

Introduction

This guide will give you information you need to present your written work at the standard postgraduate study requires. You will find guidelines on how to format your essays correctly, how to cite and reference other works you might be called on to use, and an example of student work to illustrate these principles in practice. Alongside these notes, you will also find further details on assessment and the marking process. We include, for instance, tables of marking criteria, to shed further light on the ways in which your work is graded, and the various university regulations touching on submitted work. We hope that these prove accessible and helpful, but please do not forget that your module tutors and Personal Tutor are always available to give you further advice. Should you have any comments about this booklet, please contact the MA Convenor, Dr Chryso Hadjidemetriou (ch395@le.ac.uk).

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How to Present Your Work: General Guidelines

Campus-based students take some modules in the School of Education and some in the Department of English. Distance learning students take all modules in the Department of English. All work is submitted in electronic copy only.

Your coursework should be double-spaced, in a font no smaller than 12 points, with each paragraph indented or followed by additional spacing. Short quotations can be included within single quotation marks in the body of your own text, but quotations longer than about thirty words should be indented as follows:

Long quotations should be indented so that they are clearly separate from your own text. Quotation marks are not necessary, but the reference should be included. This can either be in the paragraph that precedes and introduces the quotation or at the end of the quotation (Coleman 2011, p.12).

The line after a quotation is not indented and there should be no additional spacing. Never leave quotations to speak for themselves: if you are quoting something it should always be because you have something to say about it.

Every source you refer to or quote from should be listed in your Bibliography. It is not necessary to list everything you have read, but ideas as well as quotations must be cited. References should be provided according to the Harvard name-date system, available online at www.le.ac.uk/oerresources/ssds/harvard. The following notes refer to sections in the online manual and should be read alongside it. They provide guidance for the Department of English for conventions that may vary from department to department:

Section C: In-text referencing

1.1 Do not insert any punctuation between the author’s name and the date.

1.3 Use references without page numbers sparingly. Use p. for reference to a single page; pp. for reference to more than one page (italics here are for cited terms, do not reproduce them). In each case, they should be preceded by a comma and a space. There should be no space before the page number.

1.4 Use single quotation marks. Indent any quotations of more than about thirty words.

1.5 Do not italicize long quotations. The reference should follow the quotation immediately and not be placed on a separate line. If you are omitting material from a quotation, your own ellipses should be placed in square brackets (i.e. [⋯]) to avoid potential ambiguity if you are quoting material in which the author has employed ellipses.

1.7 Use et al. within the text when there are three or more authors.

1.9 It is acceptable to use n.d. as an abbreviation for no date (italics here are for cited terms, do not reproduce them). Circa should be abbreviated to c. (which should be italicized).

1.10 and 1.11 Insert the name into the second citations in these examples to avoid the possibility of misinterpretation.

1.17 Give the entry headword and (if relevant) sense division rather than the page number: OED house n1 1b.

1.20 Although films and television programmes can provide you with linguistic data, avoid treating them as if they were scholarly sources.
Section D: The full reference list

We are asking for in the Bibliography what the manual calls a reference list. Do not list everything you have read, only what you cite or quote. You can use hanging indentation or spacing after each entry, as preferred.

Although the examples in the online guide use a space after p. and pp., you should omit that space in your reference list (and thus remain consistent with the in-line citation style).

2.2 Do not use all upper case for authors’ names. Do insert a space between the last name and initials. Do not insert a space between initials. Capitalize all lexical words (nouns, main verbs, adjectives, adverbs).

2.3 and 2.4 Use the same conventions as in section 2.2. It is acceptable to use either & or and, but be consistent (italics here are for cited terms, do not reproduce them).

2.5 Use the same conventions as in section 2.2. It is acceptable to use either & or and, but be consistent. Do not bracket ed. or eds. (italics here are for cited terms, do not reproduce them).

2.6 It is acceptable to use either & or and, but be consistent. If you choose to abbreviate page ranges, do so consistently: pp.436-480 and pp.201-209 should be written pp.436-80 and pp.201-9. Do not abbreviate the teens: pp.12-9 and pp.413-8 should be written pp.12-19 and pp.413-18 (italics here are for cited terms, do not reproduce them). The principle here is that your page ranges should be capable of making sense if read aloud in the form that they appear: ‘pages twelve to nine’ does not make sense, whereas ‘pages twelve to nineteen’ does.

2.8 Italicize journal names. Use the same conventions as in section 2.6.

2.9 Italicize the name of the newspaper.

2.10, 2.11 and 2.12 Give the full reference including page numbers (if available online) as for a printed source. The url and date of access are necessary additions to this. Available from should be followed by a colon (italics here are for cited terms, do not reproduce them).

2.13 It is highly unlikely that you will need to cite an email. Check with your tutor before you do so.

2.14 Note that online images may be subject to copyright and that you should not copy them without permission.

Examples:

Giving an example of every possible case would make this list unmanageably long; we have listed a selection here. Consult the Harvard Guide at the link above for more examples. If you cite more than one work by a single author, list them in chronological order, earliest first. You should repeat the author’s name in each item.

Books


Articles


Chapters in edited collections

Newspaper articles

Theses

Websites
Digital storytelling and the stigmatized illness: the construction and interpretation of Obsessive Compulsive Disorder through online narratives

Introduction

Research into narratives of illness, that is, ‘autobiographical accounts of illness spoken or written by patients’ (Jurecic 2012, p.2) have gained increasing precedence in the fields of linguistics and medical anthropology over the last two decades. While findings from such studies have made clear practical and theoretical contributions in terms of understanding how patients manage and construct illnesses, and, in turn, their identities as individuals (Hydén 1997, p.51), the focus has largely been on ‘offline’ narratives (Page 2012, p.49). Building on the work of Page (2012), who explores the impact of contributions from the audience on the overall narrative structure in the blogs of female cancer patients and provides a modern update on how traditional and emerging narrative genres are manifested in the online domain, this study aims to shed light on digital narratives of stigmatized illnesses, an area which is seemingly under-researched.

As Berger et al. (2005, p.1821) observe, patients suffering from socially stigmatized illnesses often suffer in silence. Consequently, the internet offers the opportunity for them to make contact with others living with the same or similar illnesses and thus make sense of their suffering communally. Specifically, the spoken and written narratives of two female patients diagnosed with disorders derived from Obsessive Compulsive Disorder (OCD), Trichotillomania and Dermatillomania, will be the focus of this study. Using Labov’s (1972) six-part structural model and paying particular attention to evaluation and tellability, this paper aims to provide a comparative analysis.
of audio-visual and written narratives, drawing on video diaries uploaded as a series alongside frequent update posts sourced from the patients’ online blogs. Moreover, this study explores the discursive influence of written comments in both sets of data, and how these shape the overall structure of the patients’ digital storytelling.

This should therefore provide an insight into the effects of both the type of illness and the narrative mode on the stories being told.

Digital storytelling and narratives of illness

According to the social constructivist ontology, both the perception and portrayal of sickness are governed by a set of ‘established patterns of gestures, facial expressions, and sounds or words’ (Kleinman 1988, pp.10-11) which shape our interpretation and understanding of different types of illnesses. Moreover, it has been argued that we are ‘narrative beings’, in the sense that alongside telling stories as part of our day-to-day interactions, we actively construct our identities via narratives (Baldwin 2005, p.1023). Thus, narratives are often utilised by patients to make sense of their suffering and have even been found to be ‘therapeutic’ in the process of suffering and recovery (Cheshire & Ziebland 2005). Indeed, the absence of coherence in a life narrative is believed to be characteristic of mental illnesses such as Schizophrenia, amplifying the need for patients to conserve and manage a narrative trajectory (Baldwin 2005, p.1023). In this sense, social scientists and medical anthropologists may draw upon illness narratives to understand ‘the illness experience and its social and cultural underpinnings’ (Hydén 1997, p.48; see also Ochs & Capps 2001, p.170).

Attempts have been made to identify patterns among narratives of illness, outlining a
foundational structure upon which such personal stories are commonly built. Despite its age, Labov’s (1972) model, which maps out six structural elements of narrative: abstract, orientation, complicating action, resolution, evaluation and coda, remains applicable to modern day narratives in new and changing contexts. According to Georgakopoulou (2007, pp.62-3),

it models both plot (in the sense of a temporally ordered sequence of events that disrupt an initial state of affairs) and its reportability (in the sense of the dynamics of experientiality).
Formatting and numbering examples, charts and tables

Examples

Examples should be numbered consecutively and appear on their own lines (extended to additional lines for long examples, if needed). Refer to examples by number in the text.

Turning to the structure of the auxiliary phrase, over 90 percent of the tokens in each corpus consist of a single (i.e. lone) auxiliary, as in (1). However, more than one auxiliary is possible, such as in (2).

(1) I would ALWAYS say it to anybody (Y/L)

(2) I REALLY could have died. (Y/^)

Charts and graphs

Figure 4.1: Rate of pre-auxiliary adverb by lexical auxiliary in percentages

- Values indicated for each bar (so a duplicate table is not required)
- Units indicated
- Categories labelled
- Explanation of bar colours
- Figure, number and description given (in this case, this is the first figure in Chapter 4)
- Numbers indicated
- Reference to number in text
- Source (in this case, a speaker code) given for the data in each example
- Double spacing maintained

0 2 4 6 8 10 12 14 16

Percent

0 2 4 6 8 10 12 14 16

HAVE CAN COULD WOULD WILL

Toronto York

Figure 4.1: Rate of pre-auxiliary adverb by lexical auxiliary in percentages
<table>
<thead>
<tr>
<th>Group</th>
<th>Number of positive responses</th>
<th>Total number of responses</th>
<th>% positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>B</td>
<td>15</td>
<td>40</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>60</td>
<td>41.7</td>
</tr>
</tbody>
</table>

Table 1: Positive responses by group

Table is labelled as ‘table’ (not figure!) with number and name

Header row to explain what is presented

Use of percentage allows comparison across different total number per group
Academic Honesty and Integrity

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

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

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

Plagiarism and collusion

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

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

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

See also http://www2.le.ac.uk/offices/sas2/assessments/plagiarism

Penalties

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see http://www2.le.ac.uk/offices/sas2/regulations/documents/Senatereg11-discipline.pdf, paragraphs 11.63 to 11.78).

Avoiding Plagiarism and Poor Academic Practice

Check the Learning Development website for guidance on how to avoid plagiarism http://www2.le.ac.uk/offices/ld/help-with/plagiarism.

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

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

Frequently Asked Questions

How will I be assessed?

The majority of our modules are assessed by coursework, but some of the modules require you to take exams or tests. There are also modules that require you to do groupwork projects, oral presentations, short exercises, and so on, to help you develop important skills. See module descriptions for details. Remember that you must not submit work for assessment which has already formed part of another assessment either at Leicester or elsewhere.

Do I have to submit non-assessed work?

Although it does not contribute to the overall assessment of the module, non-assessed work plays an important role: tutors are able to assess your progress in a module and, most importantly, you will be able to use feedback in order to improve subsequent work and to prepare for the final coursework or examination.

Where do I submit assessed work in the Department of English?

All the work for the Department of English is submitted electronically through the Turnitin boxes on each Blackboard module site. Click on ‘Assignments’ for the relevant module.

Should I put my name on assessed work?

No! The University has a system of anonymous marking for written examinations and assessed essays, and students must use their Student ID numbers (printed on the Student Library Card). Students use the same number for the duration of their course. Please do not put your name on your assessed work (even in the file names of electronic work), but use your student number instead.

Must I observe word-limits?

The word limit for written work covers all text including the title, quotations, tables and footnotes but excludes the reference list and appendices (such as transcripts and informant consent templates). You should ensure that your work keeps to the stated limit. Work exceeding the given limit will be penalised.

When are my assignments due in?

Deadlines for assessed assignments are published on individual modules sites in Blackboard and individual tutors will set deadlines for non-assessed work.

Are there any deadlines or penalties?

The Department places the utmost importance on adherence to deadlines for assessed work. The penalty is a deduction of 10% of the maximum mark available for the first day, and 5% of the maximum mark available for each subsequent day of non-submission, until the mark for a bare pass is reached. It is expected that students will adhere to deadlines for non-assessed essays in the same way.

If you do need to submit a piece of work after the submission deadline, you will need to advise your module tutor and the Programme Administrator EnglishMA@le.ac.uk for campus-based MAs and Arts.HumsDL@le.ac.uk for Distance Learning) as soon as the work has been uploaded.

What if I can’t meet an essay deadline?

It is very important that you keep to assignment deadlines, as a system of penalties for late submission operates (see above). However, if you cannot complete your work because of problems such as illness,
bereavement, or major personal difficulties, you may be eligible to claim for mitigating circumstances. You cannot have extensions for lack of organisation, or because you are too busy doing something else, or for failing to back up an electronic copy of your work adequately. The procedures for claiming for mitigating circumstances are available at:

http://www2.le.ac.uk/offices/sas2/regulations/mitigation.

What happens if I fail?

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

When will my essay be returned?

Marked essays are normally returned within 21 days. You can access your marks and feedback from the tutors via the Grademark system in Blackboard.

How can I improve my essay marks?

For a general description of the characteristics of work which would be considered for a grade of Merit or Distinction, please see the later tables in this Guide. It is vital that you read through (and act upon) any feedback given to you, whether written on your marked essays by your tutor or delivered verbally. Should you require any additional feedback you may consult with your Personal Tutor who will provide feedback on your performance in examinations. For non-assessed essays you may consult with your module tutor during his or her office hours (times are on the tutors’ office doors or on their School webpage) or contact your tutor to make an alternative appointment (send an email or drop a note into the 15th-floor staff pigeonholes). A further useful resource is Learning Development, located in the Careers Service Information Zone, in the David Wilson Library and online at http://www2.le.ac.uk/offices/ld.

What happens if I have problems with my work?

If you are experiencing problems that you are unable to solve for yourself it is important to report them promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the course content or with modes of assessment such as essay writing) your module tutor would be the most likely reference point. Failing that, you should contact your Personal Tutor. You may also find it helpful to consult the booklet Student Services and Information for New Students. Likewise, Learning Development and the English Language Teaching Unit provide a wide range of services: please see their web pages http://www2.le.ac.uk/offices/eltu.

If your problems arise from illness or personal/family circumstances you should consult your Personal Tutor. If your problems are likely to affect assessed work, it is very important to provide the School with written evidence at the time they occur.

What happens if I have provided medical or special case evidence?

We do not change your marks or set a lower attainment level. If there are mitigating circumstances:

- you may be eligible for extra support from the AccessAbility Centre (http://www.le.ac.uk/accessability) or from Welfare (http://www.le.ac.uk/welfare)
- you may be allowed to sit your exams in a separate room under different circumstances (e.g. using a computer or with extra time to allow for breaks)
• you may be offered a sit (for full marks) instead of a resit (for a maximum of 50) for missed or failed elements
• you may be able to avoid being disciplined by the College for poor attendance
Marking Criteria for Written Work on the MA English Language and Linguistics
<table>
<thead>
<tr>
<th>Clarity of Aims and Argument</th>
<th>Distinction (&gt;70)</th>
<th>Merit (60-69)</th>
<th>Pass (50-59)</th>
<th>Fail (40-49)</th>
<th>Fail (&lt;49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear and sophisticated aims, with excellent organization and illustration of arguments</td>
<td>Clear aims with effective organization and illustration of arguments</td>
<td>Clear</td>
<td>Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the argument</td>
<td>Organization of material is incoherent</td>
<td></td>
</tr>
<tr>
<td>Thoughtful project informed by background reading and making excellent use of data. Clear evaluation of methodological limitations</td>
<td>Thoughtful project design, showing some evidence of background reading and consideration of limitations. Good quality data</td>
<td>Coherently designed project, though not always acting on background reading or methodological limitations to produce good quality data</td>
<td>Insufficient project design producing little or poor analysis of data. Major methodological limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical issues central to all aspects of the project</td>
<td>Careful and informed approach to ethical issues</td>
<td>Some thought given to ethical issues, and conforms to the University guidelines</td>
<td>Does not fully conform to the University guidelines for ethical research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent approach to project design, evidence selection, and interpretation of results</td>
<td>Substantial evidence of effective research and independent thinking</td>
<td>Evidence of research, with some independent thinking</td>
<td>Little evidence of independent thinking or critical analysis of texts and concepts</td>
<td>Poor and/or derivative use of secondary sources</td>
<td></td>
</tr>
<tr>
<td>Sophisticated, subtle and probing analysis throughout</td>
<td>Detailed and thorough analysis throughout</td>
<td>Some analysis offered in support of arguments</td>
<td>Little or inaccurate analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Near-faultless use of linguistic terminology; extensive knowledge of the field</td>
<td>Accurate use of linguistic terminology; Thorough coverage of the field</td>
<td>Largely accurate use of linguistic terminology. Good coverage of relevant issues</td>
<td>Poor use of linguistic terminology or conventions. Limited range of reference to key work in the field</td>
<td>Serious errors in use of linguistic terminology</td>
<td></td>
</tr>
<tr>
<td>Distinction (&gt;70)</td>
<td>Merit (60-69)</td>
<td>Pass (50-59)</td>
<td>Fail (40-49)</td>
<td>Fail (&lt;49)</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Academic Conventions</strong></td>
<td>Near-faultless presentation in accordance with the appropriate academic conventions</td>
<td>Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction</td>
<td>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</td>
<td>Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proof-reading and serious problems with referencing, bibliography, citation, formatting or style</td>
<td>Serious and persistent failure to use academic conventions</td>
</tr>
<tr>
<td><strong>Readability</strong></td>
<td>Clear and lucid academic writing in a discriminating register</td>
<td>Clear academic writing in an appropriate register</td>
<td>Writing in an academic register with satisfactory levels of precision and clarity</td>
<td>Writing in an inappropriate register, with lack of clarity and precision</td>
<td>Serious errors in written expression</td>
</tr>
</tbody>
</table>
### Marking Criteria for Oral Presentations on the MA English Language and Linguistics

<table>
<thead>
<tr>
<th>Knowledge, and relevance of content</th>
<th>Distinction (&gt;70)</th>
<th>Merit (60-69)</th>
<th>Pass (50-59)</th>
<th>Fail (below 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of systematic, independently-minded reading and thought. Directly relevant to the nuances of the topic</td>
<td>Evidence of careful and resourceful reading and thought. Directly relevant to the topic</td>
<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>
<td></td>
</tr>
</tbody>
</table>

| Organisation of material | Remarkably meticulous and clear structure. Skillful and subtle signposting | Orderly and clear structure. Systematic signposting | Fairly clear structure. Substantial effort made in signposting | Some evidence of structuring, but frequently muddled. Inconsistent signposting |

| Critical analysis and evaluation of material | Subtle, detailed and independent-minded analysis. Confident and balanced evaluation | Detailed and thorough analysis. Clear effort made to weigh up evidence carefully | Usually thorough analysis, going into some detail. Some effort made to weigh evidence | Limited or superficial analysis. Tendency to describe rather than evaluate |

| Clarity and range of expression | Highly articulate, fluent, wide-ranging expression with strong command of critical language and/or proper terminology | Clear expression, generally fluent, very good command of critical language and/or proper terminology | Some minor losses of clarity. Largely accurate use of critical language and/or terminology | Flaws in clarity at times. Limited expression. Problems with accurate use of critical language and/or terminology |

| Pace and timing | Excellent time keeping and excellent delivery pace | Good time keeping and well paced delivery | An ability to keep to agreed time and an attempt to keep the delivery paced | Unable to keep to agreed time; issues with delivery pace severe enough to affect audience’s comprehension. |

| Appropriateness to audience (specialist/non-specialist) | Expertly adjusted to cater to all present, with well-judged levels of explanation. | Well-adjusted to the needs of the majority of the audience, with suitable levels of explanation. | Attention given to explaining terms and contexts likely to be unfamiliar to the audience. | Not adapted to the levels of knowledge of the majority of the audience. |

<p>| Engagement/ rapport with audience | Excellent ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience | Very good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience | Good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience | Limited ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience |</p>
<table>
<thead>
<tr>
<th>Use of handout, visual and other aids</th>
<th>Distinction (&gt;70)</th>
<th>Merit (60-69)</th>
<th>Pass (50-59)</th>
<th>Fail (below 49)</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Response to Questions (if applicable)</td>
<td>Direct and thoughtful responses, revealing broader subject knowledge and/or clear sense of potential challenges for research</td>
<td>Direct responses, indicating good knowledge of subject material and/or awareness of potential challenges.</td>
<td>Satisfactory responses, indicating questions and their implications for work were understood</td>
<td>Responses indicate significant gaps in understanding of subject / lack of appreciation of challenges for research.</td>
</tr>
</tbody>
</table>
Requirements and Degree Classifications

Academic Obligations: A Summary Statement

Students joining the Department of English undertake:

- to participate fully in the chosen mode of learning
  - in the case of campus-based students this includes:
    - attending all seminars, classes, and tutorials
    - attending lectures
    - if unable for any reason to attend a seminar, class, or tutorial, providing the relevant tutor with an explanation – preferably in advance – of the reasons for absence
    - remaining in attendance during the full period of each term
  - in the case of distance learning students this includes:
    - completing all reading and exercises in the course book for each module
    - consulting recommended additional external sources as and when needed
    - if unable for any reason to participate in any non-assessed online activity at the specified time, providing the relevant tutor with an explanation – preferably in advance – of the reasons for delay
- to attend additional classes in ELTU, as required (in person for campus-based students or online for distance learning students)
- to do all the reading and other preparatory work set by tutors
- to contribute in a well-prepared and constructive manner to seminar discussion
- to produce all written work set by tutors by the deadlines laid down
- to present all written work in a clear and legible form according to the Department’s requirements, outlined earlier in this Guide
- to ensure that the university has their current term-time and vacation addresses
- to be available during the September resit period, if required

(see [http://www.le.ac.uk/academic/et/ex/availability.html](http://www.le.ac.uk/academic/et/ex/availability.html))

Members of staff undertake:

- to be present to give seminars, classes, tutorials, and lectures
- if unable to be present, to give advance warning where possible
- to mark essays and other written assignments within approximately 21 days (28 for DL)
- to be available at regular, stated times to consult with students about their work
- to provide their students with feedback on their performance in completed modules after the end of each semester

Students who fail to fulfil their academic obligations may be reported to the College Board as negligent in the prosecution of their studies. International students who fail to attend checkpoints will be reported centrally and this may result in the termination of their course and the subsequent reporting to the UK Border Agency, in line with University sponsor obligations.

Students experiencing difficulties or wishing to obtain further advice should consult their tutors or the Head of the School. The Head of the School will inform all students at the beginning of the session about the arrangements for such consultation.
MA English Language and Linguistics Degree Classification

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>70 and above</td>
</tr>
<tr>
<td>Merit</td>
<td>60-69</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59</td>
</tr>
<tr>
<td>Fail</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
A Postgraduate Certificate, a Postgraduate Diploma and a Masters degree may be awarded with pass, merit, or distinction, using the following descriptors:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>To be awarded a pass a student will have demonstrated achievement of the specified learning outcomes of the programme to a satisfactory standard, demonstrating a critical and substantial understanding of the topic. They will have demonstrated the ability to develop an independent, systematic and logical or insightful argument or evaluation. They will also have demonstrated a significant degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools and shown evidence of clarity, focus and cogency in communication.</td>
</tr>
<tr>
<td>Merit</td>
<td>To be awarded a merit a student will have demonstrated achievement of the specified learning outcomes of the programme to a very good standard, demonstrating a well developed, critical and comprehensive understanding of the topic. They will have demonstrated the ability to develop an independent, systematic and logical or insightful argument or evaluation. They will also have demonstrated a high degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools, and shown a high level of clarity, focus and cogency in communication.</td>
</tr>
<tr>
<td>Distinction</td>
<td>To be awarded a distinction a student will have demonstrated achievement of the specified learning outcomes of the programme to an excellent standard, demonstrating a sophisticated, critical and thorough understanding of the topic. They will have demonstrated evidence of originality of thought and the ability to develop an independent, highly systematic and logical or insightful argument or evaluation. They will also have demonstrated excellence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools, and shown excellent clarity, focus and cogency in communication.</td>
</tr>
</tbody>
</table>

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

0–49 Fail, (49 and below) is a clear and unalterable fail and the marks down to 0 denote increasing awfulness.

The Department of English uses the following code at the top of the scale within the Distinction band.

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

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

70–79 Excellent work fulfilling all of the criteria for distinction level work detailed in the Department of English Marking Criteria.
Scheme of Assessment

The Schemes of Assessment for MA programmes with the following structures:

- 120 credits of taught modules and a dissertation/research project of 60 credits;
- 90 credits of taught modules and a dissertation/research project of 90 credits

can be found in Senate Regulation 6: Regulations governing taught postgraduate programmes of study (6.27 onwards):

http://www2.le.ac.uk/offices/sas2/regulations/documents/sr6-taught-postgraduate.