Postgraduate

MA in Modern Literature (and Creative Writing)
2016/17
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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 Victoria Stewart, Course Convenor
September 2016

Induction

An induction session will be held 11.00am to 1.00pm on Wednesday 28 September: this session will include students in the School of Arts. At 2.00pm Dr Julian North will lead an introduction to taught postgraduate study in the School, and Dr Emma Parker 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 ([http://www2.le.ac.uk/offices/welfare/international-student-support/iww](http://www2.le.ac.uk/offices/welfare/international-student-support/iww)) prior to the beginning of term. International Student Support also provide ongoing support and advice for International students ([http://www2.le.ac.uk/offices/welfare/international-student-support](http://www2.le.ac.uk/offices/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 ([http://www2.le.ac.uk/offices/eltu/insessional/academic-english-language-support-courses/el7000](http://www2.le.ac.uk/offices/eltu/insessional/academic-english-language-support-courses/el7000)). These classes are provided free of charge for postgraduates and are designed to develop students' English-language and study skills.

If you will be arriving late and will miss the induction sessions, please contact the School Office at EnglishMA@le.ac.uk at the earliest convenience.

Department Details

A brief history of the School may be found here: [www2.le.ac.uk/departments/english/about](http://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: [http://www.le.ac.uk/maps/documents/uol.pdf](http://www.le.ac.uk/maps/documents/uol.pdf) and [http://www.le.ac.uk/maps/](http://www.le.ac.uk/maps/).

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

### Departmental 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 Victoria Stewart, Director of the MA in Modern Literature, is available for consultation about matters academic and pastoral. Please email vas6@le.ac.uk to make an appointment.

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](http://www2.le.ac.uk/departments/english/people)

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Member of Staff</th>
<th>Location</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head of Department</strong></td>
<td>Dr Philip Shaw</td>
<td>ATT 1615 +44 (0)116 252 5365; <a href="mailto:hodarts@le.ac.uk">hodarts@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Programme Contacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Course Convenor</strong></td>
<td>Dr Victoria Stewart</td>
<td>ATT 1513 +44 (0)116 252 2634; <a href="mailto:vas6@le.ac.uk">vas6@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>• Tutors</strong></td>
<td>Mr Nick Everett</td>
<td>ATT 1301 +44 (0)116 252 2644; <a href="mailto:ngre1@le.ac.uk">ngre1@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Zalfa Feghali</td>
<td>ATT 1510 +44 (0)116 252 2626; <a href="mailto:zf31@le.ac.uk">zf31@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Alberto Fernandez Carbajal</td>
<td>ATT 1414 +44 (0)116 252 5073; <a href="mailto:afc9@le.ac.uk">afc9@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Sarah Graham</td>
<td>ATT 1304 +44 (0)116 252 2625; <a href="mailto:shsg1@le.ac.uk">shsg1@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Professor Martin Halliwell</td>
<td>ATT 1302 +44 (0)116 252 2645; <a href="mailto:mhr17@le.ac.uk">mhr17@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Professor Martin Stannard</td>
<td>ATT 1309 +44 (0)116 252 2621; <a href="mailto:maj@le.ac.uk">maj@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Jonathan Taylor</td>
<td>ATT 1314 +44 (0)116 252 2778; <a href="mailto:jnt265@le.ac.uk">jnt265@le.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Harry Whitehead</td>
<td>ATT 1604 +44 (0)116 252 3357; <a href="mailto:hdw5@le.ac.uk">hdw5@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>Officers and Tutors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Director of MAs in the School of Arts</strong></td>
<td>Dr Julian North</td>
<td>ATT 1307 +44 (0)116 252 2776; <a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>• AccessAbility Tutor</strong></td>
<td>Mr David Revill</td>
<td>ATT 1514 +44 (0)116 252 2622; <a href="mailto:englishma@le.ac.uk">englishma@le.ac.uk</a></td>
</tr>
<tr>
<td><strong>• Examinations Officer</strong></td>
<td>Dr Mark Rawlinson</td>
<td>ATT 1308 +44 (0)116 252 2639; <a href="mailto:mjr1@le.ac.uk">mjr1@le.ac.uk</a></td>
</tr>
</tbody>
</table>
Professional Services Staff:

- **Programme Administrator**  
  Mr David Revill  
  ATT 1514  
  +44 (0)116 252 2622; englishma@le.ac.uk

- **SSC Administrator**  
  Mrs Alex Reay  
  ATT 1514  
  +44 (0)116 252 2214; ar395@le.ac.uk

**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](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.

**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 2016 are to be confirmed.

**Early Modern Research Seminar**

This seminar covers the period 1500-1800. Dates for 2016/7 are to be confirmed. Please e-mail earlymodern@le.ac.uk to be added to the seminar email list and receive further information.

**Centre for New Writing**

As students in Creative Writing, you should expect to attend as many of the events hosted by the Centre for New Writing and Literary Leicester Festival during the course. These will include readings, interviews, workshops and panels by guest writers and other professionals, and give you the opportunity to learn from and meet well-known and experienced authors from beyond the university. Details of the programmes for these events will be provided at the beginning of the academic year; news for other events around Leicester (including Leicester Shindig and other open-mic evenings) will be provided via email, Blackboard and the Creative Writing at Leicester University Facebook group (which, if you are on Facebook, you should join). Please also sign up for the Centre for New Writing email list: you can do this on the Centre’s webpages here: [http://www2.le.ac.uk/departments/english/creativewriting/centre](http://www2.le.ac.uk/departments/english/creativewriting/centre).
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
- Sharpen your mathematics and statistics skills

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

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

The Library provides you with:

- access to a huge range of specialist digital and print information resources for your subject;
- help in finding and using information - online, face to face and by telephone;
- individual and group study space, including the Graduate School Reading Room exclusively for postgraduate students;
- PCs and wireless networking for your own device throughout the David Wilson Library;
- study and meeting facilities at the Brookfield Postgraduate Teaching Centre;
- 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 http://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 2013 and many specialist programs to help you with your studies.

Visit www.le.ac.uk/it4students for more information about:

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

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

Students’ Union Education Unit (ED)

Text for campus-based students (delete if not applicable)

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 free, confidential 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 professional and friendly support.

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, and you can either pop in or book an appointment by contacting us on the following details:

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

Online chat facilities are also available for appointments and drop in sessions.

Facebook – [https://www.facebook.com/talktoED](https://www.facebook.com/talktoED) (Drop in on Wednesdays, 3:30pm-4:30pm)

Skype - @ed_ucation1 (Drop in on Tuesdays, 9am-10am)

Text for distance-learning students (delete if not applicable)

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 free, confidential service to help and advise you about where to go and what to do. If you wish to talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide professional and friendly support.

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

Online chat facilities are also available for appointments and drop ins.

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Skype - @ed_ucation1 (Drop in on Tuesdays, 9am-10am)

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, which has been ranked 3rd in the country in the University League Tables, The Guardian University Guide 2016.

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

Find out more about Languages at Leicester, including fees and term dates at: www.le.ac.uk/ml/lal.

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.

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

Other University Facilities

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

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-regulation](http://www.le.ac.uk/senate-regulation) ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.

**Course details**

**Programme and Module Specifications**

View the programme and module specifications for your course via [www.le.ac.uk/sas/courses](http://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>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>EN7134</td>
<td>Literature and Gender; Deviant Bodies and Dissident Desires</td>
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**Semester 2**

<table>
<thead>
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<tbody>
<tr>
<td>EN7032</td>
<td>Modern Literature and Theory II</td>
<td>30</td>
</tr>
<tr>
<td>EN7132 OR</td>
<td>Literature and Exile: American Writers in Paris OR</td>
<td>20</td>
</tr>
<tr>
<td>EN7135</td>
<td>Writing 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>
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**Part-time structure**

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<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>
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</table>

**Semester 2**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>EN7135</td>
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<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>
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</table>
EN7032 Modern Literature and Theory II  30 credits

Year 2

Semester 1

EN7133 OR EN7134

Poetry Writing and Contemporary Poetry OR
Literature and Gender: Deviant Bodies and Dissident Desires

20 credits

Semester 2

EN7132 OR EN7135

Literature and Exile: American Writers in Paris OR
Writing Fiction

20 credits

EN7033 OR EN7034

Critical Dissertation OR
Creative Dissertation

60 credits

Modules

EN7001: Bibliography, Research Methods and Writing Skills

The module is compulsory for all English Studies, Modern Literature and Victorian Studies MA full-time (or year one part-time) students. See www.le.ac.uk/sas/courses/documentation for assessment details. The schedule of events will be as follows (refer to your personalised timetable for times, dates and venues):

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 October 2016</td>
<td>INTRODUCTION: PRIMARY SOURCES AND ARCHIVES</td>
<td>Dr J North &amp; Dr S Dixon &amp; Ms C Sampson</td>
</tr>
<tr>
<td></td>
<td>Introduction to the module</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extending your use of primary sources in taught modules and your dissertation</td>
<td></td>
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<tr>
<td></td>
<td>Using archives and introduction to the Leicester University Special collections and archives</td>
<td></td>
</tr>
<tr>
<td>12 October 2016</td>
<td>YOUR DISSERTATION</td>
<td>Dr J North</td>
</tr>
<tr>
<td></td>
<td>This session is designed to get you started thinking about your dissertation topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You will be encouraged to use the EN7001 assessments as a way to get started on your dissertation.</td>
<td></td>
</tr>
<tr>
<td>19 October 2016</td>
<td>ELECTRONIC SOURCES OF INFORMATION:</td>
<td>Ms Jackie Hanes (Library)</td>
</tr>
<tr>
<td></td>
<td>Guidance on search strategies and online catalogues. You will begin searching for sources relevant to your ideas so far for your dissertation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(These sources can be used for the two EN7001 assessments: the critical review and the bibliography presentation).</td>
<td></td>
</tr>
<tr>
<td>26 October 2016</td>
<td>ENGAGING WITH CRITICS: WRITING A CRITICAL REVIEW</td>
<td>Dr J North</td>
</tr>
<tr>
<td></td>
<td>Prepares you for the critical review assessment. You will be given guidance and practice in engaging with critics. An opportunity for peer- and tutor-feedback.</td>
<td></td>
</tr>
<tr>
<td>2 November 2016</td>
<td>ACADEMIC WRITING AND REFERENCING</td>
<td>Dr J North</td>
</tr>
</tbody>
</table>
Prepares you for both assessments. Guidance and practice in improving your academic writing and presenting and referencing your assessed work. How to present a bibliography

<table>
<thead>
<tr>
<th>9 November 2016</th>
<th>ELETRONIC SEARCHES FOR YOUR BIBLIOGRAPHY</th>
<th>Ms Jackie Hanes (Library)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gets you started on compiling your bibliography, for the bibliography presentation. You will be given specific help in searching for sources for your bibliography.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 November 2016</th>
<th>DEVELOPING YOUR CRITICAL WRITING</th>
<th>Dr J North</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Helps with all your assessments on the MA. You will be practising close reading and critical writing, using extracts from texts you are studying in your other modules. An opportunity for peer- and tutor-feedback on your writing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23 November 2016</th>
<th>PRESENTATION SKILLS and PREPARING YOUR BIBLIOGRAPHY PRESENTATION</th>
<th>Dr J North &amp; Mr S Rooney</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepares you for the bibliography presentation. What you need to do in this presentation and practice in doing it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30 November 2016</th>
<th>DEVELOPING YOUR DISSERTATION IDEAS</th>
<th>Dr J North</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion and group-work to develop your dissertation ideas so far. Also an opportunity to ask any questions you have about the assessments for EN7001.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 December 2016</th>
<th>STUDENT BIBLIOGRAPHY PRESENTATIONS:</th>
<th>Dr K Loveman &amp; TBC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Studies MA</td>
<td>Dr C Fowler &amp; Mr N Everett</td>
</tr>
<tr>
<td></td>
<td>Modern Literature MA</td>
<td>Dr J North &amp; Dr C Brock</td>
</tr>
<tr>
<td></td>
<td>Victorian Studies MA</td>
<td></td>
</tr>
</tbody>
</table>

Students will submit two copies of their bibliography and deliver their presentation in the last seminar of the module on **7 December 2016** (see timetable).

**EN7031: Modern Literature and Theory I**

The schedule of events for this module will be as follows (refer to your personalised timetable for venues/further information):

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 Oct</td>
<td>2pm-4pm</td>
<td>A Decade: the 1940s: (Seminar I)</td>
<td>Dr. V Stewart</td>
</tr>
<tr>
<td>12 Oct</td>
<td>2pm-4pm</td>
<td>A Decade: the 1940s: (Seminar II)</td>
<td>Dr. V Stewart</td>
</tr>
<tr>
<td>19 Oct</td>
<td>2pm-4pm</td>
<td>A Decade: the 1940s: (Seminar III)</td>
<td>Dr. V Stewart</td>
</tr>
<tr>
<td>26 Oct</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark (Seminar I)</td>
<td>Prof. M Stannard</td>
</tr>
<tr>
<td>02 Nov</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark (Seminar II)</td>
<td>Prof. M Stannard</td>
</tr>
<tr>
<td>09 Nov</td>
<td>2pm-4pm</td>
<td>An Author: Muriel Spark (Seminar III)</td>
<td>Prof. M Stannard</td>
</tr>
<tr>
<td>23 Nov</td>
<td>2pm-4pm</td>
<td>A Genre: Memoir (Seminar I)</td>
<td>Dr. J Taylor</td>
</tr>
</tbody>
</table>
A Decade: the 1940s

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](http://readinglists.le.ac.uk/lists/B0ABC7A3-BFE6-3F2E-E75F-0AF21C336ABD.html)

Primary Texts

*Hamilton, Patrick, Hangover Square (1941; Harmondsworth: Penguin, 2001).*

*Greene, Graham, The Ministry of Fear (1943; London: Vintage, 2006).*

*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 1, Graham Green in Week 2 and Elizabeth Bowen in Week 3).

An Author: Muriel Spark

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/E469391-7EFF-A462-5684-C2C30B321260.html](http://readinglists.le.ac.uk/lists/E469391-7EFF-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)

A Genre: Memoir

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/359CF262-8E8D-2A4F-16EB-20C8DE9348D3.html

**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-EE2FEC626CD.html

**Primary Texts**


**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

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

**EN7032: Modern Literature and Theory II**

The schedule of events for this module will be as follows (refer to your personalised timetable for venues/further information):

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Nov</td>
<td></td>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>25 Jan</td>
<td>2pm-4pm</td>
<td>A Movement: Modernism (Seminar I)</td>
<td>Dr. S Graham</td>
</tr>
<tr>
<td>01 Feb</td>
<td>2pm-4pm</td>
<td>A Movement: Modernism (Seminar II)</td>
<td>Dr. S Graham</td>
</tr>
<tr>
<td>08 Feb</td>
<td>2pm-4pm</td>
<td>A Movement: Modernism (Seminar III)</td>
<td>Dr. S Graham</td>
</tr>
<tr>
<td>15 Feb</td>
<td>2pm-4pm</td>
<td>Canadian Literature (Seminar I)</td>
<td>Dr. Z Feghali</td>
</tr>
</tbody>
</table>
A Movement: Modernism

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

We will use *The Penguin Book of American Verse, ed. Geoffrey Moore (London: Penguin, 2011)* as the set text in all three seminars. Further material will be provided in the Module Reader.

Secondary Reading

See readinglists@Leicester:

Canadian Literature

These seminars explore Canadian writing as it depicts the settlement of Canada by Europeans, interactions with First Nations and other Indigenous Peoples, to confederation and independence, through to the present day. By examining the writing of Susanna Moodie (1852), Margaret Atwood (1991), and Dionne Brand (2002), we consider the development of Canadian “national” identity through its literature and the contexts from which it emerged.

See readinglists@Leicester:

Queering Muslim Diasporas

The relationship between Islam and homosexuality has been a source of controversy for a number of years. The last section of the module will give students the chance to explore this polemical topic in a nuanced manner, by analysing literary and cinematic narratives depicting the experiences of Muslims in the diaspora who are ‘querying’ — or queering — sexual normativity. The examination of the tensions between characters’ Muslim identities and their sexualities will help us illuminate the complex workings of identity formation and the power of queer diasporic narratives to shake up the system with their subversive effect on both the nation and the diaspora. Students will approach the texts and films under study intersectionally, focusing on conflicting issues of gender, class, race, faith, ethnicity, and sexuality. The chosen literary and visual texts will be the following: Rabih Alameddine’s *KOOLAIDS: The Art of War* (1998), a novel interweaving the American AIDS crisis and the Lebanese Civil War (1975-1990); Abdellah Taïa’s *Salvation Army* (2007, 2014), an autobiographical novel and film.
set in Morocco and Switzerland; and Rolla Selbak’s film *Three Veils* (2011), set in contemporary America and exploring the plights of Muslim women. We will examine the texts’ exploration of issues of national identity in the countries where they are set and how their depiction of Muslim homosexuality challenges dominant values. We will also consider the different issues attending the representation of Muslim men and women.

Please see readinglists@Leicester:

**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)

**EN7132: Literature and Exile: American Writers in Paris (Martin Halliwell)**

American writers have always had a tense relationship with European culture. In the early nineteenth century, American writers drew directly from European art forms in an attempt to establish a literary culture in the new Republic, but by the 1850s they began to distance themselves from European culture as failing to address their own national circumstances. However, following shortly after the migration to Europe of the likes of Henry James, Edith Wharton and Gertrude Stein at the turn of the twentieth century, writers such as Ernest Hemingway, F. Scott Fitzgerald, Henry Miller and Anaïs Nin began to fuse elements of American and European writing in order to embrace the international spirit of modernism. Paris proved particularly exciting for these writers as a cultural metropolis of artistic and sexual freedom in an age of American Prohibition, mass commercialism and political intolerance. This module explores creative work by Americans living in Paris after World War I. It focuses on the 1920s and 1930s, considering issues of cultural exile, pessimism, experimentation and sexuality, and concludes by reflecting on the experience of African American writers in Paris in the 1940s and 1950s.

See readinglists@Leicester:

**Dissertation Preparation (EN7033/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 presentation practice session will be on 10 May, 2-4pm. The presentations themselves will be on 17 May, 2-4pm.

**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 via 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 1 February 2017,
- and for full-time students, 12.00noon on Wednesday 24 May 2017.
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 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 15 February 2017, full-time students by 7 June 2017.
# 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:

<table>
<thead>
<tr>
<th>Module Code and Title</th>
<th>Assignment</th>
<th>Submission Deadline (all 12 noon)</th>
<th>Mitigating Circumstances Deadline</th>
<th>Return Date of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN7001: Bibliography, Research Methods and Writing Skills I</td>
<td>2,000-word written critical review</td>
<td>11-Jan-2017</td>
<td>18-Jan-2017</td>
<td>01-Feb-2017</td>
</tr>
<tr>
<td>EN7133: Poetry Writing and Contemporary Poetry</td>
<td>Portfolio of 4-6 poems &amp; 2,000-word essay</td>
<td>25-Jan-2017</td>
<td>01-Feb-2017</td>
<td>15-Feb-2017</td>
</tr>
<tr>
<td>EN7134: Literature and Gender: Deviant Bodies and Dissident Desires</td>
<td>4,000-word essay</td>
<td>25-Jan-2017</td>
<td>01-Feb-2017</td>
<td>15-Feb-2017</td>
</tr>
<tr>
<td>EN7034: Creative Dissertation</td>
<td>12,000-word portfolio &amp; 3,000-word commentary</td>
<td>03-Oct-2017</td>
<td>10-Oct-2017</td>
<td>After November Board of Examiners</td>
</tr>
</tbody>
</table>

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-regulation](http://www.le.ac.uk/senate-regulation) or [www.le.ac.uk/sas/assessments/late-submission](http://www.le.ac.uk/sas/assessments/late-submission)).
Teaching Timetable
You can access your teaching timetable via My Student Record. While we aim to notify students directly of any late changes, we would advise you to check your timetable on a regular basis.

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

See www.le.ac.uk/sas/courses/transfercourse 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.

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

The External Examiners for your courses are listed at:
www.le.ac.uk/sas/assessments/external/current-postgraduate-external-examiners

Feedback and the Return of Work from Staff

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

General principles:

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

Examinations
*see guidance notes about additional content

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

General principles:

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

The University’s system for the classification of awards and the rules of progression are defined in the Regulations governing taught postgraduate programmes of study (www.le.ac.uk/senate-regulation6). 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 also see your Study Skills Guide.

Referencing and Academic Integrity

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

Your coursework must meet each of the following conditions:

- You should agree your essay question with the module tutor before commencing to write. If you have been provided with a list of possible essay questions but have decided not to use any of the, then you must consult with your module tutor to get approval before commencing your essay.
- The School of Arts 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.
- It is ESSENTIAL for you to keep a copy of your work.
- Students are required to submit an electronic copy of their assignments by the relevant deadline. Each assignment should be submitted via the Turnitin link of the relevant Blackboard site.
Please note that if your assignment is submitted after the deadline, lateness penalties will be applicable, unless you can provide evidence of mitigating circumstances which explain your late or non-submission. Under current University Regulations, 10 marks are deducted for the first day of non-submission; each subsequent day will see a deduction of 5 further marks until your work reaches the level of a bare pass.

Once you have submitted the electronic copy of your assignment via Turnitin, you will receive a TurnitinUK Digital Receipt to confirm that your assignment has been successfully uploaded. This receipt will also be sent as an email to your University of Leicester I.T. account. It will confirm the date and time of submission, and will provide you with a submission ID. Please ensure that you have received your TurnitinUK Digital Receipt prior to the submission deadline, as lateness penalties cannot be waived if the electronic copy of your assignment has not been submitted on time.

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**
  **2016**

  **CANDIDATE NUMBER (NOT NAME)**

- Students are required to submit three copies of their dissertation, word-processed and soft bound (also called 'perfect bound'), by Tuesday 3 October 2017 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](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 Tuesday 3 October 2017 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.

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 the relevant Blackboard module site
Click on 'Assignments'
Click on 'View/Complete' for the relevant assignment
Fill in your name and the title of the essay. The title of your essay should be your nine-digit student number.
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

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

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our own. Examples of forms of plagiarism include:

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

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

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see [www.le.ac.uk/senate-regulation11](http://www.le.ac.uk/senate-regulation11) ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).
Resources and advice to help you study with integrity and avoid committing plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

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

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

Referencing style

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

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

Mitigating Circumstances

The University 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) or Distance Learning Hub about any such circumstances at the time they occur. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible 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.

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

If a student has submitted a mitigating circumstances form along with supporting evidence, their case will be considered by the Mitigating Circumstances Panel. Our Mitigating Circumstances Panel meets weekly during term-time. Its membership comprises colleagues from the School of Arts, which 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.

The Mitigating Circumstances Panel has the power to make one of the following recommendations:

a. To waive a lateness penalty automatically applied to a piece of coursework will be or has been submitted
after the submission deadline
b. To be provided with an opportunity to take a piece/pieces of assessment again, as if the first time, with
the full marks available (i.e. not capped at 50) rather than imposing a cap
c. determine that there is sufficient evidence of the achievement of the intended learning outcomes from
other pieces of assessment in the module(s) for an overall mark to be derived;
d. The mitigating circumstances be noted against a module so that the Board of Examiners can take this into
account when making a decision about the degree classification being awarded

Students should submit evidence of mitigating circumstances within five working days of the relevant
assessment deadline. You can expect to receive a decision (via email) in relation to your form and evidence
within ten working days of this having been submitted.

Ethical Approval of Student Projects

Ethical approval is needed for all research and consultancy undertaken by University staff and students (both
undergraduate and postgraduate) where 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.

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.

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 TBC.

The School AccessAbility contact is Mr David Revill (dar22@le.ac.uk).
If you have any concerns related to equal opportunities (ethnicity, gender, disability, etc.), these may be raised via your course representative via a Postgraduate Student-Staff Committee meeting.

University Student Support Arrangements

Student Services Centre

The Student Services Centre in the Charles Wilson Building provides you with convenient and easy access to many support services all in one place. The recent move involves six services including: Student Welfare, Student Counselling and Mental Wellbeing, Career Development Service, Unitemps and Fees and Payments.

The opening hours are:

- **Term time**: Monday to Thursday 9.00 a.m. to 7.00 p.m
- **Vacation**: Friday 9.00 a.m. to 5.00 p.m.

**Contact**: Student Service Centre, Charles Wilson Building

http://www2.le.ac.uk/offices/ssc

AccessAbility Centre

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

**Contact**: AccessAbility Centre, David Wilson Library

Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk | www.le.ac.uk/accessability

Student Welfare Centre

The Student Welfare Service offers wide ranging practical support, advice, and information for 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, advice and guidance is available on finance issues and budgeting. In addition, students can apply for hardship awards and loans through the welfare service.

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, Student Services Centre, Charles Wilson Building

Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | www.le.ac.uk/welfare
Counselling and Wellbeing Service
This Service offers a range of expertise and support for the psychological aspects of health and wellbeing.

Services on offer include:

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

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

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

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

Contact: Student Support (mental wellbeing), Student Services Centre, Charles Wilson Building
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk
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

Careers and Skills Development
The School’s Career’s Tutor is Dr Chryso Hadjidemetriou.

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

Career development at Leicester isn’t just about getting some work experience and writing a CV; we make sure that you get personal support to achieve your aspirations. We’re here for you from the moment you arrive, through to your graduation and beyond. We’ll give you the opportunity to try new things and to figure out what you want from your career— what it is that really drives, motivates and inspires you.

We’ll also help you identify your personal strengths and what you need to develop to be ahead of the crowd. Even if you’re not sure what it is you want to do yet, we can help you develop the skills and experience that you
need to get that first job out of university, but also the ability to manage your own career development and succeed on whichever path you choose.

It’s your career development journey and you decide where it is that you want to go. By working with us you make sure that you’re giving yourself the best possible chance to get there. We’ve got the knowledge and resources to spur you on to success so, by working with us, you really will make the most of you!

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

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

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

We’re here to support you throughout your time at university so make sure that you come and visit us in the Student Services Centre in the Charles Wilson Building and log-in to your MyCareers account to get started!

Contact the Career Development Service:
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 an online 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 this 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.

The Postgraduate Staff-Student Committee will meet on the following dates and times:

[1] TBC
[2] TBC
[3] TBC

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](http://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](http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees)) or join our Facebook Group page: [https://www.facebook.com/groups/208586385844425](https://www.facebook.com/groups/208586385844425)

**Safety and Security**

The School Safety Officer is Andrea Vear ([av128@le.ac.uk](mailto: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 ID Cards**

If you need to order a replacement Student ID Card, please visit [https://www2.le.ac.uk/offices/sas2/registration/librarycard](https://www2.le.ac.uk/offices/sas2/registration/librarycard).
Personal Belongings

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

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

Complaints and Academic Appeals Procedures

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

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see www.le.ac.uk/sas/regulations/appeals-complaints. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).
## 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 referencing conventions</strong></td>
<td>Minor errors in the majority of entries/major systematic errors</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><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 appropriateness of sources</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>Rationale and procedures for selection</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 thorough procedures</td>
</tr>
<tr>
<td><strong>Clarity of presentation</strong></td>
<td>Lacking in coherence</td>
<td>Satisfactory</td>
<td>Coherent</td>
<td>Lucid</td>
</tr>
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</table>
EN7001 Written Exercise

<table>
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<tr>
<th>Mark</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Distinction:</td>
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</table>
| 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>
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</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. |
<table>
<thead>
<tr>
<th>Fail: below 50</th>
<th>Significant oversights in the coverage of relevant issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very little evidence of research</td>
</tr>
<tr>
<td></td>
<td>Little critical analysis of texts and concepts</td>
</tr>
<tr>
<td></td>
<td>Little evidence of independent thinking</td>
</tr>
<tr>
<td></td>
<td>Weakly conceived, with a lack of clarity and purpose in</td>
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<td></td>
<td>the organization and illustration of the argument</td>
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<td></td>
<td>A limited range of reference to primary and secondary</td>
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<td></td>
<td>sources</td>
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<td></td>
<td>Writing in an inappropriate register, with lack of</td>
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<td></td>
<td>clarity and precision</td>
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<td></td>
<td>Inaccurate presentation, evidence of weak or inconsistent</td>
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<td></td>
<td>use of academic conventions, poor proof-reading and</td>
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<td></td>
<td>serious problems with referencing, bibliography,</td>
</tr>
<tr>
<td></td>
<td>citation, formatting or style</td>
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<td></td>
<td><strong>N.B.</strong> Work of whatever level with this kind of</td>
</tr>
<tr>
<td></td>
<td>inaccurate presentation will be referred for correction.</td>
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</table>

**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>
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</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>
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ENGLISH IN THE SCHOOL OF ARTS

UNIVERSITY OF LEICESTER
### Reflective Commentaries on Creative Writing

<table>
<thead>
<tr>
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<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 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>
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### Oral Presentation Marking Criteria

<table>
<thead>
<tr>
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<th>DISTINCTION</th>
<th>MERIT</th>
<th>PASS</th>
<th>FAIL</th>
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<tbody>
<tr>
<td><strong>Knowledge, and relevance of content</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>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>
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</tbody>
</table>