



English Literature 1 Course Handbook

2020-21

For students taking the following:

ENLI08001 English Literature 1 –the full year course (40 credits)

ENLI08008 English Literature 1 (VS1) – Semester 1 only Visiting Students (20 credits)

ENLI08009 English Literature 1 (VS2) – Semester 2 only Visiting Students (20 credits)

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 Michael Butler –
Michael.butler@ed.ac.uk

The outbreak of Covid-19 has been an uncertain and challenging time for everyone. The University of Edinburgh has shown incredible commitment to adapting to the ongoing situation, changing ways of working to address new issues and collaborating across teams to support each other and students. This Handbook provides an overview of your programme with the caveat that changes may need to be made should this be necessary during these times. Please be assured that we will communicate any changes to you at the earliest possible opportunity.

Contents

Key Contacts	3
Introduction	3
Lectures	4
Tutorials	5
Books and Texts for the Course	8
Structure of Assessment	11
Assessment for Visiting Students	12
Format of Essays	12
Submission of Essays	12
Feedback	14
Plagiarism and Academic Misconduct	17
Further Information	18

KEY CONTACTS

Due to Covid-19 there is currently no drop-in service and email should be used as the default mode of communication. However, we have provided office locations in case normal service resumes later in the year.

The Course Organiser is Dr Carole Jones. Dr Jones's office is Room 2.01, on the second floor of 50 George Square. Her email address is carole.jones@ed.ac.uk. The time of her office hours is published on the department website. See link from this web page: <https://www.ed.ac.uk/literatures-languages-cultures/english-literature/staff>

The Course Administrator is Michael Butler. His office is the Undergraduate Teaching Office, Room 1.08, first floor, 50 George Square. His email address michael.butler@ed.a.uk.

The Undergraduate Director is Dr Dermot Cavanagh. His office is Room 2.18, 50 George Square. His email address is Dermot.Cavanagh@ed.ac.uk. The time of his office hour is published on the department website.

The Head of Department is Dr Alex Thomson, Room 2.43, 50 George Square. Appointments with Dr Thomson can be made through the English Literature section of the Undergraduate Teaching Office, Room 1.08, first floor, School of Literatures, Languages and Cultures at 50 George Square.

Please direct all technical questions to do with use of LEARN, Group Tools, Blackboard Collaborate and other digital issues to the Information Services helpline (IS.Helpline@ed.ac.uk).

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 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, drama, prose fiction.

By concentrating on issues of generic 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, Civil War/Restoration.

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

By the end of this course, students will have enlarged their knowledge of genre, form and theoretical and historical context, and developed their skills in the critical analysis of particular texts. Your **assessed work (that which counts towards your final mark for the course)** will require you to demonstrate these skills in essays and close readings of set passages. Your non-assessed work will consist in watching lectures and taking notes, working with a small group of your fellow students (an ‘Autonomous Learning Group’ or ALG) to produce reports in answer to questions and close reading exercises set by the lecturer, and attending tutorials (in-person or digital) with your tutor.

LECTURES

This year, lectures will be pre-recorded rather than delivered in-person.

You will find **lecture recordings** in named weekly folders in LEARN, the virtual learning environment for the course, which is accessed via MyEd. Two lectures, each around 30 minutes long, will address that week’s essential set text. Lectures will be posted by 5pm on the preceding Friday; then from 12.10 to 1pm on Monday the lecturer will be available to answer questions in a **live chat Q&A session**, accessible via a link in LEARN (<https://echo360.org.uk/section/26acff00-fbdd-4f5d-9002-e7dfb50757b6/home>). Click on the speech bubbles icon next to the date of the relevant Q&A session and post your question, remembering to choose the relevant session from the drop-down menu.

Make sure to watch the lectures (a) in the right order; (b) taking notes on the important points, and things you don’t follow; and (c) in plenty of time to think about what the lecturer has said and to formulate questions to ask them in the Q&A forum. **You can post your question(s) there at any time between watching the lecture and the hour of the session AND/OR during the session itself**; but before you do so, please check that no-one else has already posted the same question! This will help the lecturer make efficient use of the time available.

The lecture recordings and Q&A chat transcripts will remain available all year, so you can return to them when, for example, writing an essay on that text.

TUTORIALS

In addition to watching pre-recorded lectures and contributing to live Q&A sessions with the lecturers on a weekly basis, students will also participate in a tutorial group. Teaching and learning within these groups will be structured on a **fortnightly** basis.

In each fortnight, students will attend a live one-hour session with their tutor (in-person or digital), complete one autonomous learning group (ALG) report, and engage with the tutor's feedback. Everything necessary for these activities will be found in LEARN:

- a Collaborate Group Room for digital live tutorials
- a Group Wiki for collaborating on and posting ALG reports

A sample fortnight might look like this:

Odd Week (Weeks 1, 3, 5, 7, 9, and 11)

*Monday morning: students watch the weekly lectures in LEARN

*Monday afternoon: students participate in the live 1-hour Q&A chat session with the lecturer, accessed via a link in LEARN [questions may be posted in advance]

*Students attend the live tutorial session on campus or digitally in Blackboard Collaborate via a link in LEARN [see your personalised timetable for timing]

*Over the course of the week students read the essential text for the following week

Even Week (Weeks 2, 4, 6, 8, and 10)

*Monday morning: students watch the weekly lectures in LEARN

*Monday afternoon: students participate in the live 1-hour Q&A chat session with the lecturer, accessed via a link in LEARN [questions may be posted in advance]

*Wednesday 2pm: students submit the ALG group report on the weekly text in LEARN

*Friday afternoon: students access the tutor's feedback on their ALG report

*Over the course of the week students read the essential text for the following week

Allocation to a Tutorial Group

A personalised timetable will be available to you via the MyEd portal within the tab 'My Services'. Here you will be able to view your tutorial timetable. Tutorial hours will be allocated by the Timetabling unit and the group to which you have been assigned will appear on your personal timetable by the end of the first week of the semester.

If you wish to change the tutorial you have been assigned to please contact the Timetabling Unit from this web page to request your change: <https://www.ed.ac.uk/timetabling-examinations/timetabling/personalised-timetables>

If you have any difficulties, please email the **course administrator**, Michael Butler (email: michael.butler@ed.ac.uk).

Live Tutorials – Weeks 1, 3, 5, 7, 9, 11

You will attend five live tutorials (in alternate weeks) over the course of the semester. These will be either on-campus or digital (via Blackboard Collaborate), depending on circumstances. Each tutorial will focus on the essential text covered in the lectures that week, so please read this text in advance of the tutorial. Your tutor will inform you of any other necessary advance preparation.

If you cannot attend a tutorial for any reason, please inform your tutor and the course administrator. Do not forget to engage with the other course components that week (lecture recordings and Q&A; ALG questions for informal individual study).

ALG Group Task – Due Fridays in Weeks 2, 4, 6, 8, and 10

Your tutor will divide the tutorial into three sub-groups, called ALG groups. Each ALG group will find three ALG questions (one per group) and a close reading passage set by the weekly lecturer in the relevant Lecture folder in LEARN.

Establish a communication pattern within your ALG group in a manner and at a time convenient to you. You may use the Group Email function to contact members of your group. Create a Wiki Page in the Group Wiki in LEARN titled 'Week X, ALG Group Y', and collaborate on producing a group response by the Wednesday deadline.

In weeks 2 and 4, your group report should focus on the close reading passage set by the lecturer that week, and should answer the following two questions:

- Outline the central theme(s) of the chosen passage.
- How do the formal elements of the text (language, structure, etc.) advance these themes?

This serves as preparation for the first essay of the semester. There is no requirement to respond formally to the ALG questions for these weeks, though you are encouraged to use them for general reflection.

In weeks 6, 8, and 10, your group report should respond to the ALG question set by the lecturer that week for your group number. This serves as preparation for the second essay of the semester. There is no requirement to respond formally to the close reading passages for these weeks, though you are encouraged to use them for general reflection.

The ALG reports do not receive a mark and your performance will not impact on your course grade. Your tutor's feedback on your group report will be available by Friday afternoon, either as a written response in the Wiki or as an embedded or attached file in the Blog.

Seeking Further Advice

All questions should be directed to your tutor in the first instance, who will refer you on to the course secretary or course organisers if necessary. Any queries about specific lectures should be addressed to the lecturer during the designated Q&A hour on Monday afternoons.

ATTENDANCE

Students should attend all classes as specified in their course programme, and undertake all preparation and reading required for them; attendance is monitored carefully. If you are unable to attend a class, advance notice of absence should be given to the course tutor, the course administrator and your Personal Tutor. If you are affected by ill health and will be unable to attend for more than one week, do please inform your Personal Tutor as a matter of urgency.

Books and Texts for the Course

PRIMARY TEXTS

These are the **Essential texts** that you **must** read every week, and which will be addressed in the lectures, tutorials and set tasks.

Semester 1

The first semester course is divided into three parts: poetry, drama and prose. Poems for the poetry section will be available on Learn. Below are recommendations for the editions of texts for the drama and prose sections.

Drama

William Shakespeare, *The Tempest*, edited by Stephen Orgel (Oxford World's Classics, 2008)

Liz Lochhead, *Mary Queen of Scots Got Her Head Chopped Off* (Nick Hern Books, 2009)

Tony Kushner, *Angels in America Parts One and Two* (Nick Hern Books, 2017)

Prose

Henry James, *The Turn of the Screw* (Norton Critical Editions, 2009)

Muriel Spark, *The Prime of Miss Jean Brodie* (Penguin Modern Classics, 2000)

Toni Morrison, *Beloved* (Vintage Classics, 2007)

Semester 2

‘Literature and the Literary, c. 1300-1700’**TEXTS TO BUY**

- Stephen Greenblatt (editor), *The Norton Anthology of English Literature*, 10th Edition (Norton, 2018): Volume A: ‘The Middle Ages’; Volume B: The Sixteenth Century, The Early Seventeenth Century; Volume C: ‘The Restoration and the Eighteenth Century’.

These three volumes can be bought together at a discount at Blackwell’s and other retailers. *Please make sure you buy the 10th edition as these will be the texts referred to in lectures.* The Norton includes an excellent range of literary texts which give an expansive sense of the literary writing in these periods. They also include extremely useful introductory sections with general context as well as information on each text and author.

- Aphra Behn, *The Rover*, ed. Robyn Bolam, London: Methuen, 2012.

For lectures on poetry, specific poems will be given on Handouts or referenced from the Norton or other resources.

See Resource List (accessed via the ‘Library Resources’ link on the left-hand side of LEARN) for recommended secondary reading.

READING LIST

NAEL = *Norton Anthology of English Literature*

The York Crucifixion – NAEL vol. A: 457-465

The Wakefield Second Shepherds’ Play – NAEL vol. A: 465-494

Margery Kempe, *The Book of Margery Kempe* – NAEL vol. A: 442-457

Julian of Norwich, *A Book of Showings to the anchoress Julian of Norwich* – NAEL vol. A: 430-442

Geoffrey Chaucer, *The Wife of Bath’s Prologue* – NAEL vol. A: 300-319

Thomas More, *Utopia* – NAEL vol. B: 44-117

Christopher Marlowe, *Doctor Faustus* – NAEL vol. B: 679-716

William Shakespeare, *Twelfth Night* – NAEL vol. B: 739-803

John Milton, *Paradise Lost* (Books 1&9) – NAEL vol. B: 1495-1514; 1643-1668

Aphra Behn, *The Rover*, ed. Robyn Bolam, Methuen, 2012

Aphra Behn, *Oroonoko* – NAEL vol. C: 139-187

Help with Essay Writing

Nigel Fabb and Alan Durant. *How to write Essays, Dissertations and Theses in Literary Studies*. Longman, 1993.

We would also strongly recommend our very own *Edinburgh Introduction to Studying English Literature*, edited by Dermot Cavanagh et al. This book contains essays by many members of the department based on our first-year lecture course, which cover much of the material included in the ‘Forms and Practices’ part of the course in first semester.

Notes on Editions:

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.

Books may be bought individually or in discounted packs from Blackwell's Bookshop (53-59 South Bridge, Edinburgh). Order online for free UK shipping.

Selected texts, including scans of poetry are provided in LEARN in the 'Lecture Recordings ...' folder.

Books may be checked out from the Main Library in line with Covid regulations.

RECOMMENDED READING

Secondary reading giving scholarly analysis, context and readings is listed in the **Resource List** which is accessed via a link under 'Library Resources' in LEARN. Secondary reading 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.

The Resource List provides lists of secondary reading with reference to the general context of literary studies, each of the three semester 1 sections of poetry, drama and prose, and each of the semester 2 periods of Medieval, Renaissance, Civil War and Restoration.

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.

In addition, the Resource List will give for each primary text three key secondary readings; please refer to these for your ALG tasks and tutorials.

Your tutor will also be able to guide you in your secondary reading. You should 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 available electronically and can be accessed through the links on the Resource List. Physical copies 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.

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).

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

<http://bcw-project.org/> (British Civil Wars Project)

<http://www.librarius.com/cantales.htm> (*The Canterbury Tales*, middle and modern English versions)

<http://www.wwnorton.com/college/english/nael9/> (a web companion to the Norton Anthology of English Literature)

<http://www.luminarium.org/> (Anthology of English Literature)

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

STRUCTURE OF ASSESSMENT

The overall mark for the full-year course is produced from the average of **four essays**, two in each semester (one close reading and one comparative analysis). See below for visiting students taking the course for one semester only.

ALL essays MUST be submitted, even if they will be marked at zero. An overall mark for the year of **40** or higher constitutes a pass for English Literature 2. **This must include a pass in one close reading and one comparative essay.** However, if you reach the 40 threshold but you have failed to submit all four essays, your final grade will have FF (“forced fail”) appended to it.

If you do not complete and submit all four essays, obtain a pass in one close reading and one comparative essay AND obtain at least 40 overall, you cannot pass the course.

Semester 1

Essay 1: Close Reading Essay (1000 words) – Due Week 7, 2pm Monday, 2 November - 20%

Essay 2: Comparative Essay (2000 words) – Due Week 12, 2pm Friday, 11 December - 30%

Semester 2

Essay 3: Close Reading Essay (1000 words) – Due Week 6, 2pm Monday, 22 February - 20%

Essay 4: Comparative Essay (2000 words) - Due Week 12, 2pm Friday, 9 April - 30%

Essay 1 (the first in semester 1, worth 20%) will ask you to pick **ONE** of the close reading passages set by lecturers in weeks 2, 3, and 4. You will be free either to expand one of your submitted individual tasks from week 2 or week 4 into a full-length close reading, OR write a new close reading using one of the passages from weeks 2, 3, or 4. **Essay 3** (the first in semester 2, worth 20%) will ask you to pick **ONE** close reading passage from a selection provided by the Course Organiser. Instructions will be posted on LEARN by week 3 of semester 2.

Essay 2 (worth 30%) will ask you to answer a question which engages with both a dramatic and a prose text. **Essay 4** (also worth 30%) is a comparative exercise. You will be asked to engage with texts from both the Renaissance **and** the Civil War and Restoration periods.

You are expected to refer to secondary reading in essays 2 and 4). Please consult the secondary texts available in the Resource List and on LEARN.

Failure to follow these guidelines constitutes an infringement of the rubric. Ten marks may be deducted for rubric violations.

If your essay falls substantially short of the word length required, it is unlikely to be of the required standard, which will be reflected in the mark. Essays of less than half the required length are unlikely to receive a pass mark. Excessively long essays will not be marked beyond the word limit. This limit does not include the list of Works Cited.

VISITING STUDENTS

Visiting Students who are here for the full year are assessed in exactly the same way as home students.

Semester 1-only and Semester 2-only Visiting Students will complete the two essays for the relevant semester. These will be due at the same time and assessed in the same way as for home students, but the weightings will be different:

The close reading essay will be worth **40%** of the grade

The comparative essay will be worth **60%** of the grade

You must achieve a **pass mark in both essays** to pass the course.

FORMAT OF ESSAYS

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.

The essay, including a title page with the name of course and the essay topic, the main body of the essay and the list of Works Cited, must be saved as a single document, with a page break inserted between each element.

You should include a note of the **Word Count** on the front (title) page of your essay.

The word limit set for essays includes the main body of the essay, quotations and any footnotes. This limit does not include the list of Works Cited.

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 (see link from <http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>) and in LEARN.

SUBMISSION OF ESSAYS

Students must submit all essays electronically by the deadlines listed below. A *Turnitin* drop box will be set up for each essay: this will be located under 'Assessment' in LEARN. Please ensure that you submit your work to the correct box. If you experience difficulties submitting your essays, inform the course administrator immediately.

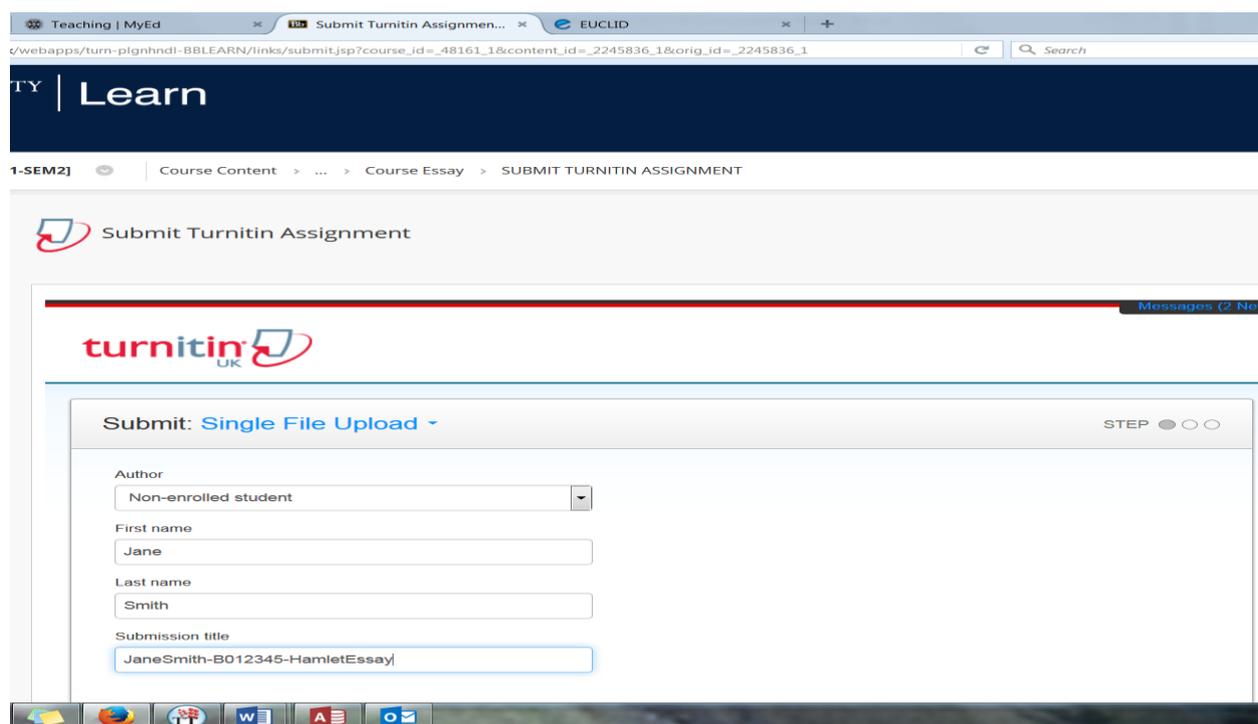
Before submitting your work, you should check that you have followed the guidance on the required style and format for written work, which is contained in this handbook and in the *English Literature Writing Guide*. You can find this on a link from the following web page: <https://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>

When you submit your assignment you MUST:

- Include your name and Exam Number in the 'Submission Title', which you complete as you upload your essay to *Turnitin*. The preferred format is <YourName>-<YourExamNumber>-EssayTitle, e.g., Jane Smith-B012345-HamletEssay (It is fine to abbreviate a long essay title.)

Your Exam Number can be found on your Student Card. It begins with a "B".

See illustration below for example:



Without your name and exam number, your work might not be marked by your tutor and feedback might be less focused on and helpful for your personal development.

Essays must be submitted **before 2 pm** on the deadline day. It is your responsibility to submit essays on time and it is advisable to upload essays well before the deadline to avoid last minute problems. If you experience difficulties submitting your essays, inform the course administrator immediately.

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. Computer problems cannot be accepted as a legitimate excuse for late submission, other than in the case of a general failure affecting the university network.

In order to ensure that your essay is submitted correctly, you must CONFIRM your upload to Turnitin and wait to make sure that you receive a Digital Receipt. You should see the

following appear on the screen: "*Congratulations - your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer*". You should also receive an email from TurnitinUK with the subject "This is your TurnitinUK Digital Receipt". If you do not, log back in to View/Complete on the Turnitin dropbox right away and check your essay is there. If it is not, you will be able to upload it.

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.

EXTENSIONS TO DEADLINES

It is a requirement that all students submit coursework on time and in accordance with the published deadlines. Tutors are under no obligation to mark or to provide feedback on written work that is submitted after the deadline without explanation. It's important to manage your time, therefore, and to ensure that all written work is submitted on schedule.

Please note that computer problems and competing essay deadlines 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.

However, if you are unable to finish your essay by the deadline because you are seriously unwell or suffering serious personal difficulties, you can apply for **an extension** (of up to 7 calendar days) in advance of the deadline.

See the guidance here: <https://www.ed.ac.uk/student-administration/extensions-special-circumstances/continuing-students/extensions-explained>

If you are unable to submit work within the extended deadline, it is vital that you contact your Personal Tutor immediately with a view to completing a special circumstances form. For more details see the following link: <https://www.ed.ac.uk/student-administration/extensions-special-circumstances/continuing-students>

FEEDBACK

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

Feedback on essays is provided in written form by your tutor via LEARN. You may also ask your tutor for additional comment and advice, where appropriate.

Feedback and marks will normally be provided within **15 working days** of submission (in effect, **three weeks**). If your work is not marked within this timeframe, please notify the course organisers and/or undergraduate director. The University Christmas and New Year closure period is excluded from the 15 working day calculation.

It is important to note that the initial marks provided on LEARN in Grademark are **provisional and are subject to moderation, application of penalties and final confirmation at the Exam Board.**

Moderation is done by sampled second marking. This means that the course organisers will review a number of marked essays to confirm the marks. This process ensures a high quality and consistency of marking for this course, and across related courses.

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** (see link from <https://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>).

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/Scottish Literature we also offer generalised feedback to tutorial groups. Tutors frequently find that the strengths and weaknesses that affect your work are mostly of generic types. Trying to understand your particular performance in the context of generalised feedback may well be more informative than individualised feedback.
- It is important to remember that marks are 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. You can find these in the “*English Literature Writing Guide*”. See link from: <https://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks> .

- Some Pre-Honours courses, such as EL2 and SL2, 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.

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](https://www.ed.ac.uk/institute-academic-development/undergraduate) (IAD). (<https://www.ed.ac.uk/institute-academic-development/undergraduate>)
- 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 have questions about a mark and associated comments on coursework, you are always entitled to seek clarification from your tutor.

PLAGIARISM AND ACADEMIC MISCONDUCT

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. 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 and from the internet and other electronic sources. 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. You should also be aware that the resubmission of previously submitted work is classed as misconduct, just like plagiarism, and will be treated as such. You can refer to work that you've previously submitted in a new submission, but you need to cite clearly this pre-existing material in your new submission.

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.

Aside from plagiarism, you must also avoid all other forms of academic misconduct. These include **collusion**, the unauthorised and unattributed collaboration of students in a piece of assessed work; **falsification**, the attempt to present fictitious or distorted data, evidence, references, citations, or experimental results, and/or to knowingly make use of such material; **cheating**, the attempt to obtain or to give assistance in an examination or an assessment without due acknowledgement. This includes submitting work which is not one's own; **deceit**, the use of dishonesty to gain an advantage; and **personation**, the assumption of the identity of another person with intent to deceive or gain unfair advantage.

For EL1, please consult the *English Literature Writing Guide*:
<https://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>

FURTHER INFORMATION

Please see *Support for Success in LLC* under 'Help and Support' in LEARN for links to a range of useful resources and key information.

CAREERS SERVICE SUPPORT

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 <https://www.ed.ac.uk/careers/your-future/year-by-year/early>
- Your own careers blog <http://englitcareersblog.wordpress.com/> - regular postings relevant to English lit students, to inform and inspire.

Browse our website 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://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/careers-advice> .

Discover:

- What recent English Literature graduates have gone on to do
- Your options with an English Literature degree
- *After English* – <http://www.afterenglish.ac.uk/about> 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 the current session 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.
