English Literature 2
Course Handbook

2017-18

For students taking the following:

ENLI08003   English Literature 2 –the full year course (40 credits)
ENLI08012   English Literature 2 (VS1) – Semester 1 only Visiting Students (20 credits)
ENLI08013   English Literature 2 (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 Anne Mason: email Anne.Mason@ed.ac.uk or phone 0131 650 3618.

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Contents:

INTRODUCTION

Both English Literature 2 and Scottish Literature 2 introduce the student to issues and problems in the development of 'literature' in English and Scots from the eighteenth century to the 1950s.

The above statement has put 'literature' in quotation marks because what counts as 'literary' writing does not stay the same over the course of this period (or before, or after, for that matter): it is thus not a term whose meaning we can take for granted. For example, in the early- and mid-eighteenth century, historical narrative and philosophical speculation were included in what people referred to as 'literature'; by the twentieth century, in many contexts, 'literature' was restricted, not only to fiction, verse, and drama, but to fiction verse and drama understood as having a certain literary or cultural value. At every stage of literary history in between, what makes a piece of writing 'literary' has been altered and refined and revised, sometimes in quite drastic ways, sometimes more subtly; sometimes explicitly, in critical reflections on literary writing, and sometimes implicitly, in shifts of literary practice itself.

These revisions and redefinitions did not happen within a literary realm isolated from changes in other spheres, such as politics and economics. Indeed, the idea that 'literature' is defined (in contrast with other types of writing) by its independence from its historical and social context, by its ability to float free from or transcend the particular society in which it was produced, is one that becomes important within the period the courses examine. At the same time, many of the writers on the course are committed to the notion that literary writing should not just reflect, but intervene in, and try to change, the society around it. This is an idea that Addison and Swift, at one end of the course, share with Auden, at the other; though Auden, writing in the 1930s, is much more doubtful about literature's ability to change anything in this way.

Further, the historical and social circumstances with which we are concerned here were often perceived as 'modern' in an equally wide range of senses; that is, they were understood as in some sense unprecedented, different from anything that had gone before. Again, the way in which Austen or Edgeworth understand their 'modernity' is very different from the way in which Woolf or Mansfield understand theirs; but the perception that society has taken on a different form from any that it took in the past (due to capitalism, or science, or industry, or world war, for example) is one of the forces shaping new ideas of what literature is and what it is for. Perhaps the most obvious way in which literary writing reveals a sense of its own modernity is in the development of new genres of writing. Swift and Smollett, at the start of our period, can imagine themselves writing in a genre inherited from the classical Greeks and the Romans – satire – which carried a certain cultural authority because of its ancient origins. But other writers feel the need to break with their literary inheritance in more or less radical ways by inventing new genres (the novel, Wordsworth's blank-verse meditation, Wellsian science fiction) in response to 'modern' social and cultural conditions. And, in a third strategy, many writers also return to past

literary forms and recycle them in new ways, trying to reconnect with the past while acknowledging its difference from the 'modern' present: this can be seen happening in eighteenth and nineteenth-century writing as well as in the more obviously experimental work of 'modernist' writers like Woolf and Joyce.

By the end of these courses, then, students should have gained a good grasp of the ways in which conceptions of the literary have emerged, conflicted with and replaced each other, from the eighteenth to the twentieth centuries; a process in which literary writing responded to, but also helped to produce, various kinds of broader social and cultural change.

As well as the specific understanding of literature, your study will encourage more general skills.

Your literature courses aim to develop independent thought and the ability to communicate information effectively. Your courses will encourage you to work independently, to discover and synthesise information, and to be able to select the most relevant materials from a wide range of reading. You will learn how to assess the reliability of evidence and weigh a variety of competing or conflicting arguments, to analyse complex questions, to exercise problem-solving skills, and, in the developing and organising of your own arguments, you will learn how to present a coherent, reasoned and well-supported set of conclusions in clear prose. At the same time, you will be developing oral communication skills through active participation in tutorials.

These fundamental skills which the curriculum seeks to impart are transferable to a wide range of contexts outside of your literature courses. Other transferable skills your courses will encourage you to develop are:

- the ability to report concisely, both orally and in written form, on source material of diverse origins;
- information technology skills: such as the use of computers as word processors, for communication, and as an information retrieval tool.
- the use of libraries and other resources for the discovery of information;
- the application of scholarly norms of accuracy in the presentation of work;
- the ability to manage the use of time, to work to deadlines and to perform effectively under pressure.

KEY CONTACTS

The Course Organiser in Semester 1 is Dr Simon Cooke. His office is Room 3.07, on the third floor of 50 George Square. His email address is Simon.Cooke@ed.ac.uk. The time of his office hour is published on the department website.

The Course Organiser in Semester 2 is Dr Alexandra Lawrie. Her office is Room 3.06, on the third floor of 50 George Square. Her email address is Alex.Lawrie@ed.ac.uk. The time of her office hour is published on the department website.

The Course Administrator is Anne Mason. Her office is the Undergraduate Teaching Office, Room 1.08, first floor, 50 George Square. Her email address Anne.Mason@ed.ac.uk.

The Undergraduate Director is Dr Jonathan Wild. His office is Room 2.11, 50 George Square.   His email address is J.Wild@ed.ac.uk. The time of his office hour is published on the department website.

The Head of Department is Dr Andrew Taylor, Room 2.28, 50 George Square. Appointments with Dr Taylor 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.

LECTURES

TIMES AND PLACES

English Literature 2 lectures are held on Mondays, Wednesdays and Fridays, 12.10 - 1.00

In SEMESTER 1
The Monday lecture is in **Lecture Theatre A, David Hume Tower, George Square.**
The Wednesday lecture is in **Lecture Theatre A, David Hume Tower, George Square.**
The Friday lecture is in **Lecture Theatre G.03, Ground Floor, 50 George Square.**

In SEMESTER 2
The Monday lecture is in **Lecture Theatre A, David Hume Tower, George Square.**
The Wednesday lecture is in **Lecture Theatre A, David Hume Tower, George Square.**
The Friday lecture is in **Lecture Theatre 4, Appleton Tower.**

You must attend three lectures per week: two 'core' lectures and one 'strand' lecture specific to your course. The Monday and Wednesday lectures form a 'core', which is common to both English Literature 2 and Scottish Literature 2.   The Friday 'strand' lecture will treat in-depth an area or text specific to the course for which you are enrolled.

The week's lectures are bound thematically to one another. You will see overlap and continuities between the 'core' and 'strand' lectures. While the 'strand' lectures will be oriented more towards single authors and their texts, they will also develop some of the key themes dealt with in the Monday/Wednesday 'core'.

The lecture timetables may be subject to changes and additions. These changes will be announced in lectures or tutorials, but it is a good idea to check the lecture schedules on the website regularly (see link below).

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 2 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-2**

LECTURE HANDOUTS

All handouts and Powerpoint slides will be made available via the English Literature 2 LEARN section in advance of lectures.   LEARN is the University's Virtual Learning Environment (VLE).   You can access LEARN from your MyEd page.

TUTORIALS

ALLOCATION TO A TUTORIAL GROUP

In addition to lectures, students will also have a one-hour weekly tutorial in a small group, at a time to be arranged.   A personalised timetable will be available to you via the MyEd portal within the tab 'My Services'.   When you have signed up for a course you will be able to view your own timetable of core lecture hours.   Tutorial groups can also be viewed on your timetable.   Tutorial hours will be allocated and the group to which you have been assigned will appear on your personal timetable by the end of the first week of teaching.   This can only happen after you have been enrolled onto the course.

If you have any problems finding out the time and place of your tutorial for English Literature 2, please email the **course administrator**, Anne Mason (email: Anne.Mason@ed.ac.uk) or drop into the Undergraduate Teaching Office, Room 1.08, first floor, 50 George Square.

Tutorials start in **Week Two** of the first semester, and in **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.

ATTENDANCE

Students are required to be in attendance during term time, attend all classes (lectures, tutorials, etc) as specified in their course programme, and to undertake all preparation and reading required for them. **Failure to attend is a serious matter**.
Attendance will be taken by the tutor at the start of each class electronically. It is expected that students will attend all tutorials. If unable to attend due to unforeseen circumstances, students should contact their course tutor as soon as they are able. Where possible, advance notice of absence should be given to your course tutor, the course administrator and your Personal Tutor. Health certificates are required for absence due to sickness in excess of one week, and should be submitted to your Personal Tutor.

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. Each essay counts as 10% of the course's final assessment.

BOOKS AND TEXTS FOR THE COURSE

PRIMARY TEXTS

Students should purchase the following texts. They are available from Blackwell's (53-59 South Bridge, Edinburgh) at the start of the semester. Students may, of course, prefer to purchase books from Word Power Books (43-45 West Nicolson Street) or from second-hand or on-line bookstores.

All students will need to own:

The Norton Anthology of Theory and Criticism, ed. Vincent B. Leitch et. al. [2nd edition] (which most will have bought in first year).

The Norton Anthology of English Literature, ed. M.H. Abrams et. al. [NB this should be the 9th edition] (which most will have bought in first year).

The Edinburgh Anthology of Scottish Literature (available to buy from the English Literature section of the Undergraduate Teaching Office, Room 1.08, first floor of the School of Literatures, Languages and Cultures, 50 George Square) containing material by Macpherson, Blair, Burns, Baillie, and Carlyle.

NB Please consult the lecture timetable for the specific texts that will be covered from the three anthologies.

Plus:

Semester 1

(all *but one* of these texts are core texts shared with Scottish Literature 2)
Austen, Jane. *Northanger Abbey* (Norton Critical Edition)
Dickens, Charles. *Hard Times* (Norton Critical Edition)
Edgeworth, Maria. *Castle Rackrent* (Oxford World Classics)
*Franklin, Benjamin. *Benjamin Franklin's Autobiography* (Norton Critical Edition)
                              not a core text shared with Scottish Literature 2
Gaskell, Elizabeth. *North and South* (Norton Critical Edition)
Irving, Washington. *The Sketch-Book of Geoffrey Crayon, Gent*. (Oxford World Classics)
Mackenzie, Henry. *The Man of Feeling* (Oxford World Classics)
Paine, Thomas. *Common Sense and Other Writings* (Norton Critical Edition)
Shelley, Mary. *Frankenstein*, 1831 edition (Penguin)
Smollett, Tobias. *Humphry Clinker* (Norton Critical Edition)
Sterne, Laurence. *A Sentimental Journey* (Oxford World Classics)

Semester 2

(all *but three* of these texts are core texts shared with Scottish Literature 2)

*Achebe, Chinua. *Things Fall Apart* (Norton Critical Edition)
                      not a core text shared with Scottish Literature 2
*Beckett, Samuel. *Endgame* (Faber and Faber)
                      not a core text shared with Scottish Literature 2
Brown, Gordon Douglas. *The House with the Green Shutters* (Canongate Classics)
Conan Doyle, Arthur. *The Adventures of Sherlock Holmes* (Oxford World Classics)
Eliot, George. *Silas Marner* (Oxford World Classics)
Hardy, Thomas. *Jude the Obscure* (Norton Critical Edition)
*James, Henry. *Tales of Henry James* (Norton Critical Edition)
                      not a core text shared with Scottish Literature 2
Joyce, James. *Ulysses* (Oxford World Classics)
MacDiarmid, Hugh. *Selected Poetry* (Carcanet)
MacDonald, George. *Phantastes* (Paternoster)
Perkins Gilman, Charlotte. *The Yellow Wallpaper* (Little, Brown)
Stevenson, Robert Louis. *South Sea Tales* (Oxford World Classics)
Wells, H.G. *The War of the Worlds* (Penguin)
Wilde, Oscar. *The Picture of Dorian Gray* (Norton Critical Edition)

Other set texts mentioned in the lecture timetables are to be found in the *Norton Anthology* or the *Edinburgh Anthology of Scottish Literature* or will be available on LEARN, the virtual learning environment for the course, which is accessed via MyEd.

Please consult the lecture timetables in order to get a good idea of all the texts set for the course and also of the order in which they should be read.

SECONDARY READING

Annotated bibliographies of critical works (see separate booklet, available on the course LEARN page)

a) keyed to the periods and themes on the EL2/SL2 Syllabus and
b) keyed to the authors on the EL2 Syllabus

STRUCTURE OF ASSESSMENT

The overall mark for your course is based on a 50/50 combination of Class Work and Examination.

> If you do not complete and submit all four essays, AND obtain at least 40% overall in the degree exam, you cannot pass the course, however high your marks in the other essays, exams and tutorial assessment.

Marks for Class Work

The class work element of the assessment consists of marks for four coursework essays and a tutorial assessment mark.   The tutorial assessment mark awarded by your tutor is based on your performance in the tutorial.

A classwork mark is produced from an average of the four essays (each worth 10%) and tutorial assessments for each semester (each worth 5%) and will count as 50% of the year's final aggregate mark.

Marks for Degree Examination:

The degree exam will count as 50% of the year's final aggregate mark.

The final mark for the course is then an average of the classwork mark and the examination mark.   However, an overall mark of 40% must be achieved in the degree exam in order to pass the course.

The pass mark for the year is **40**.   **This must include a pass in the overall mark for the degree examination.**

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 2.   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.

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

COURSEWORK

Four essays (each of **2000 words**) are required during the course.

Essays 1 and 3 (the first in each semester) will ask you to perform a close reading of one short extract or poem from a list of two.   Both extracts will be from texts covered in lectures.

Essays 2 and 4 (submitted towards the end of each semester) will ask you to compare the work of TWO authors from ONE of the five periods covered on the course (e.g. 18th century, High Victorian, etc).   The 'Author Lists', in which writers are grouped by chronological period, are included in this handbook (p 25).

Any essay that fails to follow these guidelines will automatically fail, that is, receive a mark of 39 or less.

For Essays 2 and 4 Joint EL2/SL2 students (doing the combined degree in English and Scottish Literature) should discuss different writers in the essays for their two courses.

Please consult the list of secondary reading available on LEARN.

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. You should include a note of the Word Count on the front page of your essay.

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 on the course's LEARN section.

SUBMISSION OF ESSAYS

Students must submit essays electronically by the stated deadlines. *Turnitin* drop boxes have been set up by Tutorial Group: they are located in LEARN. Please ensure that you submit your work to the correct box for your Group.
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 the Course Handbook.

When you submit your assignment you MUST:

- Include your name and Exam Number in the 'Submission title'. The preferred format is <YourName>-<YourExamNumber>-EssayTitle e.g. JaneSmith-B012345-HamletEssay.doc (It is fine to abbreviate a long essay title.)

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.

Coursework assessment and feedback
Feedback and marks will normally be provided within 15 working days of submission. 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.

- **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.

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.

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. Feedback

COURSEWORK SUBMISSION DEADLINES

You must submit your coursework before 2 pm on the following dates:

Essay 1	**Semester 1, Week 6 –**	**Monday, 23 October, 2017**
Essay 2	**Semester 1, Week 10 –**	**Monday, 20 November, 2017**
Essay 3	**Semester 2, Week 5 –**	**Monday, 12 February, 2018**
Essay 4	**Semester 2, Week 10 –**	**Monday, 19 March, 2018**

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. This will be submitted in Semester 1, Week 12, and is worth 50% of the final mark.

Topics for Additional Essay to be released about **Tuesday 21 November 2017**, after Essay 2 is submitted.

Submission: deadline of 2 pm on **Friday 8 December 2017.**

Semester 2 only Visiting Students

January entry Visiting Students will write an additional essay, instead of sitting the degree exam. This additional essay will be based on material covered in the second semester only. It will be submitted in Week 12 of Semester 2, and is worth 50% of the final mark.

Topics for Additional Essay to be released about **Tuesday 20 March 2018**, after Essay 4 is submitted.

Submission: deadline of 2 pm on **Thursday 5 April 2018.**

LATE SUBMISSION OF ESSAYS

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, due to illness or for another good reason, you cannot complete your coursework in the allotted time-frame, you should in the first instance contact Anne Mason in the Undergraduate Teaching Office, Room 1.08, first floor, 50 George Square.   Extension request forms are available via LEARN and also via a link on the following web page: http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/current-students/undergraduate-support/studying-within-llc
under the heading, "I am worried that I may miss/have missed a deadline".

Extensions of up to one week can be granted by the relevant subject administrator. Anything over and above one week, you are required to submit a special circumstance form which can be found at the following link: http://www.ed.ac.uk/academic-services/students/assessment/special-circumstances/procedure

Requests are considered on a case by case basis.   Any course-work submitted late without an extension having been agreed will be penalised and may not be assessed.

Please note that computer problems **ARE NOT** accepted as a reason for late submission.

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 beyond that point, **without good reason**, will be marked at **zero**.

For example, for Essay 1:

after 2 pm on Monday but before 2 pm on Tuesday	**- 5**
after 2 pm on Tuesday but before 2 pm on the following day (Wednesday)	**- 10**
after 2 pm on Wednesday but before 2 pm on the following day (Thursday)	**- 15**
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 (Saturday)	**- 25**
after 2 pm on Saturday but before 2pm on the following day (Sunday)	**-35**
after 2pm on Sunday but before 2pm on the following day (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 2.   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.

As mentioned above, non-attendance at tutorial without good reason will lead to a deduction of marks from the next course essay.

RETURN OF WRITTEN WORK

Written work with feedback 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.

DEGREE EXAMINATION

The FINAL ASSESSMENT PERIOD runs from 30 April to 25 May 2018.   The **Degree Examination** will be held during this period, and the date will be announced as soon as it is confirmed by Registry.

It will consist of a three hour paper. Students will be required to answer **three** questions in the time available.

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.

STRUCTURE OF DEGREE EXAM

Section 1 will consist of **SIX** short passages, one of which should be selected for a close reading exercise. The rubric will be similar to that for the first essay of each semester (i.e. essays 1 and 3). So, Section 1 will ask you to write about a single passage. The exercise you are being asked to perform here is similar to that required by essays 1 and 3, allowing for the time constraints imposed by a sit-down exam. However, rather than writing on a text (or section of a text) covered in the lecture programme (as you did in essays 1 and 3), you will be asked to analyse a passage by an author covered on the course, but from a text that is not covered on the course (i.e. an "unseen" extract).

Section 2 will consist of **FIVE** questions. Your answer should discuss TWO writers on the course, both taken from ONE of the FIVE periods studied (see author list on p 25).   NB There is one question for each period. Answers to section 2 which fail to do this will receive a mark no higher than 39%.

Section 3 will also consist of **FIVE** questions. Your answer should discuss TWO writers. These two writers should come from DIFFERENT historical periods (selected from the FIVE periods outlined on the author lists). Answers to section 3 which fail to do this will receive a mark no higher than 39%.

It is important to adhere carefully to the rubric for degree exam paper.

RULES ON REPETITION OF TEXTS AND MATERIAL

The general rubric for the full-year exam includes the following instructions:

Do not discuss the same text twice in this paper.

Do not repeat material from term essays.

Students taking both EL2 and SL2 should not repeat material in their two exams.

1. **The relation of exam answers to each other: Do not discuss the same text twice in this paper.**

This rule is quite strict and quite simple. Note that it refers to texts, not authors. If you discuss a poem by Burns in section 1, you cannot discuss that poem in either of the other two sections. You COULD discuss other poems by Burns to answer questions in either or both of the other sections, however.

2. **The relation of exam answers to term essays: Do not repeat material from term essays.**

This rule is less strict and less simple. It refers not to texts or authors, but to 'material'. For these purposes we define 'material' as the same author discussed in relation to the same issue or topic. So if you discussed *Humphry Clinker* in relation to national identity in essay 2, you could not discuss *Humphry Clinker* in an answer to a question on national identity in the exam. You COULD write on *Humphry Clinker* in answer to another type of question; and you COULD answer a question on national identity, so long as *Humphry Clinker* is not one of your examples.

3. **The relation of the EL2 exam to the SL2 exam:**

Students on the Joint Honours in English and Scottish Literature programme are not allowed to repeat material between their exams in these subjects either, and here 'material' has the same meaning as it does under 2. above: i.e. the same author used to address the same topic. So if you write about a Blake poem in your EL2 exam, you are free to write about the same poem in your SL2 exam, as long as you are using it in relation to different issues or topics.

In any case, remember that, to be any good, an answer to an exam question has to be an answer to THAT question, not an answer to another question rearranged or rewritten. So trying to repeat material from your term-essays in an exam paper will inevitably produce a poorer answer, compared to one that responds to the question directly on the basis of a good knowledge of the text and of the issues involved.

A final, minor point: where a question in the exam includes a quotation, but no author is given for this quotation, then this 'quotation' has just been made up by the course organiser for the purposes of the question.

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** (see link from http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks).   All coursework is returned to you with feedback from the tutor or course organiser; 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/Scottish 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)

- 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.

RESITS

The resit will normally take the form of a three-hour sit-down exam, but in some circumstances students will be offered an alternative assessment in the form of an extended essay of the same rigour, and addressing the same learning outcomes, as the exam. Students have **four** attempts at the Degree Examination in **total**.

Please note that students must obtain a final grade of **40%** minimum in order to pass the course.

MODERATION

In order to ensure a high quality and consistency of marking for this course, and across related courses, coursework and degree exam scripts will be moderated by sampled second marking. An academic colleague will review a number of marked essays and scripts and confirm the marks.

ENTRY TO THIRD YEAR

For admission to honours, an overall mark of at least 50% at the first attempt is required. Only an overall mark of 50% or very close to it will guarantee entry to English or Scottish Literature 3.   Students must also gain a pass in the degree exams.

Other individual course and entry requirements are given in the University's Degree Regulations and Programmes of Study: students should consult these and take any questions to their Personal Tutor as soon as possible.

Full information on 3rd Year Honours courses for 2018-2019 is not yet available but you may wish to consult the current session's Honours information which will give you an indication of the structure of the Honours programme and range of courses on offer.   Individual courses may change from session to session.

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 6:	20%
Mark for the 2,000 word essay submitted in week 10:	20%
Tutorial Assessment mark for the first semester:	10%
Additional Essay for Semester 1 Visiting Students only, to be submitted in week 12 of Semester 1:	50%

SEMESTER 2 ONLY VISITING STUDENTS

January-entry Visiting Students will write an additional essay, instead of sitting the degree exam.   This additional essay is based on material covered in the second semester only.

The weighting of the various components 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%
Additional Essay for Semester 2 Visiting Students only, to be submitted in week 12 of Semester 2	50%

SPECIAL NOTE ON ATTENDANCE FOR STUDENTS ON A TIER 4 VISA

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;

- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;

- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;

- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

- Make sure that your contact details, including your address and contact numbers are up to date in your student record.

- Make satisfactory progress on your chosen programme of studies.

- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the "Downloads" section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS. Email: **immigration@ed.ac.uk**

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 http://tinyurl.com/lrv7an9

- 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* – 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 2015-16 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.

ENGLISH LITERATURE 2 AUTHOR LISTS

PART I: Eighteenth Century (1700-1800)

Hugh Blair	Thomas Gray	Thomas Paine
William Blake	Samuel Johnson	Alexander Pope
Robert Burns	Henry Mackenzie	Tobias Smollett
Benjamin Franklin	James Macpherson	Laurence Sterne
John Gay		Jonathan Swift

PART II: Romanticism (1798-1837)

Jane Austen	S.T. Coleridge	Thomas Paine
Joanna Baillie	Maria Edgeworth	Walter Scott
William Blake	Felicia Hemans	Mary Shelley
Robert Burns	Washington Irving	Percy Bysshe Shelley
Lord Byron	John Keats	William Wordsworth

PART III: High Victorian (1837 – 1890)

Matthew Arnold	Henry James	Christina Rossetti
Thomas Carlyle	Edward Lear	John Ruskin
Lewis Carroll	George MacDonald	Robert Louis Stevenson
Charles Dickens	Margaret Oliphant	Alfred Tennyson
George Eliot		James Thomson
Elizabeth Gaskell		

Part IV: Victorian to Modernist (1890-1918)

Rupert Brooke	Thomas Hardy	Siegfried Sassoon
George Douglas Brown	Rudyard Kipling	Robert Louis Stevenson
Joseph Conrad	William Morris	H.G. Wells
Arthur Conan Doyle	Wilfred Owen	Oscar Wilde
Charlotte Perkins Gilman	Isaac Rosenberg	

Part V: Post-War Modernism

Chinua Achebe	H.D.	Katherine Mansfield
W.H. Auden	T.E. Hulme	Ezra Pound
Samuel Beckett	James Joyce	Virginia Woolf
T.S. Eliot	Hugh MacDiarmid	W.B. Yeats

School of Literatures, Languages and Cultures:
Links to important information

This section is designed to provide details of common policies which will be important throughout your studies. Some apply across the university, while others are specific to the School of Literatures, Languages and Cultures (LLC). Students are expected to familiarise themselves with these policies. More information on the statements below can be found by following the relevant links.

Use of Student E-mails   **http://edin.ac/1oUJhg3**

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

Learn   **http://edin.ac/1hVD6jA**

Learn is the University's Virtual Learning Environment (VLE) and is used for course information, discussion forums, coursework submission and so on.

Course Timetables   **http://edin.ac/1OKVnSC**

You can gain secure, private access to your personalised timetable via MyEd.

Path   **http://edin.ac/1oUJqQN**

Path is a neat tool to allow you to view your course selections and possible options throughout your degree programme.

Attendance and Engagement Requirements   **http://edin.ac/1sJ0Ofo**

We monitor the engagement of students on our courses and programmes and this allows us to identify and offer help to those who may be experiencing difficulties. Failure to adequately engage can have a negative impact on your studies, and may ultimately lead to exclusion. There are additional and particular requirements for sponsored Tier 4 students – see below for further information.

Obligations on Tier 4 Students   **http://edin.ac/1f37bmf**

As a Tier 4 student visa holder, it is your responsibility to comply with the conditions of your visa. Failure to follow these conditions will result in the University reporting you to the UKVI, a consequence of which will be the cancellation of your visa and withdrawal from the University of Edinburgh.

Taught Assessment Regulations   **http://edin.ac/11mqc9n**

Information on the principles of assessment used by the University of Edinburgh.

Marking Scheme   **http://edin.ac/1pq2CXg**

An explanation of the marks and grades applied to coursework and exams.

Plagiarism and Academic Misconduct   **http://edin.ac/14fEsom**
                          http://edin.ac/10PXgte

Plagiarism is taken very seriously and incurs penalties. Follow the links provided to make sure you know what plagiarism is and how to avoid it.

Coursework submission   http://edin.ac/161lzRl

Formal assignments must normally be submitted electronically through the course Learn area. All electronic submissions will be reviewed by the plagiarism detection service Turnitin.

Extension requests for coursework submission   http://edin.ac/1JID3vv

You can apply for an extension of up to 7 days by submitting a request before the assignment is due. Please note that penalties for late submission will be applied unless an extension request has been approved and this requirement applies to ALL students, including those who have an adjustment schedule.   http://www.ed.ac.uk/literatures-languages-cultures/current-students/undergraduate-support/llc-ug-extension-request-form

Penalties for late coursework submission   http://edin.ac/1S73Hv7

Deductions for unauthorised late submission will be calculated as follows: 5 marks per calendar day for up to 7 days; zero awarded thereafter (Taught Assessment Regulation 28).

Coursework feedback   http://edin.ac/1Uara0h

Feedback on in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner, but please note the following exceptions:

- This timescale does not apply to the final in-course assessment, including exams.

- The University Christmas closure period is excluded from the 15 working day calculation.

Exam Diet Dates   http://edin.ac/1mtVGn9

You will find dates of forthcoming exam diets here, and exam timetables once available. Please note that exam diets are scheduled centrally and the School is unable to influence this.

Past Exam Papers   http://edin.ac/1ogJkgn

You can look at exam papers from previous years here.

Use of dictionaries in examinations   http://edin.ac/1oUMqMZ

Please note that this is not permitted, except in a few specific cases where all students on a course are allowed to do so.

Support and advice for students in LLC   http://edin.ac/1BGckIz

General advice on FAQs for students studying in the School of Literatures, Languages and Cultures.

Student Support and Personal Tutors   http://edin.ac/1ogOIQv

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 meeting with their Personal Tutor each semester, and group meetings may also be arranged.

The LLC 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.

Special Circumstances   **http://edin.ac/1wxkqgV**

If your academic performance is affected by circumstances such as illness, you will find advice here.

Study advice and support   **http://edin.ac/1Lh2d16**

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

Library and computing facilities   **http://edin.ac/1JKRyZ5**

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

LLC Resource Centre   **http://edin.ac/1npNrbo**

The Resource Centre at 50 George Square provides access to films and documentaries, video and audio editing facilities, and more.

Edinburgh University Students' Association (EUSA)   **http://edin.ac/19uBr2s**

Find out how to seek help from or get involved with your students' association.

Student Disability Service   **http://edin.ac/14iCSCf**

All students with a long-term or chronic condition (physical or mental) should contact the Student Disability Service as early as possible in order to take advantage of the help and advice available.

Careers Service   **http://edin.ac/15gDcSM**

Useful links to information on part-time, vacation and graduate jobs, year abroad opportunities and general careers advice.

Degree Progression Requirements   **http://edin.ac/1UUiRW6**

You will find full details of progression requirements in the Degree Programme Table for your degree. Please note that 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. There may be additional requirements for language students.

Student feedback and Student-Staff Liaison   **http://edin.ac/1UUktPR**

Students have various opportunities to provide feedback, both informally (e.g. by speaking to staff) and formally (e.g. through end-of-course questionnaires). Staff members at the University of Edinburgh work closely with student representatives. Edinburgh University Students' Association (EUSA) coordinates student representation and provides training and support for student representatives across the University. Student representatives ('Reps') listen to you to identify areas for improvement, suggest solutions, and ensure that your views inform strategic decisions within the University, building a stronger academic community and improving your student life. Schools share students' emails with their student representatives as a matter of course; any student wishing to opt out from this should inform the Course Secretary.

Peer support   **http://edin.ac/28Q6yvK**

Peer Support in the context of the University means a student with more experience sharing their knowledge, skills, abilities and expertise with a new or less experienced student. Peer Support may focus around advancing your academic work, providing opportunities to socialise with other students within your School or offering additional support to ensure your wellbeing while at University.

Edinburgh University Students' Association (EUSA) and the University have been widely developing the Peer Support Project across the University since 2012.

Different forms of Peer Support are available throughout LLC; if you would like to become involved in a peer support scheme, please speak to your Course Organiser or Personal Tutor or contact EUSA for more information: peer.support@eusa.ed.ac.uk.

The Student Contract   **http://edin.ac/1hvcRas**

Successful study at University stems from a partnership between students and staff, and the University is committed to providing you with a learning environment and student services which enable you to fulfil your potential. More info': http://www.ed.ac.uk/students/academic-life/contract

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General information and support for Students   **http://edin.ac/1cFv39N**

A valuable source of information on all aspects of student life.

School of LLC   **http://edin.ac/1oUMtZ7**

The website of the School of Literatures, Languages and Cultures.