If you require this document or any of the internal University Of Edinburgh online resources mentioned in this document in an alternative format please contact: June Haigh: J.Haigh@ed.ac.uk
## Contents:

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Key Contacts</td>
<td>3</td>
</tr>
<tr>
<td>Lectures</td>
<td>4</td>
</tr>
<tr>
<td>Tutorials</td>
<td>5</td>
</tr>
<tr>
<td>Books and Texts for the Course</td>
<td>5</td>
</tr>
<tr>
<td>Structure of Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Coursework</td>
<td>10</td>
</tr>
<tr>
<td>Degree Examination</td>
<td>14</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>15</td>
</tr>
<tr>
<td>Feedback</td>
<td>16</td>
</tr>
<tr>
<td>Visiting Students</td>
<td>19</td>
</tr>
<tr>
<td>Careers Service support</td>
<td>20</td>
</tr>
<tr>
<td>Further links to important information</td>
<td>22</td>
</tr>
</tbody>
</table>
INTRODUCTION

The principal objectives of English Literature 1 are twofold: to enable students to become fluent and confident readers of a variety of literary forms and to develop greater self-awareness in their understanding of the reading process and of critical practice.

The course is divided into two parts, Literature: Forms and Practices in semester one and Literature and the “literary”, c. 1300-1700 in semester two. In the first semester only, the Thursday and Friday lectures are shared by both Scottish Literature and English Literature students.

Literature: Forms and Practices introduces students to some of the stylistic and conceptual aspects which are central to the study of English Literature. The semester is divided into three blocks, focusing on: poetry, prose fiction, drama.

By concentrating on issues of genre categorisation, form and theoretical context, students are helped to develop close reading skills and an awareness of the environments in which texts are produced.

Literature and the “literary”, c. 1300-1700 is designed to develop students’ understanding of the historical development of literature, and the changing perceptions of the ‘literary’ and literary theory up to the end of the seventeenth century. The course helps students to explore, compare and question the division of early literature into three historical periods: Medieval, Renaissance, Restoration.

As well as introducing students to a wide range of pre-modern literary and dramatic modes the course aims to develop their critical awareness of different understandings of the literary and the problems of reading historically.

Both sections of the course will be assessed through written work in essays and exams, and contributions to tutorials.

KEY CONTACTS

The Course Organiser in the first semester is Dr David Salter, and in the second semester it will be Dr Suzanne Trill. Dr Salter’s office is room 2.02, 50 George Square and his email address is David.Salter@ed.ac.uk. Dr Trill’s office is room 2.34, 50 George Square and her email address is S.Trill@ed.ac.uk. The time of their office hours is advertised on our website.

The Undergraduate Director is Dr Simon Malpas, whose office is room 2.15, 50 George Square. His email address is Simon.Malpas@ed.ac.uk. The time of his office hour is advertised on our website.
The **Head of Department** in the first semester is **Professor Penny Fielding**, Room 2.19, 50 George Square and in the second semester is **Dr Andrew Taylor**, room 2.28, 50 George Square.

Appointments with Professor Fielding and Dr Taylor can be made through the undergraduate teaching office, which is room 1.08, 50 George Square.

**LECTURES**

**TIMES AND PLACES**

The English Literature 1 lectures are held on Tuesdays, Thursdays and Fridays between 12.10 and 1pm.

**In Semester One:**

**Tuesday** lectures will be in Lecture Theatre 4 Appleton Tower  
**Thursday** and **Friday** lectures will be in Lecture Theatre A, David Hume Tower

**In Semester Two:**

**Tuesday, Thursday** and **Friday** lectures will be held in Lecture Theatre 5 Appleton Tower

All classes will begin promptly: you should be seated and ready to begin by the scheduled start time. Late arrival causes disruption for the lecturer and your fellow students, and will make it harder for you to get the most out of your attendance.

**LECTURE SCHEDULE**

The schedule for English Literature 1 lectures is available on the department website at: [http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/english-literature/undergraduate/current/pre-honours/english-literature-1](http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/english-literature/undergraduate/current/pre-honours/english-literature-1)

**LECTURE HANDOUTS**

All handouts and Powerpoint slides will be made available via the English Literature 1 LEARN section in advance of lectures.
TUTORIALS

ALLOCATION TO A TUTORIAL GROUP

In addition to lectures, students will also have weekly tutorials in small groups, at times to be arranged. Students sign up for tutorial groups using the university's Virtual Learning Environment (VLE), Learn. You can access LEARN from your MyEd page.

Tutorials start in Week Two of the first semester, Week One of the second semester.

MEETING WITH YOUR TUTOR OUTWITH THE TUTORIAL HOUR

You may arrange to see your tutor outside the tutorial hour to discuss any questions you may have relating to the course and work for it. A mutually convenient appointment time may be made either by emailing your tutor or by speaking to her or him at the end of the class. At such an appointment you may consult your tutor about preparing for an assignment or receive feedback about a completed piece of work. Tutors will also be willing to discuss any general queries you may have about the literature you are studying.

PENALTIES FOR TUTORIAL ABSENCE

Non-attendance at a tutorial will result in penalisation: for each absence from a tutorial without good reason TWO marks will be deducted from the next essay submitted after the absence occurs.

BOOKS AND TEXTS FOR THE COURSE

PRIMARY TEXTS

Each student should own a copy of the following, which can be bought from Blackwells Booksellers, 53 South Bridge, Edinburgh.

*The Norton Anthology of English Literature* (9th ed.) (Norton paperback)

Students should obtain the full set. For ease of use, we recommend the six-volume set (volumes A-F, available in two bundles of three), but students should feel free to buy the two-volume version if they prefer.

N.B. It is essential that you have the 9th edition of this text.


Students taking degrees in English Literature will find that these volumes will remain useful throughout the whole degree.

This book contains essays by many members of the department, and is specifically designed to support first-year university study.

Most of the lectures for English Literature 1 will focus on works taken from the Norton Anthologies. But you will need access to the following supplementary texts which are also studied on the course and have been ordered into the bookshop. You may find cheaper editions of standard texts than those suggested, but they often do not contain much by way of introductory or explanatory material, and may therefore not be much of a help to your studies. Fuller, more student-friendly editions may be only a couple of pounds more expensive.

**Semester 1**

Caryl Churchill, *Cloud 9* (Nick Hern)
James Hogg, *Confessions of a Justified Sinner* (Oxford)
Muriel Spark, *The Prime of Miss Jean Brodie* (Penguin)

**Semester 2**

Aphra Behn, *The Rover* (A C Black)
John Bunyan, *Pilgrim's Progress* (Penguin)

**SECONDARY READING**

Secondary reading, suggested below, is designed to help you develop and broaden your understanding of the various themes and issues raised by particular texts or particular ideas explored on this course. The helpful and proper use of this critical material is an important skill to learn during your first year of literary study. It is expected that you demonstrate familiarity with some secondary reading in your longer essays.

Do not worry: you are certainly NOT expected to read everything listed! Rather you should decide what books and/or journal articles look most helpful or interesting to you for the purpose of writing an essay or preparing for a tutorial. Decide on a realistic and manageable amount: perhaps 3 or 4 items for an essay. You should regard the opinions of these writers and critics not as facts but as stimuli for your own thoughts; opinions which can be questioned and challenged in helping you to formulate your own perceptions.
Your tutor will be able to guide you in your secondary reading. You must learn how to use the Library’s electronic catalogue to search for other material in books or periodicals which might be of help.

Finally, you are not required to own any of these books. Many of them are to be found in the HUB Reserve and Short Loan section of the University Library. Should you have any difficulties there, the library staff will be glad to advise you.

**Semester 1**

1) **Introductions to Literary Criticism and Theory**
   Bennett, Andrew and Royle, Nicholas. *An Introduction to Literature, Criticism and Theory* (London: Prentice Hall/ Harvester Wheatsheaf, 1995)

2) **Literary, Critical and Theoretical Dictionaries and Encyclopaedias**

3) **Introductions to Particular Forms and Genres of Literature**
   **Poetry**

   **Prose Fiction**
Drama
Styan, John L., *Drama, Stage and Audience* (Cambridge: CUP, 1975)

Help with Essay Writing

Semester 2

These lists suggest good places to start in getting to grips with the literature of the three periods explored in the course. They are mostly collections of essays, covering various literary, historical and cultural contexts as well as the texts and authors studied. Individual lecturers will all make suggestions for more specific secondary reading relating to the particular topics, texts and authors they discuss. These can be found on the lecture handouts, accessed from the lecture timetables on this site.

Medieval

Renaissance

Restoration
Genre and Form

The New Critical Idiom series (Routledge) offers helpful introductions to some of the key issues of literary genre and form, relevant to ideas of the literary across these periods. Among the useful titles in this series are:


INTERNET RESOURCES

Students are encouraged to make use of the full range of electronic databases, both reference and full text, to which the University subscribes. You can find listings of these at:

http://www.ed.ac.uk/schools-departments/information-services/services/library-
museum-gallery/finding-resources/library-databases/databases-subject-a-z/database-
literature

You will also want to be aware of those journals of literary criticism available online via the library website. Further information can be found at:

http://www.ed.ac.uk/schools-departments/information-services/services/library-
museum-gallery/finding-resources/find-ejournal

A useful website to be aware of is www.literature-compass.com (critical and reference materials for all literary periods; at the moment, we don’t have an institutional subscription to this).

For further reading in relation to Semester 2, students are advised to consult

http://www.ota.ahds.ac.uk/ (Oxford Text Archive)

http://www.wwnorton.com/nael/ (a web companion to the Norton Anthology of English Literature)

STRUCTURE OF ASSESSMENT

You will be awarded a single final end-of-year mark for the course based on a combination of Coursework and Examinations.
COURSEWORK

Your total mark for your coursework will consist of marks for four 2,000-word essays and one 1,500-word essay, in addition to a Tutorial assessment mark based on preparation for and participation in tutorials.

Your coursework constitutes 60% of your final mark for the course.

Mark for the 2,000 word essay submitted in Semester 1 week 5: 10%
Mark for the 2,000 word essay submitted in Semester 1 week 9: 10%
Mark for the 1,500-word close reading exercise submitted in Semester 1 week 13: 10%
Mark for the 2,000 word essay submitted in Semester 2 week 5: 10%
Mark for the 2,000 word essay submitted in Semester 2 week 10: 10%
Tutorial Assessment mark for the first semester: 5%
Tutorial Assessment mark for the second semester: 5%

Total Coursework element: = 60%

DEGREE EXAM

A three-hour examination taken at the end of Semester Two during the Final Assessment period in April/May.

Your degree exam constitutes 40% of your final mark for the course. Please note that students are REQUIRED to pass the Degree Examination in order to pass the course.

COURSEWORK

All students on the course are required to complete five pieces of coursework. The questions for these assignments will be published on Learn, and you will have plenty of time to work on your essay prior to the deadline.

FORMAT OF COURSEWORK

Written work must be word-processed using a standard application such as Microsoft Word. You should ensure also that you use the standard Times New Roman font, font size 12, and that your work is double-spaced, with ample margins. You may print it out double- or single-sided.
For further guidance regarding format and presentation, and for advice on essay composition, please see the English Literature Writing Guide, available as a download from the department’s website and the course’s Learn section.

**SUBMISSION OF ESSAYS**

Essays should be submitted both **electronically** and in **hard copy**. Both electronic and hard copy submission must be completed by the deadline set for the essay.

**Electronic and hard copies must be textually identical.** Any submission containing significant discrepancies between hard and electronic copies will be declared void and a mark of zero will be recorded.

- **Electronic submission** will take place via the Turnitin interface in your course’s Learn section. You are responsible for ensuring that the connection over which you submit your electronic copy is capable of uploading a Word document through Learn, and that you have sufficient time to print out your hard copy before the deadline. Computer or printing problems cannot be accepted as a legitimate excuse for late submission, other than in the case of a general failure affecting the university network.

- **Hard copies** should be left in the wooden course boxes to be found outside the Undergraduate Office on the first floor of 50 George Square. They must be accompanied by a **cover sheet** (available here: http://www.coursework-submission.hss.ed.ac.uk/non-anonymous)

**Please make sure you post your essay in the appropriate FIRST YEAR course box.**

Essays must be submitted before 2 pm on the deadline day. At the deadline the box will be cleared and essays distributed to tutors for marking.

It is your responsibility to submit essays on time and it is advisable to post essays well before the deadline to avoid last minute problems and congestion. Printing facilities in the university come under a great deal of pressure immediately prior to the deadline and you would be wise to have a copy prepared well before this.

Hard copies will be returned with feedback. The electronic version will be scanned by software which generates an ‘originality report’, to help you and your tutors ensure that you have referenced your sources correctly.
DEADLINES FOR ESSAY SUBMISSION

DEADLINES FOR ESSAY SUBMISSION

Essay 1: 2pm Monday 19 October 2015
Essay 2: 2pm Tuesday 17 November 2015
Close Reading Exercise: 2pm Monday 14 December 2015
Essay 3: 2pm Tuesday 9 February 2016
Essay 4: 2pm Tuesday 15 March 2016

LATE SUBMISSION OF ESSAYS

If you do miss the deadline for any reason, you must not attempt to persuade academic or administrative staff to accept your work, especially whilst essays are being collected. Any late work should still be posted into the first-year box.

Please note that computer problems do not count as an excuse for late submission. It is up to you to foresee any potential problems in this or other regards and to manage your time accordingly. Factor in enough time to cope with a possible emergency.

EXTENSIONS TO DEADLINES

If illness or other good reason will prevent you from completing your written work on time, you should apply to the Course Organiser for an extension. Wherever possible please make contact in person, during the Office Hour. You may also wish to consult your Personal Tutor. Computer problems ARE NOT accepted as grounds for an extension.

PENALTIES FOR LATE SUBMISSION

Essays submitted late without an extension granted by the Course Organiser will incur a five mark penalty PER DAY of lateness, up to five working days. Essays submitted after that point, without good reason, will be marked at zero.

For example, for Essay 1:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>after 2 pm on Monday but before 2pm on the following day (Tuesday)</td>
<td>- 5</td>
</tr>
<tr>
<td>after 2 pm on Tuesday but before 2 pm on the following day (Wednesday)</td>
<td>- 10</td>
</tr>
<tr>
<td>after 2 pm on Wednesday but before 2 pm on the following day (Thursday)</td>
<td>- 15</td>
</tr>
</tbody>
</table>
after 2 pm on Thursday but before 2 pm on the following day (Friday)  - 20
after 2 pm on Friday but before 2 pm on the following day (Monday)  - 25
After 2 pm on Monday  Zero

Please note that late submission is penalised not because it causes members of staff any extra work (generally speaking, it does not), but in the interests of fairness to those students, the vast majority, who work hard to get their work finished on time. The student who complains about being penalised for their essay being one hour late is complaining at not being given an extra hour to complete their essay that other students did not have: that is, they are complaining about not being privileged over their classmates by the department.

ALL assignments MUST be submitted, even if they will be marked at zero. An overall mark of 40% or higher constitutes a pass for English Literature 1. However, if you reach this threshold but you have failed to submit an element of coursework, or have failed the degree exam, your final grade will have FF (“forced fail”) appended to it.

If you encounter problems in completing any of these assignments please contact the course organiser immediately.

OTHER PENALTIES

In addition to penalisations for lateness, infringements of the rubric set for each essay will also result in a lowered essay mark.

The essays should be of the length stated: essays that are significantly shorter will have their mark halved; tutors will disregard any material that extends beyond the word limit, and will only mark what is expressed within the word limit.

RETURN OF WRITTEN WORK

Written work will be returned to students within three weeks of the date of submission. If your work is not returned within this timeframe, please notify the course organiser.

RETENTION AND SUBMISSION OF FOLDER OF WRITTEN WORK

All students must retain all their written work after marking till the end of the academic year. It must be submitted in a folder (immediately after the degree examination) to the Undergraduate Office on the first floor of 50 George Square. Since all this work contributes to the final assessment, it must be available for the external examiners in
April/May. It is **your responsibility** to ensure that your work is available at that time: failure to submit your folder could damage your final mark. All Visiting students sitting the Degree Exam must hand in their coursework. EITHER use a stamped addressed envelope so that it can be returned to you by mail OR provide xeroxed copies and retain your original work for your home university.

**DEGREE EXAMINATION**

The FINAL ASSESSMENT PERIOD runs from 25 April to 20 May 2016. The **Degree Examination** will be held during this period, and the date will be announced as soon as it is confirmed by Registry.

The exam will consist of a three hour paper on the work of the second semester: ‘Literature and the “literary”, c. 1300-1700’, in the following format:

**Section A**: will consist of a close reading exercise which will ask students to write a critical analysis of a poem or passage of verse.

**Section B**: will consist of questions specifically on literature from the Civil War and Restoration period.

**Section C**: will consist of general and comparative questions.

Students should answer one question from each section.

Answers to questions in **Section C** must include discussion of texts from at least two of the three periods covered in the course.

The consultation of books or notes during the examination will not be permitted; the paper will not be made available to students before the start of the exam. Students whose first language is not English have permission to take a dictionary into the exam hall but it may be checked for notes by the invigilator.

**RELATION OF COURSEWORK ESSAYS TO EXAMS**

In the exam, you may not repeat ‘material’ from your term essays; but what counts as ‘material’ requires definition. You may choose to discuss authors that you have already discussed in your term essays. You may also choose to address issues or ideas related to those explored in your term essays. But in the exam you should NOT address issues or ideas you have discussed in term essays by discussing the same authors that you used in the original essay. It is this, using the same author to make the same point, that counts as mere repetition of material from an essay and is disallowed.
Students should remember that, however similar the rubric, the questions asked in the exams will be substantially different from those set for the essays; and that exam answers will always be penalised for irrelevance to the question asked. In your revision for exams, you should therefore seek to consolidate your knowledge of the texts on the course and the critical and theoretical issues they raise. Merely reproducing material from your essay, composed in answer to a completely different question, will not earn good marks in the exam.

**PLAGIARISM**

Plagiarism is the use of material taken from another writer's work without proper acknowledgement, presenting it as if it were your own. While it is perfectly proper in academic study to make use of another person's ideas, to do so under the pretence that they are your own is deceitful. Plagiarism, whether in coursework or examinations, is always taken extremely seriously within the university as it is a form of cheating. Work found to be plagiarised may be penalised, assessed at zero, or not accepted, and in serious cases may lead to disciplinary action being initiated.

Work undertaken for our courses is designed to help you develop your knowledge and understanding, and your own powers of analysis and argument. Essays, exams and exam essays assess these skills. Plagiarism therefore undermines the whole purpose of the academic study of literature. For all work for the department’s courses, it is important to be aware of, and to acknowledge the sources of arguments and words. This applies to material drawn from critical books and lectures, but also from the work of other students (including tutorial or seminar discussions) and from the internet and other electronic sources. Lectures, tutorials and seminars must not be recorded or otherwise transmitted, unless there is special dispensation relating to disability (endorsed by the Disability Office). Tutors will check web-based material, as well as other sources, where they have reason to suspect that the writing a student submits does not represent their own ideas, words and arguments.

While deliberate plagiarism involves an intention to deceive and is easy to avoid, it is possible to fall unawares into practices which could be mistaken for plagiarism if you are not familiar with the proper means of using and acknowledging material from other writers. Inadequate referencing and inappropriate use of others' material could inadvertently lay you open to charges of plagiarism. Since different subjects involve different uses of material, and may have different conventions about how it should be acknowledged, it is important that in each of their subjects students consult departmental guidelines about the purpose and presentation of written work in that discipline.

**FEEDBACK**
The marks you receive for your work should always be understood in the light of the feedback that you will receive at the same time, and both marks and feedback should be read in the light of the Grade Descriptors published in the English Literature Writing Guide. All coursework is returned to you with feedback from the tutor or course organiser; for exams, feedback is made available via the course’s Learn section.

THE IMPORTANCE OF FEEDBACK

Learning is a process of communication between students and teachers, and feedback is essential to that process. It helps you identify your strengths and weaknesses, zero in on problem areas, and devise strategies to improve your performance. It helps you recognise variability and trends in your own performance, and where you stand in regard to your peers. Feedback is not an end in itself, but a tool for advancing the more important goal of learning.

WHAT FORMS DOES IT TAKE?

It is important to recognise the variable forms that feedback takes. There is more to it than just comments on individual pieces of work.

- When we think of feedback, we usually think first of written comments on specific essays, dissertations and sometimes on exams. Such feedback aims to give you some explanation of the mark you received, pointing out the main strengths and weaknesses, and suggesting what would have improved the performance. As already suggested, such feedback tells you something about that particular performance, but also about your general academic abilities.

- For pre-honours courses in English Literature we also offer generalised feedback on exam performance to the class as a whole, via Learn, along with an opportunity to view your exam script in light of that feedback. While it may seem that non-specific feedback won’t explain the mark you got, markers find that the strengths and weaknesses that affect your mark are mostly of generic types. Trying to understand your particular mark and performance in the context of generalised feedback may well be more informative than individualised feedback.

- It is important to remember that marks are themselves a form of feedback, providing a ranking of your performance in relation to others doing the same piece of assessment, and in relation to general standards of assessment performance. Grade descriptors are intended to give a guide to how assessment performance is judged. They provide a basic context for reading and understanding the meaning of a mark.

- Some courses provide opportunities to submit non-assessed work, often as a preparation for work that will be assessed later. Feedback on non-assessed work can be just as vital as feedback on assessed work, so you should make the most of these opportunities.
• One of the reasons you are encouraged to participate actively in discussions in seminars and workshops is that this is one of the most fruitful opportunities for feedback, for trying out ideas, exploring your understanding of material, and raising questions. It is for this reason that our courses sometimes attach a mark to tutorial performance; on the other hand, when tutorial performance is not assessed, this provides an ideal environment to gain feedback without the pressure of formal assessment. Make the most of it.

HOW CAN STUDENTS GET THE MOST OUT OF FEEDBACK?

First off, as suggested above, you should be alert to the various forms that feedback takes. Beyond that, here are some suggestions:

• Learn more about study and assessment skills. There is a lot of helpful literature and guidance available. Two places to start are: (1) The Library. Books on ‘study skills’ are generally found under the Library of Congress call numbers LB2395. You can always ask a librarian for guidance. (2) The Institute for Academic Development (IAD): http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/advice.

• Try to consider the various forms of feedback you receive not as isolated events, but as part of an overall pattern of performance, identifying general areas of strength and weakness. This should become clearer the more you are assessed and the more feedback you receive as you progress through your programme. If you detect a consistent area where you need to improve, seek advice from tutors and course conveners about what to do.

• In the first instance, when trying to understand a mark and any associated comments, read these in the context of School marking descriptors. Marking descriptors are necessarily general, but may help put the feedback you’ve received in a wider context.

• If you know that a classmate has done particularly well, you might ask to read their essays. They may say no, but they might also be flattered. Doing this will help you get a realistic picture of what good coursework looks like, what can be achieved, and what kinds of performance your own work is being evaluated in relation to.

• If you have questions about a mark and associated comments on coursework, you are always entitled to seek clarification from your tutor.
ENGLISH LITERATURE POLICIES ON ASSESSMENT FEEDBACK

In line with University policy, assessment in English Literature operates according to the following principles:

- Feedback on coursework is provided in written form. You may also ask your tutor or course organiser for additional comment and advice, where appropriate.

- There is a ‘three working week’ turn-around time expected for mid-semester coursework assessment. If this turn-around time is not being met you should bring this to the attention of the Undergraduate Director.

- The department is required to retain exam scripts as a record of exam performance, and cannot return these to students. You may, however, ask to see your scripts if you wish to do so.
VISITING STUDENTS

FULL YEAR VISITING STUDENTS

Students who are here for the whole year should take the course in the same way as the home students. See under Assessment above for the weighting of coursework and examinations.

SEMESTER 1 ONLY VISITING STUDENTS

Visiting students who are here for Semester 1 only will be set an additional essay to be submitted during the end of semester assessment period in December.

The weighting of the various components taken by a Visiting Student who is here for Semester 1 (Sept to Dec) only is as follows:

First Semester:
- Mark for the 2,000 word essay submitted in week 5: 30%
- Mark for the 2,000 word essay submitted in week 9: 30%
- Tutorial Assessment mark for the first semester: 10%
- Additional Essay for Semester 1 Visiting Students only submitted in week 12: 30%

SEMESTER 2 ONLY VISITING STUDENTS

January-entry Visiting Students are required to produce the same assignments as full year students, including the Degree Examination. This examination is based on material covered in the Second Semester only.

The weighting of coursework and degree exam for Visiting Students who arrive in January is as follows:

Second Semester:
- Mark for the 2,000 word essay submitted in week 5: 20%
- Mark for the 2,000 word essay submitted in week 10: 20%
- Tutorial Assessment mark for the second semester: 10%
- 3-hour Degree Examination sat during final assessment period (April/May): 50%
Making the most of University. Support from your University Careers Service

Your University Careers Service is here to support you from Day 1, not just your final year. We can assist you in finding semester-time, vacation and volunteering work to help you finance and add value to your university experience, alongside your studies. And we’re happy to help you explore your future direction, whatever year you’re in.

Whilst studying to gain the best degree you can is your priority, it’s also a good idea to take advantage of the wide range of opportunities open to you as an undergraduate. These include, volunteering, mentoring, taking on a role with a student society or club, study abroad, group projects, part time work, summer jobs, delivering presentations, work shadowing, to name but a few.

Getting involved with activities outwith your studies has many advantages. You can:

- **Develop and demonstrate skills and attributes**, such as teamwork, communication, time-management, customer service etc. Future employers will be looking for evidence of relevant skills from all areas of your life, not just your studies.

- **Broaden your horizons** – new experiences can change your perspective, provide new insights, alter your outlook, encourage you to consider different opportunities and directions.

- **Discover your strengths** – what you’re good at, what you enjoy, how you can use these strengths to your advantage in the workplace

**Careers Service support includes:**

- Semester and vacation work-opportunities
- Support with applications and interviews for semester and vacation work
- Volunteering opportunities nationwide and abroad
- Talking through your immediate and future plans with a Careers Adviser.
- Information specifically for early-years students [http://tinyurl.com/lrv7an9](http://tinyurl.com/lrv7an9)

Browse our website [www.ed.ac.uk/careers](http://www.ed.ac.uk/careers) for further information on all the above, or call in and see us on the 3rd floor of the Main Library Building.

**Also check out your dedicated English Literature careers pages [http://tiny.cc/k337ew](http://tiny.cc/k337ew).** Discover:

- What recent English Literature graduates have gone on to do
- Your options with an English Literature degree
- **After English** – a website dedicated to helping English Literature graduates plan for their future after graduation
- … and more

Finally – look out for notices and emails about Careers Service activity in English Literature for 2014/5 including regular bookable appointments for English Literature students only, and sessions of particular interest to English lit students.

We look forward to working with you on your plans for your future after graduation.
Links to important information

This section is designed to provide details of common policies which will be important throughout your studies. Many of these apply across the College of Humanities and Social Sciences, while others are School-wide policies or are specific to your subject area. Students are expected to familiarise themselves with these policies. More information on the statements below can be found by following the relevant links.

Each title here is a link to the relevant information, and QR codes (readable by most smartphones; you may need to install a barcode reader app) can be found below.

- **Plagiarism**
  Plagiarism is taken very seriously and incurs penalties. Make sure you know what plagiarism is and how to avoid it.

- **Marking Scheme**
  An explanation of the marks and grades applied to coursework and exams.

- **Attendance Monitoring**
  We monitor attendance to make sure that students are studying on the courses for which they are enrolled, and to identify and offer help to students who may be experiencing difficulties.

- **Use of Student E-mails**
  We will communicate with you via your student e-mail account. It is essential that you check this regularly.

- **[Special Circumstances] – under revision; link to new documents to follow**
  If your studying or academic performance is affected by circumstances such as illness, you will find advice here.

- **Past Exam Papers**
  You can look at exam papers from previous years here.

- **Taught Assessment Regulations**
  Information on the principles of assessment used by the University of Edinburgh.

- **Entry into Honours**
  Entry into Honours is normally by achievement of 50% or higher at the first attempt in all the compulsory second-year courses of your registered degree. See your Degree Programme Table for more details.

- **Student Disability Service**
  Students are encouraged to contact the Student Disability Service as early as possible in order to take advantage of the help and advice available.
Careers Service
Useful links to graduate job database (SAGE), year abroad opportunities and general careers advice.

Student support and Personal Tutors (no link)
- Your Personal Tutor will be your first point of contact for all academic matters relating to your degree programme and choice of courses. Your Personal Tutor will also provide academic references. All students will have one mandatory meeting with their Personal Tutor each semester, and group meetings will also be arranged.
- The School Student Support team will be the first point of contact for all administrative matters and pastoral care. The Student Support team deal with status letters, degree transfers, concessions and authorised interruption of studies; they can also offer guidance and information on all support services available to students at the University of Edinburgh.

Study skills
Students are encouraged to take advantage of the study support offered by the Institute for Academic Development.

Library and computing facilities
Information on library services, computer facilities and basic computer training.

Edinburgh University Students’ Association (EUSA)
Find out how to seek help from or get involved with your students’ association.

School-wide policies

Learn
Learn is the University’s virtual learning environment (VLE) and is used for course information, discussion forums, coursework submission and so on.

Student feedback: Course Questionnaires (no link)
Questionnaires will be handed out towards the end of the course. Your views are important to us. Student feedback allows us to continually improve the student experience.

Student feedback: Class Representatives and Staff-Student Liaison
Students have the opportunity to volunteer to represent their class/cohort as a class representative. All class representatives will be invited to attend Staff-Student Liaison Committee meetings (one per semester) to express any views or concerns on behalf of their class mates.

Coursework submission
Students must normally submit all essays by the deadline in hard copy and electronically (using Turnitin, through Learn). Both submissions MUST be identical. The hard copy will be treated as the primary copy (ie the officially recorded submission). All essays will be reviewed by the plagiarism detection service Turnitin.
Use of dictionaries in examinations

Students whose first language is not English are permitted to use a language dictionary during an examination. This must be authorised in advance by the course organiser. Electronic dictionaries may not be used. See your Teaching Office for more information.

The following links are given as QR codes, which should be readable by most smartphones (you may need to install a barcode reader app), and also function as traditional hyperlinks.
<table>
<thead>
<tr>
<th>COURSEWORK SUBMISSION</th>
<th>USE OF DICTIONARIES</th>
<th>SCHOOL of LLC</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="QR Code" /></td>
<td><img src="image2.png" alt="QR Code" /></td>
<td><img src="image3.png" alt="QR Code" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="QR Code" /></td>
<td><img src="image5.png" alt="QR Code" /></td>
<td><img src="image6.png" alt="QR Code" /></td>
</tr>
</tbody>
</table>