https://www2.le.ac.uk/offices/sas2/regulations/documents/sr6-taught-postgraduate). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/pgt-progressionaward

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

Should you fail to achieve a pass mark (50%) in a module, you will be entitled to re-sit or re-submit any of the failed components of assessment associated with that module, on one occasion only. Please note, however, that the number of credits of taught modules that you are entitled to re-sit or re-submit is half of the credit value of the taught component of the programme (i.e. up to 60 taught credits if you are undertaking a short dissertation or up to 45 taught credits if you are undertaking a long dissertation). One resubmission of the dissertation will normally be allowed. For further details, please refer to Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

Please see also your Study Skills Guide.
Referencing and Academic Integrity

Referencing style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most academic departments have a specific referencing style which you are required to use. Please note that some of your modules may be taught by different departments. 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

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.

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.

Your coursework must meet each of the following conditions:

- You should agree your essay question with the module tutor before commencing to write.
- The School of English recommends the MHRA referencing system (www.style.mhra.org.uk), but if you are familiar with an alternative system, such as MLA or Harvard, you may use this instead. (Please note on your work the name of the alternative referencing system.) Please consult an appropriate style guide to ensure you are using your chosen system correctly.
- Your essay should be within the stated word limit. Word limits include footnotes and appendices but exclude bibliographies.
- Your essay must be word-processed (or typed). If, exceptionally, you have been given permission to submit it in hand-written form, you MUST write legibly.
- Make sure that you put your student number and module title in the header of your essay, as well as on the cover sheet. Do not put your name on either.
- Your essay should be on one side of the paper only and in double-line spacing. There must be a wide margin on the left-hand side of the page.
- The pages must be numbered.
- Two copies of assessed work should be submitted in hard copy with a cover sheet completed and fixed to the front of each. Note that there are different cover sheets for essays, creative writing and reflective commentaries for creative writing modules. Ensure that you attach the correct cover sheet to your work. Cover sheets are available on Blackboard and in a box on top of the postgraduate pigeonholes on Attenborough floor 16.
- Firmly fasten the pages of each copy together. Please do not submit your work in folders.
- It is ESSENTIAL for you to keep a copy of your work.
- All submitted course work should be placed in the School’s postgraduate postbox on Attenborough floor 16 landing, except for dissertations which should be handed in to the School Office (Attenborough 1514).
- You may submit coursework essays by post, as long as these are sent by Recorded Delivery and arrive in the School Office by the stated deadline; you should allow 24 hours for mail to be forwarded by the University’s central post room to the School.
• If your piece of work does not meet all the School’s requirements, it will not be accepted as examinable material.
• Work submitted for assessment which does not meet the requirements of the examiners in respect of presentation (including grammar, spelling and punctuation) will be referred back for amendment.
• Candidates who have not passed their coursework will not be permitted to proceed to the dissertation, or, in the case of part-time students, will not be permitted to enter the second year of the course.

Essays and exercises are double marked. Work is usually marked within 21 days of submission. Work which is submitted late, for any reason, falls outside of this schedule.

In addition, for dissertations:
• Supervisors may read and offer feedback on all of a dissertation in draft but must not be asked to look at multiple drafts of the same section/chapter.
• Dissertations should not be more than 15,000 words in length (25,000 words for the MAES 90-credit version) including notes, but excluding the bibliography. This limit may only be exceeded by prior permission of the supervisor.
• Put your student number, not your name, on the dissertation.
• Front cover (cardboard) of dissertation should bear same details as title page, i.e.

  DISSERTATION TITLE  
  MA in Modern Literature  
  University of Leicester  
  2015  

  CANDIDATE NUMBER (NOT NAME)

• Students are required to submit three copies of their dissertation, word-processed and soft bound (also called 'perfect bound'), by 30 September * of the year in which they submit their proposal, with a completed Postgraduate Assessment Feedback: Written Work cover sheet placed in (but not bound into) each copy.
  • We recommend that dissertations be bound by the University's Print Services (website http://www2.le.ac.uk/offices/printservices; drop-off and collection service via the Bookshop), who require one day for binding or three days for printing/copying and binding. Enquiries to 0116 252 2851 or printservices@le.ac.uk. You are free to select your own choice of colour for the cover.
• Dissertations should be handed in at the School Office (Att.1514) and also submitted electronically on Turnitin.
  • It may not be possible for dissertations submitted after 30 September* to be considered by the next Board of Examiners. Thus, failure to submit by the deadline may mean the award of the degree, and the opportunity to graduate, will be delayed.

* Or by the following Tuesday, where 30 September falls on a weekend or a Monday.

Turnitin plagiarism software is used in the School of English. In addition to two paper copies, you are also required to submit each essay electronically via the Turnitin plagiarism-detection database on Blackboard:
• Log on to Blackboard
• Click on to your course title
• Click on 'Assignments'
• Click on 'View/Complete' for the relevant assignment
• Fill in your name and the title of the essay
• Click on 'Browse' and select the essay as you would an attachment to an email (the software accepts the following file types: Word, Text, Postscript, PDF, HTML, and RTF)
• Click 'Open' (this will return you to the Turnitin page)
• Click 'Submit'

You will be sent an email to confirm that you have submitted your essay successfully. You will not be able to see the originality report.

If you have any concerns about plagiarism you should talk to your supervisor, seminar tutor or personal tutor about it.

The University views academic integrity as one of the foundations of academic development. A key part of this is the acknowledgement of the work of others. You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else's work without proper acknowledgement.

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

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

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

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

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

See also [www.le.ac.uk/sas/assessments/plagiarism](http://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](http://www.le.ac.uk/senate-regulation11), paragraphs 11.63 to 11.78).

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](http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial)

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

Notification of Ill Health and Other Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

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

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

Students should submit evidence of mitigating circumstances within five working days of the relevant assessment deadline. This should be submitted to the Programme Administrator either via the School Office (Attenborough 1514) or by email.

Completed mitigating circumstances forms and supporting documentation will be considered by a Mitigating Circumstances Panel. Mitigating Circumstances Panel meetings are held every week during term time, and you can expect to receive a decision in relation to your form and evidence within ten working days of this having been submitted.

The Mitigating Circumstances Panel membership comprises colleagues from the School of English, School of Modern Languages, and the Department of History of Art and Film. This allows us to schedule regular Mitigating Circumstances Panel meetings so as to present timely responses to our students. Please note that student confidentiality is of utmost importance to the Mitigating Circumstances Panel, and specific information will never be disclosed outside of the Mitigating Circumstances Panel.

If you have any questions about this, or if you would like to find out when the next Mitigating Circumstances Panel meeting will be held, please contact the Programme Administrator for your degree.

**Ethical Approval of Student Projects**

Ethical approval is needed for all research and consultancy undertaken by University staff and students (both undergraduate and postgraduate) wherever research and related activities involves human participants or raises ethical issues. All research and related activities within the University which involves human participants, or which raise ethical issues, require approval through the University’s ethical review system: [http://www2.le.ac.uk/institution/ethics/approval](http://www2.le.ac.uk/institution/ethics/approval).

**Personal Support for Students**

**Departmental Student Support Arrangements**

From discussion of academic progress, to friendly advice on personal matters; personal tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. The Department’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).

Your personal tutor will offer confidential advice and support on a range of matters, from official dealings with the University, College or School (this includes advice on issues relating to modules on which your personal tutor also teaches; as personal tutor their role is to provide you with support, not discipline) to guidance on how to proceed in the event of a failure. It is in your interests to ensure that your personal tutor is kept informed about anything that might affect your ability to fulfil your assignment and attendance obligations. Your personal tutor will be able to put you in touch with a range of specialist advisers within the university, qualified to give financial, medical and welfare advice.

The writing of references for potential employers is generally done by your personal tutor. Please do remember to ask your personal tutor, though, before giving his or her name as a referee. It would also help your tutor if you could provide an up-to-date curriculum vitae, and specific details about the position applied for.
Equal Opportunities
The School Equal Opportunities Officer is Dr Jonathan Taylor.
The School AccessAbility officer is Mr David Revill.
If you have any concerns related to equal opportunities (ethnicity, gender, disability, etc.), these may be raised at a regular Postgraduate Student-Staff Committee meeting.

University Student Support Arrangements

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). Low-level 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 | accessable@le.ac.uk
www.le.ac.uk/accessability

Student Welfare Centre
The Student Welfare Centre offers wide ranging practical support, advice, and information for students.
Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service.
Information and guidance is available in relation to private rented accommodation.
For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems.

Contact: Student Welfare Service, Percy Gee Building (First Floor).
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 counselling on a one-to-one or group basis 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.
For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

**Contact**: Student Counselling Service  
+44 (0)116 2231780 | counselling@le.ac.uk  

**Student Mental Wellbeing Support**  
Practical and emotional one-to-one and group support to students managing mental health issues whilst at the University.  
**Contact**: Student Support (mental wellbeing)  
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk  
[www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing](http://www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing)

**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](http://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](http://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: [www2.le.ac.uk/students/info/new/postgrad/health](http://www2.le.ac.uk/students/info/new/postgrad/health)

**Careers and Employability**

**Career Development Service**  
You need a first-class education; that’s a given. But you also need an edge, an advantage, a head-start in the competitive graduate recruitment world. Based in the Students’ Union, your award winning Career Development Service is here to guide and support you from your arrival at Leicester through to graduation and beyond.
Throughout your studies you will engage with the Career Development Journey which is your personal guide to working out what you want to do after University and how to get there. Starting early is key, and completing the first step of the journey is simply achieved by logging onto MyCareers with your university username and password. You can access this through our homepage.

MyCareers is your gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews;
- Booking workshops, such as mock assessment centres and psychometric testing;
- Invitations to employer events;
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and enterprise and business start-up activities.

Get involved by:

- Signing up to Unitemps If you are looking for part time work whilst studying. We are based next to the Career Development Service in the Students’ Union.
- Coming along to fantastic employer events throughout the year including the Festival of Careers. We are one of the top 25 universities targeted by the largest number of top employers!
- Reflecting on your skill development throughout your academic studies and extra-curricular activities, as you will need to show employers how you can communicate, work in a team and much more. For more information on the Transferable Skills Framework go to our website.

Come and visit us in the Students’ Union and log onto your MyCareers account to get started. We’re here to support you throughout your time at university so make the most of the services we offer, to make the most of you.

Contact: Career Development Service, Level 0, Students’ Union, Percy Gee Building
0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers | @uolcds | fb.com/uolcds
Feedback from Students

Student Feedback Questionnaires

Students are asked to complete a course questionnaire at the conclusion of the taught section of their course (at the end of the spring term or beginning of the summer term).

The School uses questionnaire feedback within the process of reviewing individual modules and the course as a whole.

The Course Convenor will respond to feedback verbally (where appropriate) at the end-of-course meeting and will communicate actions taken via Blackboard.

Student Staff Committees

The School Postgraduate Student-Staff Committee meets three times each year.

Representatives are drawn from each of the School’s MA programmes and also from the English Research (PhD) programme. Volunteers are sought at the beginning of each academic year; the Students’ Union will circulate details about Course Rep elections.

In 2014/15, the Postgraduate Staff-Student Committee will meet:

1.00pm, Wednesday 28 October 2015, in TBA
1.00pm, Wednesday 10 February 2016, in TBA
1.00pm, Wednesday 18 May 2016, in TBA.

If you would like to raise an issue at a PGSSC meeting, please contact your course representative. (Details are listed on Blackboard.)

Minutes of each meeting are posted on Blackboard; they are also forwarded to the School Meeting, the Students’ Union Education Unit and to the College Academic Committee.

The University’s Code of Practice on the Work of Student-Staff Committees may be downloaded here: www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf

Societies

SPELL is the social and academic society for postgraduates in the School of English. We exist to nurture a lively postgraduate community within the department, acting as the social hub for both MA and PhD students. The society aims to support postgraduate students throughout their studies, whether that’s simply by offering a chance to make new friends and catch up with old ones, or through the development of research skills and interests at a workshop or Postgraduate Forum. Throughout the year we coordinate formal and informal events to bring postgraduates together, from casual socialising in the pub and/or afternoon tea to academic workshops. Regular events include an annual welcome reception, the Postgraduate Forum, Café Spell and a theatre trip, in addition to special events such as the Shakespeare workshop, creative writing workshop and the summer picnic held over the past year. We also maintain links with other societies across the College, such as the New History Lab.

The SPELL Committee is focused on reaching out to all postgraduates in the School of English and hope to run activities that everyone can enjoy. Please get in touch with any member of the committee if you have any suggestions/ ideas for the future. We look forward to meeting you in October.

The new membership year will begin at our welcome reception at the beginning of term.
If you would like to join the Society, please see the SPELL web pages on the School of English site (http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees) or join our Facebook Group page: https://www.facebook.com/groups/208586385844425

Safety and Security

The School Safety Officer is Mrs Andrea Vear (av128@le.ac.uk, ext. 2662, Attenborough 1514).

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

Attenborough Building

The Attenborough Building is open from 8.00am to 6.00pm, Monday to Friday.

The fire alarm is tested once a week, usually on Thursday at 9.30am. If the alarm sounds at another time, please exit the building via the stairs. Do not collect personal belongings. Follow any instructions issued by the fire wardens. The assembly point is the area in front of the Mathematics Building.

Paternoster

In order to prevent the Paternoster from malfunctioning, students are asked to observe strictly the safety instructions posted in each car.

Student IT Cards

If you need to order a replacement Student ID Card, please visit http://www2.le.ac.uk/offices/sas2/studentrecord/access.

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](http://www.le.ac.uk/sas/regulations/appeals-complaints). These pages should be read in conjunction with the University’s [Regulations governing student appeals](http://www.le.ac.uk/senate-regulation10) and [Regulations governing student complaints](http://www.le.ac.uk/senate-regulation12).
Tutors

LUCY EVANS BA MA PhD (Leeds)
Room 1510, Attenborough Tower, 252 2626, lae9@le.ac.uk
http://www2.le.ac.uk/departments/english/people/lucyevans

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http://www2.le.ac.uk/departments/english/people/nicholaseverett

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http://www2.le.ac.uk/departments/english/people/harrywhitehead
# Marking Criteria

## EN7001 Bibliography Presentation

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of academic</strong></td>
<td>Minor errors in the majority of entries/</td>
<td>Minor errors in the minority of entries/minor systematic errors</td>
<td>Minor errors in a small minority of entries</td>
<td>Virtually faultless</td>
</tr>
<tr>
<td>referencing conventions</td>
<td>major systematic errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Range of sources</strong></td>
<td>Limited</td>
<td>Satisfactory</td>
<td>Evidence of breadth</td>
<td>Very wide</td>
</tr>
<tr>
<td><strong>Relevance and</strong></td>
<td>The minority of items relevant and appropriate</td>
<td>The majority of items relevant and appropriate</td>
<td>A very large majority of items relevant and appropriate</td>
<td>All items very relevant and appropriate</td>
</tr>
<tr>
<td><strong>appropriateness of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale and</strong></td>
<td>Unsatisfactory rationale and procedures</td>
<td>Satisfactory rationale and procedures</td>
<td>Very good rationale, thorough procedures</td>
<td>Sophisticated and clear rationale, very</td>
</tr>
<tr>
<td><strong>procedures for</strong></td>
<td></td>
<td></td>
<td></td>
<td>thorough procedures</td>
</tr>
<tr>
<td><strong>selection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of</strong></td>
<td>Lacking in coherence</td>
<td>Satisfactory</td>
<td>Coherent</td>
<td>Lucid</td>
</tr>
<tr>
<td><strong>presentation</strong></td>
<td></td>
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</tbody>
</table>
# EN7001 Written Exercise

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Distinction: 70+** | Excellent coverage of relevant materials  
Sophisticated analysis of concepts and arguments  
Marked independence of thinking  
Excellent organization and illustration of materials  
Excellent range of reference to the appropriate materials  
Clear academic writing in a discriminating register  
Near-faultless presentation in accordance with the appropriate academic conventions. |
| **Merit: 60–69** | Thorough coverage of relevant materials  
A very good standard of analysis of concepts and arguments  
Substantial evidence of independent thinking  
Very clear and effective organization and illustration of materials  
Wide range of reference to the appropriate materials  
Clear academic writing in an appropriate register  
Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction. |
| **Pass: 50–59** | Fair coverage of relevant materials, but with some gaps  
Evidence of critical analysis of concepts and arguments  
Some evidence of independent thinking  
Sound organization and illustration of materials  
A fair range of reference to the appropriate materials, but with some significant omissions  
Writing in an academic register with satisfactory levels of precision and clarity  
Good presentation in accordance with appropriate academic conventions, but evidence of insufficiently thorough proof-reading and of some shortcomings in referencing, bibliography, citation and matters of style. |
| **Fail: below 50** | Significant oversights in the coverage of relevant materials  
Little critical analysis of concepts and arguments  
Little evidence of independent thinking  
Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the materials  
Writing in an inappropriate register, with lack of clarity and precision  
Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proof-reading and serious problems with referencing, bibliography, citation, formatting or style.  
**N.B.** Work of whatever level with this kind of inaccurate presentation will be referred for correction. |
Coursework and Critical Dissertations

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Distinction: 70+** | Comprehensive coverage of relevant issues  
Independent and effective research  
Sophisticated analysis of texts and concepts  
Marked independence of thinking  
Excellent organization and illustration of arguments  
Excellent range of reference to the appropriate primary and secondary sources  
Clear and lucid academic writing in a discriminating register  
Near-faultless presentation in accordance with the appropriate academic conventions. |
| **Merit: 60–69** | Thorough coverage of relevant issues  
Substantial evidence of effective research  
A very good standard of analysis of texts and concepts  
Substantial evidence of independent thinking  
Very clear and effective organization and illustration of arguments  
Wide range of reference to the appropriate primary and secondary sources  
Clear academic writing in an appropriate register  
Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction. |
| **Pass: 50–59** | Fair coverage of relevant issues, but with some gaps  
Evidence of research  
Evidence of critical analysis of texts and concepts  
Some evidence of independent thinking  
Sound organization and illustration of arguments  
A fair range of reference to the appropriate primary and secondary sources, but with some significant omissions  
Writing in an academic register with satisfactory levels of precision and clarity  
Good presentation in accordance with appropriate academic conventions, but evidence of insufficiently thorough proof-reading and of some shortcomings in referencing, bibliography, citation and matters of style. |
Fail: below 50

Significant oversights in the coverage of relevant issues
Very little evidence of research
Little critical analysis of texts and concepts
Little evidence of independent thinking
Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the argument
A limited range of reference to primary and secondary sources
Writing in an inappropriate register, with lack of clarity and precision
Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proof-reading and serious problems with referencing, bibliography, citation, formatting or style.

N.B. Work of whatever level with this kind of inaccurate presentation will be referred for correction.

### Creative Writing

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Poor control and incompetent handling of language</td>
<td>Sound control and for the most part assured handling of language</td>
<td>Overall control and very assured handling of language</td>
<td>Full control and excellent, precise and original innovative handling of language</td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td>Poor use and control of observed detail</td>
<td>For the most part assured use and control of observed detail</td>
<td>Very good use and control of observed detail</td>
<td>Excellent use and innovative control of observed detail</td>
</tr>
<tr>
<td><strong>Voice/Point of View</strong></td>
<td>Limited control of narrative/lyric voice or dialogue; poor handling of tone, register and point of view</td>
<td>Sound control of narrative/lyric voice and dialogue; for the most part assured handling of tone, register and point of view</td>
<td>Overall control of narrative/lyric voice and dialogue; very assured handling of tone, register and point of view</td>
<td>Full control of narrative/lyric voice and dialogue; excellent and original handling of tone, register and point of view</td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td>Poor, incompetent handling of form</td>
<td>Sound, for the most part assured handling of form</td>
<td>Very good, and in places original, handling of form</td>
<td>Excellent and original innovative handling of form</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Limited control of structure; poor, incoherent organisation</td>
<td>Good control of structure; competent, mainly coherent organisation</td>
<td>Overall control of structure; very good, coherent organisation</td>
<td>Full control of structure; excellent, imaginative organisation</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Poor presentation with many and/or major errors; formatting incorrect</td>
<td>Good presentation with not many errors; formatting for the most part correct</td>
<td>Very good presentation with very few errors; formatting correct</td>
<td>Excellent, impeccable presentation; formatting of professional, publishable standard</td>
</tr>
</tbody>
</table>
## Reflective Commentaries on Creative Writing

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of original aims and process of revision</strong></td>
<td>Poor: process inadequately explained; lacks clarity and cogency; identifies few issues and little evidence of appropriate response</td>
<td>Good: process competently, if not fully, explained; some clarity and cogency; competently identifies and responds to some issues</td>
<td>Very good: process mostly explained; mainly lucid and cogent; perceptive in identifying and responding to issues</td>
<td>Excellent: process fully explained; thoroughly lucid and cogent; very perceptive in identifying and responding to issues</td>
</tr>
<tr>
<td><strong>Engagement with significant features (e.g. language, observation, voice, genre, structure, presentation)</strong></td>
<td>Poor: insufficient evidence of engagement with or understanding of significant features</td>
<td>Good: some cogency and perceptiveness in engagement with, and understanding of, some significant features</td>
<td>Very good: mainly cogent and perceptive engagement with, and understanding of, most significant features</td>
<td>Excellent: very cogent and perceptive engagement with, and understanding of, all significant features</td>
</tr>
<tr>
<td><strong>Situating work in literary (and, where appropriate, critical) context</strong></td>
<td>Poor: Insubstantial and unconvincing in relating work to existing literature or criticism</td>
<td>Good: some cogency and perceptiveness in relating work to some existing literature (and, where appropriate, criticism)</td>
<td>Very good: mainly convincing and perceptive in relating work to a fair range of existing literature (and, where appropriate, criticism)</td>
<td>Excellent: wholly convincing and very perceptive in relating work to a good range of existing literature (and, where appropriate, criticism)</td>
</tr>
<tr>
<td><strong>Response to feedback from supervisor (and, where relevant, others)</strong></td>
<td>Poor: Insufficient evidence of genuine creative or intellectual response to feedback</td>
<td>Good: Evidence of adequate, if limited, creative and/or intellectual response to feedback</td>
<td>Very good: Evidence of intelligent and productive creative and/or intellectual response to feedback</td>
<td>Excellent: Evidence of very intelligent and productive creative and intellectual response to feedback</td>
</tr>
</tbody>
</table>
## MA Oral Presentation Marking Criteria

<table>
<thead>
<tr>
<th></th>
<th>DISTINCTION</th>
<th>MERIT</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge, and relevance of</strong></td>
<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>
<td>Evidence of some careful reading and thought. Mainly relevant to the topic</td>
<td>Significant gaps in reading and thought. Often irrelevant to the topic</td>
</tr>
<tr>
<td><strong>content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical analysis and evaluation of material</strong></td>
<td>Subtle, detailed and independent-minded analysis. Confident and balanced evaluation</td>
<td>Detailed and thorough analysis. Clear effort made to weigh up evidence carefully</td>
<td>Usually thorough analysis, going into some detail. Some effort made to weigh evidence</td>
<td>Limited or superficial analysis. Tendency to describe rather than evaluate</td>
</tr>
<tr>
<td><strong>Clarity and range of expression</strong></td>
<td>Highly articulate, fluent, wide-ranging expression with strong command of critical language and/or proper terminology</td>
<td>Clear expression, generally fluent, very good command of critical language and/or proper terminology</td>
<td>Some minor losses of clarity. Largely accurate use of critical language and/or terminology</td>
<td>Flaws in clarity at times. Limited expression. Problems with accurate use of critical language and/or terminology</td>
</tr>
<tr>
<td><strong>Pace and timing</strong></td>
<td>Excellent time keeping and excellent delivery pace</td>
<td>Good time keeping and well-paced delivery</td>
<td>An ability to keep to agreed time and an attempt to keep the delivery paced</td>
<td>Unable to keep to agreed time; issues with delivery pace severe enough to affect audience’s comprehension.</td>
</tr>
<tr>
<td><strong>Appropriateness to audience (specialist/non-specialist)</strong></td>
<td>Expertly adjusted to cater to all present, with well-judged levels of explanation.</td>
<td>Well-adjusted to the needs of the majority of the audience, with suitable levels of explanation.</td>
<td>Attention given to explaining terms and contexts likely to be unfamiliar to the audience.</td>
<td>Not adapted to the levels of knowledge of the majority of the audience.</td>
</tr>
<tr>
<td><strong>Engagement/ rapport with audience</strong></td>
<td>Excellent ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Very good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Limited ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
</tr>
<tr>
<td><strong>Use of handout, visual and other aids</strong></td>
<td>Highly confident use of aids, which are fully integrated, thoroughly relevant to the presentation, and entirely clear</td>
<td>Assured use of aids, which are well integrated, directly relevant to the presentation and very clear</td>
<td>Satisfactory use of aids, which are largely well integrated, relevant to the presentation and clear</td>
<td>Limited confidence in use of aids, which are not always well integrated, relevant to the presentation or clear</td>
</tr>
<tr>
<td>Response to Questions (if applicable)</td>
<td>Direct and thoughtful responses, revealing broader subject knowledge and/or clear sense of potential challenges for research</td>
<td>Direct responses, indicating good knowledge of subject material and/or awareness of potential challenges.</td>
<td>Satisfactory responses, indicating questions and their implications for work were understood</td>
<td>Responses indicate significant gaps in understanding of subject / lack of appreciation of challenges for research.</td>
</tr>
</tbody>
</table>