

StoodfAis

English Stud Skills Guide 2016/17
UnigalaeHogames



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Introduction

This guide will give you all the information you need to present your written work at the standard undergraduate study requires. It includes guidelines on how to format your essays correctly, how to cite and reference your sources, and an example of student work to illustrate these principles in action. Alongside these notes, you will also find further details on assessment and the marking process. We include, for instance, tables of marking criteria, to explain how

REFERENCES

1 Books

Give the required information in the following order:

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

Mark Rawlinson, *British Writing of the Second World War* (Oxford: Clarendon Press, 2000), p. 55.

Please note the following variations:

(i) for a multi-volume book: Julie Coleman, *A History of Cant and Slang Dictionaries*, 4 vols. (Oxford: Oxford University Press, 2004-10), I (2004), p. 135.

(ii) for books in a series: Gail Marshall, *Actresses on the Victorian Stage: Feminine Performance and the Galatea Myth*, Cambridge Studies in Nineteenth-Century Literature and Culture 16 (Cambridge: Cambridge University Press, 1998), p. 115.

(iii) for an edition of a book other than the first edition: Charles Barber, *The English Language: A Historical Introduction*, 2nd edn, rev. by Philip Shaw and Joan C. Beal (Cambridge: Cambridge University Press, 2009), p. 47.

(iv) for editions and translations of texts: Leon Battista Alberti, *Momus*, trans. by Sarah Knight, ed. by Virginia Brown and Sarah Knight (Cambridge, MA: Harvard University Press, 2003), pp. 87-89.

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

ed. 'Edited'

edn 'Edition'

eds. 'editors'

rev. 'revised'

2 Journals

Give the required information in the following order:

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

Claire Brock, 'William Hazlitt: On Being Brilliant', *Studies in Romanticism*, 44, no. 4 (2005), pp. 493-513 (p. 499).

3 To the sources

Give the required information in the following order:

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

Victoria Stewart, 'Writing Trauma: Charlotte Delbo and the Struggle to Represent', in *Between the Psyche and the Polis: Refiguring History in Literature and Theory*, ed. by Anne Whitehead and Michael Rossington (Aldershot: Ashgate, 2001), pp. 97-107 (p. 103).

Please note the following variations:

13-3-2009 10:59:04 AM (en) 2-6-5 (with 3.52) 469 ((e) 10 4) 2-62 (B7) (5) (2) (12) 130 (5) 6.6w(T)W

5. Electronic resources

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

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

Felicity James, 'Writing in Dissent: the poetry of the Monthly Magazine', *19: Interdisciplinary Studies in the Long Nineteenth Century*, 3 (2006) <www.19.bbk.ac.uk> [accessed 22 March 2007] (p. 17).

Corinne Fowler, 'Khaled Hosseini: *The Kite Runner* (2004)', in *The Literary Encyclopaedia* <www.litencyc.com/php/sworks.php?rec=true&UID=23019> [accessed 19 June 2010] (para. 7 of 9).

Please note the following:

(i) scanned documents taken from electronic archives (e.g. JSTOR, MUSE, EEBO), or uploaded on to Blackboard, should be treated in the same manner as hard copies.

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

6. eBooks

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

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

Harry Whitehead, *The Cannibal Spirit* (Toronto: Penguin, 2011). Kindle ebooks.

7. Films

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

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

Theatre of Blood, dir. by Douglas Hickox (United Artists, 1973).

In most cases it is not necessary to give time stamps, scene numbers, or DVD chapters.

8 Citations of hard-copy dictionaries

When citing a hard-copy dictionary, the following information should be given:

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

fn¹ 3b, in *Oxford English Dictionary*, ed. by James Murray and others, 1st edn (Oxford: Oxford University Press, 1884-1928) [hereafter OED1].

This can be abbreviated for subsequent references:

fn¹ 3c (OED1)

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

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

fn¹ 3b, in *OED Online*, ed. by John Simpson, Edmund Weiner, and others (Oxford: Oxford University Press, 2012-) [hereafter OED Online] <www.oed.com> [accessed 25 June 2013]

SEQUENCES

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

Anne Marie D'Arcy, 'The Faerie King's *Kunstammer*: Imperial Discourse and the Wondrous in *Sir Orfeo*', *Review of English Studies*, 58 (2007), 10-33 (p. 17).

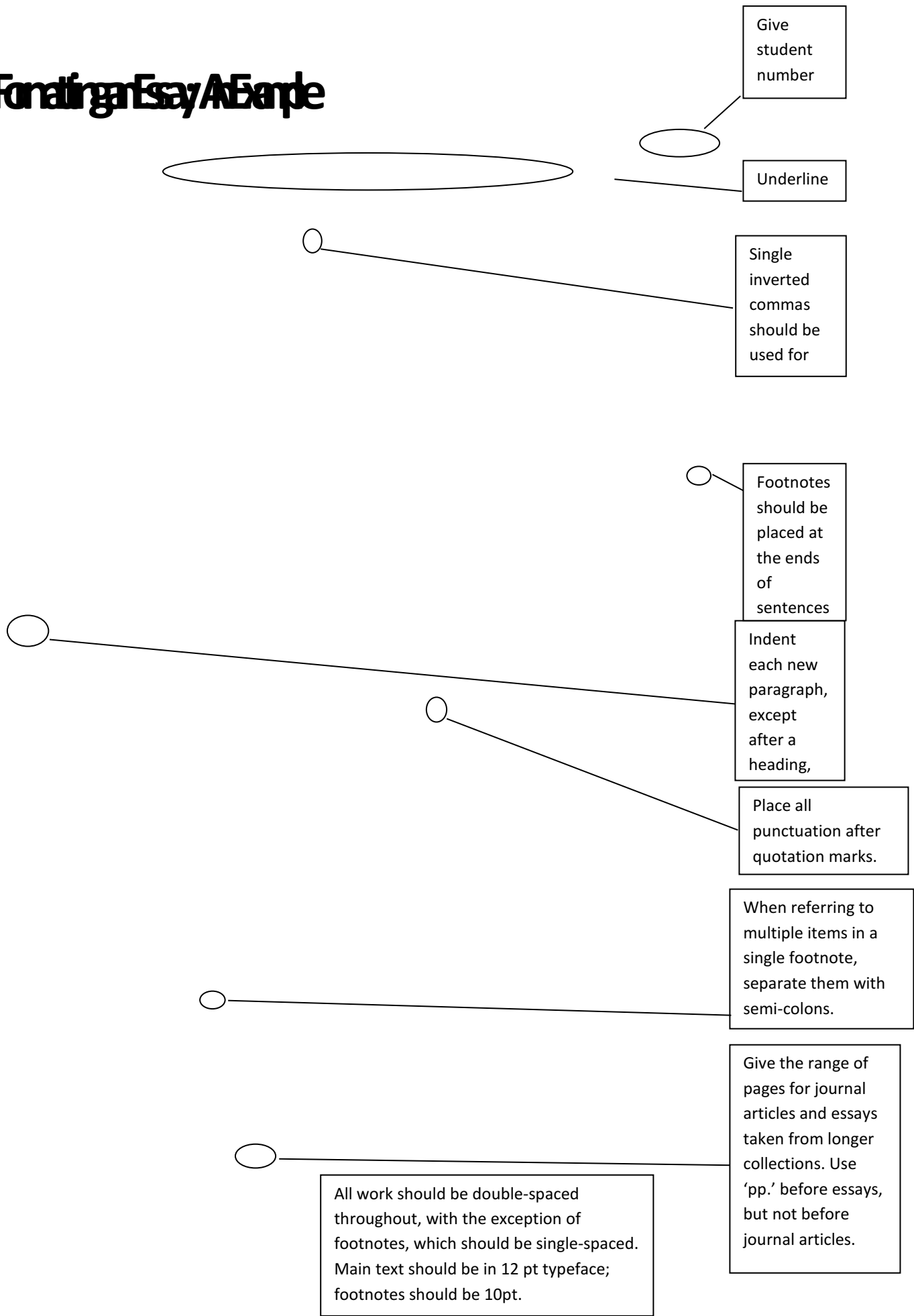
D'Arcy, 'The Faerie King's *Kunstammer*', p. 19.

Ibid., p. 24.

BIBLIOGRAPHY

Bibliographies should be alphabetical, and divided into primary (literary or documentary) texts and secondary (critical or contextual) texts. In a linguistics paper, your primary sources are the sources of your linguistic data. Give the last name of the author followed by their first name. For other pieces of publication information, you can follow the same format given above. Always use a separate sheet for your bibliography. For further information, a

Formatting an Essay: An Example



Put the titles of longer texts (novels, plays, book-length poems, critical monographs, edited volumes) in italics.



Use a colon to introduce indented quotations and whenever a quote starts a new sentence.



Indent all quotations of three lines or more in length, and use single spacing. Do not use quotation marks.



Use line or page numbers in brackets when citing your main text for the second time, and on all subsequent occasions.



Use 'ibid.' to show when you are referring to the same source as the previous note.



Use shortened forms when citing a source for the second time, and on all subsequent occasions.



Use 'p.' to refer to a quotation on a single page, and 'pp.' to refer to a range of pages.

Number pages throughout.



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

Always begin your bibliography on a new page.



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



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



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

Academic Integrity and Plagiarism

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

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

- x plagiarised
- x completed with others for individual assessment (collusion)
- x previously submitted for assessment
- x prepared by others
- x 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:

- x the verbatim (word for word) copying of another's work without appropriate and correctly presented acknowledgement;
- x 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;
- x unacknowledged quotation of phrases from another's work;
- x the deliberate and detailed presentation of another's concept as one's own.

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own.

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

Penalties

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

Avoid Plagiarism and Collusion

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

www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Learning Development for individual advice.

You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

Remember that the Department requires that you upload all coursework to Turnitin, plagiarism-checking software that will automatically identify any uncredited material in your essays. Lateness penalties will apply to all work which is submitted after the deadline.

Assessed Examinios Frequency of Quos How will be assessed?

Broadly speaking, half our modules are assessed by coursework and half by exam. There are also modules that require you to complete groupwork projects, oral presentations, short exercises, and so on, to help you develop a range of important skills. Your choice of third-year modules will allow you to increase the proportion of whichever method you prefer. See the module descriptions on Blackboard and in the Department Handbook for details.

Non-assessed work can, however, be re-submitted as part of an assessed essay.

How will be assessed?

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

What is non-assessed work?

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

How is non-assessed work submitted?

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

What is the word limit?

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

What are the deadlines?

Deadlines for assessed assignments are published on the section of Blackboard for each module. Individual tutors will set deadlines for non-assessed work.

What happens if I fail?

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

When will my work be returned?

Marked essays are normally returned within 21 days of submission. Feedback on written exams will also be supplied after marks have been finalised by the Board of Examiners, and further information

can be obtained at scheduled feedback sessions. For further information on the marking process, see the flowchart included in this Guide.

What if I can't get any done?

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

What if I am experiencing problems?

If you are experiencing problems that you are unable to solve for yourself it is important to report them promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the module content or with modes of assessment such as essay writing) your seminar tutor would be the most likely reference point. 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 provides a wide range of services. Contact them on (0116) 252 2004 or studyhelp@le.ac.uk.

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

What if I am experiencing problems completing my work?

You may be having problems completing your work due to illness or personal/family circumstances. If this is the case, it is important to let the Department know as soon as possible. Contacting your Personal Tutor for help and support is recommended.

You can find out more about what constitutes mitigating circumstances using the following link to the University's guide to mitigation www2.le.ac.uk/offices/sas2/regulations/mitigation. If you decide you have mitigating circumstances, you will need to complete a form which can be found on this webpage. You will also find details concerning the evidence required to support your case. These forms and evidence should be submitted directly to David Revill (either in person at ATT 1514, by post, or by email via dar22@leicester.ac.uk). Students on joint degrees should submit documentation to both departments.

What if I am experiencing problems with my circumstances?

Evidence of mitigating circumstances will be accepted by the Department's Mitigating Circumstances Panel, provided that the evidence received is in line with the University's guide to mitigation. Where mitigating circumstances are accepted, lateness penalties will not apply. You may also:

- x be eligible for extra support from the AccessAbility Centre (www.le.ac.uk/accessability/) or from Welfare (www.le.ac.uk/welfare/)
- x be able to submit your work by a revised submission date decided by the Panel
- x 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)
- x be offered a sit (for full marks) instead of a resit (for a maximum of 40) for missed or failed elements
- x avoid being disciplined by the College for poor attendance.

How are I penalized?

This guide contains marking criteria tables which offer descriptions of different qualities of performance against particular criteria for specific assessment tasks. We advise you to consult these tables when preparing your work for submission, and also to use them to help interpret your feedback.

Each form of assessment you undergo will have its own designated coversheet, which has been tailored to reflect the different requirements of each task, and to frame your feedback accordingly. It is vital that you read through (and act upon) any feedback given to you. Should you require any additional feedback you may consult with your Personal Tutor, who can offer specific guidance 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 contact your tutor by email to make an alternative appointment. A further useful resource is Learning Development, located in the Careers Service Information Zone, in the David Wilson Library. Module convenors will also offer feedback sessions once marks have been returned, at which you will be given the opportunity to ask tutors for further information about your marks.

Assessment Procedures

You must be present for all examination papers you are required to sit. Anybody who is unable to attend should submit to the School of Arts Office a completed mitigating circumstances form with appropriate documentary evidence.

First Year

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

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

- a) meet your academic obligations, such as attendance at classes (see the Academic Obligations section later in this Guide)
- b) submit all specified essays, dissertations, or project-work, completed in accordance with the Department's requirements as to length, layout, and style

and, in the assessment process:

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

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

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

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

examination period.

Second Year

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

Third Year

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

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

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

Examinations The University has a system of anonymous marking for written examinations and assessed essays, and students must use their original UCAS numbers (printed on the Student Library Card). Students use the same number for the duration of their course.
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	First	Upper Second	Lower Second	Third	Pass	Fail
Relevance	Directly relevant to the subtleties of the question	Directly relevant to the question	Substantially relevant to the question	Some irrelevance or generalization	Substantial irrelevance or generalization	Little relevance
Knowledge	Evidence of wide and detailed reading in the literature, its contexts and in literary studies	Evidence of resourceful reading (beyond core texts, and lecture and seminar topics)	Good knowledge of the core texts, and issues covered in lectures and seminars and evidence of background reading	Gaps in subject knowledge	Substantial gaps in subject knowledge	Little subject knowledge
Critical Analysis	Detailed, subtle and probing analysis	Detailed and thorough analysis	Analysis offered in support of the argument	Limited or superficial analysis with a tendency to description	Descriptive or narrative presentation	Little analysis
Independent thinking	Independent approach to making argument and selecting evidence	Demonstrates some independence in choice of evidence or shape of argument	Some evidence of independent thinking	Little evidence of independent thinking, even derivative	Limited independent thought; derivative	Little evidence of independent thought, highly derivative
Argument	Thoughtful, conceptually rich, well-structured and exploratory	Thoughtful, coherent and well-organised	Coherent and organised argument, with some evidence of thinking about the question	Deficient in thoughtfulness, clarity and coherence	Limited or underdeveloped argument and thinking about the problem	Little or no logical argument or thought
Substantiation	Argument well supported with a range of primary and secondary sources	Substantial relevant evidence	Substantial evidence	Gaps in the illustration of the argument	Some relevant illustration and evidence	Little evidence
Readability	Clear, fluent and pleasing to read	Accurate and clearly intelligible	Some loss of clarity and accuracy	Flaws contribute to lack of intelligibility in some passages	Very serious flaws in expression and frequent problems with intelligibility	Widespread lack of intelligibility, inarticulate
Presentation	Near faultless use of conventions and proof reading	Some unsystematic errors and proof reading oversights	Some systematic errors in presentation and evidence of inattentive proof reading	Systematic errors, insufficiently careful proofing and referencing	Careless proofreading and poor knowledge of conventions for referencing	The conventions of referencing have not been learned; the work has not been proofread

Fail

Little relevance

Insubstantial project producing little or poor quality data. Major methodological limitations

Fails to meet University ethical standards

Little evidence of independent thought, highly derivative

Lower Second	Third	Pass	Fail
Good discussion of redrafting process, including evidence of adequate responses to feedback.	Some evidence of engagement with ideas and works on course, and limited reading and research features	Poor evidence of engagement with ideas and works on course, with very limited reading and research features	Very little evidence of engagement with ideas and works on course, with little or no reading and research shown.

	First	Upper Second	Lower Second	Third	Pass	Fail
Voice/ point-of- view	Full control of narrative voice and dialogue; excellent, very imaginative handling of register	Overall control of narrative voice and dialogue; assured, imaginative handling of register	Sound control of narrative voice and dialogue; for the most part competent handling of register	Limited control of narrative voice and dialogue; in places weak handling of register	Poor control of narrative voice and dialogue; weak handling of register	Very limited control of narrative voice and dialogue; very poor handling of register
Style (Language and Observation)	Full control and precise, very imaginative handling of language and observed detail	Overall control and assured, imaginative handling of language and observed detail	Sound control and for the most part competent handling of language and observed detail	Limited control and in places weak handling of language and observed detail	Poor control and in places incompetent handling of language and observed detail	Very limited control and very poor handling of language and observed detail
Structure	Full control and very imaginative handling of structure and organisation	Overall control and assured, imaginative handling of structure and organisation	Sound control and for the most part competent handling of structure and organisation	Limited control and in places weak handling of structure and organisation	Poor control and in places incompetent handling of structure and organisation	Very limited control and very poor handling of structure and organisation
Presentation	Excellent, near flawless presentation	Very good presentation with very few errors; formatting correct	Good presentation with not many errors; formatting for the most part correct	Inconsistent presentation with a number of errors; formatting acceptable	Poor presentation with many errors; formatting in places incorrect	Very poor presentation with many and/or major errors; formatting incorrect

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

Pass	Fail
Descriptive or narrative presentation	Little analysis
Limited or underdeveloped argument and thinking about the task	Little or no logical argument othought.
Some relevant illustration and evidence	Little evidence
Three sources, but not of different types as specified	Fewer than three sources
Flaws in expression, problems with intelligibility	Widespread lack of intelligibility, inarticulate.
Careless proœfeading and poor knowledge of conventions for referencing	The conventions of referencing have not been learned; the work has not been proof-read

Marginalia Copy/Date

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

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

First

Detailed, subtle and probing analysis

Well-developed, independent approach to making argument and selecting evidence

Thoughtful,

	First	Upper Second	Lower Second	Third	Pass	Fail
Relevance to the question	Addresses question probing or critically	Addresses question directly	Occasionally addresses the question	Does not consistently address the question	Rarely addresses the question	Does not address the question
Knowledge	Thorough, accurate knowledge	Substantial, accurate knowledge	Some relevant knowledge	Significant inaccuracies and gaps in knowledge	Very significant gaps and inaccuracies in knowledge	Little or no relevant knowledge shown
Critical analysis and evaluation of texts	Detailed and thorough textual analysis	Detailed textual analysis	Some detailed textual analysis	More descriptive than analytical in textual analysis	Descriptive, with lack of detailed knowledge of texts	Absence of textual analysis
Independent thinking	Significant evidence of thought about the question in selection/assessment of evidence	Clear evidence of thought about the question in the selection/assessment of evidence	Some evidence of thought about the question in the selection/assessment of evidence	Sparse evidence of thought about the question in the selection/assessment of evidence	Minimal evidence of thought about the question in the selection/assessment of evidence	Little evidence of thought about the question in the selection/assessment of evidence
Argument	Yes, very well organized and critical	Yes, coherent and critical	Yes, organized and evaluative	Yes, evidence of organization and judgement	Underdeveloped, lacking synthesis and evaluation	Little or no synthesis or evaluation
Readability: clarity and appropriateness of expression	Yes, clear, fluent and pleasing to read	Yes, clear and intelligible	Largely intelligible	Unclear expression contributes to lack of intelligibility in some passages	Significant lack of clarity and problems with intelligibility	Widespread lack of intelligibility, inarticulate

Teaching

Te Assessment Process Explained

After you submit your work or sit your exam, the administrator checks to ensure that all expected pieces of work have been submitted. If work is missing but a mitigating circumstances form has been completed, this information is passed to the **Marking Governance Committee**

First Year Academic Panels and Third Year Academic Panels go through a three-stage process:

- 1 Calibration** all members of staff involved in marking meet and, together, mark a sample of submissions. This ensures that all markers are looking for similar levels of achievement.
- 2 Marking** each member of staff independently marks their batch of essays or exams, bearing in mind the calibration discussion.
- 3 Moderation** when all the essays have been marked, another member of staff, usually the module convenor, looks at a sample of work from each class for each marker, comparing decisions that have been reached. Along with the calibration meeting, this ensures uniformity of marking across the marking team.

Third Year Academic Panels usually go through a two-stage process:

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

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

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

Requirements and Degree Classification Academic Obligations and Mitigating Circumstances

Students joining the Department of English undertake:

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

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

Members of staff undertake:

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

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

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

BA (English) Degree Classification

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

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

The Board of Examiners in English is made up of full-time members of the Department and three external examiners formally appointed by the university who are senior members of English departments in other British universities. The Board of Examiners has available all recommendations made by the Department's Mitigating Circumstances Panel and the profile of marks for each student. It will know if any student has submitted any work late without permission, failed to observe the rubrics for any of the components of the degree, or submitted any incomplete or unusually short work.

The Board also has full details of any cases of plagiarism that may have been detected and it deals with any such cases in the light of the university's guidelines.

Students will note how important it is to meet all deadlines, take great care to observe examination-paper rubrics – which exist to ensure not only that all candidates are treated fairly relative to one

For Single Subject and Joint Degree Students

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

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

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

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

First

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

Or Weighted average mark greater than or equal to 70%

2:1

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

Or Weighted average mark greater than or equal to 60%

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

2:2

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

Or Weighted average mark greater than or equal to 50%

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

Third

Weighted average mark greater than or equal to 40%

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

Pass

Weighted average mark greater than or equal to 35%

(a) Calculating weighted average

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

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

BA English (European)

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

(b) Borderline

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

(c) Limit on number of failed credits

A student cannot graduate with more than 45 failed credits.

BA English (European Union) Degree Classification

The scheme of classification for the BA English (European Union) degree is similar to that for the BA English degree except that there are sixteen elements to be taken into account instead of twelve. Six of these are second-year modules from Leicester, four come from the student's year abroad, and six are the Leicester third-year modules.