



B Med Sci (Hons) Literature and Medicine Handbook

2017-18

Contents:

Welcome and Key Contacts	3
Introduction	4
Degree Programme	5
Compulsory Courses	7
Non-compulsory Courses	11
Course Information	12
Assessment	13
Feedback	22
Plagiarism	25
Links to Important Information	27

WELCOME!

Welcome to your intercalated year of study in English Literature. This handbook, and the Honours pages for Current Students on our website, provide the information you'll need to navigate your way successfully through your studies with us, so do take the time to familiarise yourself with what's here. If you still can't find what you're looking for, contact the English Literature office in the first instance.

In this year we'll be aiming to help you become confident, capable independent learners, and to aid you in developing and honing your critical and intellectual skills. So you'll find more and greater opportunities to set the agenda for yourself, especially in the Research Project work you'll be undertaking. By the end of your time with us, we hope you'll be an acute critic and an alert thinker undaunted by the academic, practical, or professional challenges still in front of you.

If we're to help make that happen, you're going to have to play your part. You'll need to prepare for your courses and classes fully and in good time. You'll also be expected to participate properly in the collaborative work you'll be undertaking in your Autonomous Learning Groups. You'll need to make sure that you attend all your classes, that you contribute to class discussions, and that you tackle the coursework required of you with due attention. There'll be a lot of independent reading for you to do, too. For our part, we will make sure that we deal with any questions or problems that you may have as promptly and as fully as possible.

Dr Andrew Taylor
Head of English Literature

KEY CONTACTS

Intercalated Year English Literature co-ordinator: Dr Alex Lawrie
650 8968; Alex.Lawrie@ed.ac.uk

Intercalated Year English Literature administrator: Ms June Haigh
650 3619; j.haigh@ed.ac.uk

Director of Undergraduate Study: Dr Jonathan Wild
651 3191; jwild@staffmail.ed.ac.uk

Chair of the Board of Examiners: Dr Anna Vaninskaya
650 4284; Anna.Vaninskaya@ed.ac.uk

INTRODUCTION

Literature and Medicine

While the academic study of literature and medical education have long been pursued separately, recent years have seen an increasing interest in the ways in which they might be brought together. The advent of the 'medical humanities' as an area of research and study has brought the methods and subject matter of both medicine and a range of humanities disciplines into an often fruitful engagement, and new journals and an ever-growing number of research projects testify to the rich potential of these conjunctions.

This intercalated degree is designed to permit medical students with an interest in, and aptitude for, the critical and contextual study of literature to widen their experience and deepen their knowledge of literature and the methods by which it is studied, to develop their critical and analytical skills, and to reflect fruitfully on the ways in which the study of literature and the study of medicine might shed new light on each other. It will introduce students to some of the ways in which literary texts have taken medical science, in broad outline and specific detail, as their focus. It will also explore the ways in which the developing science of medicine has affected and shaped the ways in which literature is written and read. And it will seek to prompt reflection on the ways in which the writing and reading of literature might be of relevance and benefit both to medical practitioners and patients. In most of their courses, students will be studying alongside, and collaborating with, students taking English or Scottish Literature MA Honours.

Two 20 credit core courses focus specifically on aspects of the engagement of literature and medicine. 'Illness Narratives through History' explores the ways in which the experience of health and illness has been given narrative form in a range of key literary works in English. 'Medical Ethics in Literature' looks at the literary contribution to crucial issues in the concepts and ethical issues affecting the definition of health and illness and the practice of medicine. A 40 credit research project, on a topic developed by students in collaborative and individual work, will provide students with the opportunity to demonstrate their capacity to set out research questions, and to establish the methods best suited to furnishing them with satisfactory answers. It will also encourage students to reflect fruitfully on the differences and similarities between the epistemologies of medicine and literary-critical study.

In addition, students will take two 10 credit Critical Practice courses, in which generic issues appropriate to particular dimensions of literature or its study are explored,

and a free choice of an option course from an extensive range available to third year literature students in both semesters. While some of these courses may have a thematic focus which obviously complements the medical focus of the rest of their degree, others will provide them with a chance to pursue literary interests which may relate only tangentially to the main focus of their engagement with the discipline.

DEGREE PROGRAMME

As an honours student taking Literature and Medicine:

(a) you must take the following compulsory courses

	Credit	Level
Medicine in Literature 1: Illness Narratives through History	20	10
Medicine in Literature 2: Medical Ethics in Literature	20	10
Literature and Medicine Research Project	40	10

(b) in addition you must take one of the following course combinations:

Critical Practice: Performance	10	10
Critical Practice: Poetry	10	10

Or:

Critical Practice: Prose	10	10
Critical Practice: Criticism	10	10

(c) in addition you must take one course from the 3rd Year English Literature Honours Core or Option list in the semester in which you are not taking Critical Practice courses.

The pattern for the session would therefore be:

3rd Year	
Semester One	
Course	Credits
Medicine in Literature 1: Illness Narratives through History	20
Plus EITHER	
The two Critical Practice courses taught in Semester 1: Critical Practice – Performance; Critical Practice - Poetry (10-credits each)	20
OR, alternatively, if you have chosen to do the Semester 2 Critical Practice courses	
A further Core OR Option course selected from those taught in Semester 1	20
Semester Two	
Course	Credits
Medicine in Literature 2: Medical Ethics in Literature	20
Plus EITHER	
The two Critical Practice courses taught in Semester 2: Critical Practice – Prose; Critical Practice - Criticism (10-credits each)	20
OR, alternatively, if you have chosen to do the Semester 1 Critical Practice courses	
A further Core OR Option course selected from those taught in Semester 2	20
During Both Semesters	
work for the Literature and Medicine Research Project submitted at the end of Semester 2	40
3rd YEAR TOTAL Credits	120

COMPULSORY COURSES:

MEDICINE IN LITERATURE 1 & 2

Medicine in Literature 1: Illness Narratives through History

Course Organiser: Dr Katherine Inglis

This course examines the dynamic relationship between literature and medicine from the early modern period to the present day, giving English Literature and Medicine students the opportunity to consider the ways in which literature and medicine have influenced each other over time. The chronology of the course does not trace a history of medical progress; rather, it follows literature's interruption of and critical reflection on that history. Grotesque bodily humour, mysterious wounds, accounts of trauma, unspeakable pain, and the disruption of mind by illness will offer an alternative, literary perspective on medical history. Students will have the opportunity to place literary texts in their historical context, in order to better understand their reflections on illness, health, and medicine. The course will appeal to students who have a particular interest in the intersections between medicine, science and literature.

Schedule

1. Introduction to the course

Virginia Woolf, 'On Being Ill' (1926)

Mark Salzman, *Lying Awake* (2001)

Kathleen Jamie, 'Pathologies' (2010)

2. Laughter and the grotesque body

Extracts from François Rabelais, *Gargantua and Pantagruel* (1532-64)

Extracts from Laurence Sterne, *The Life and Opinions of Tristram Shandy, Gentleman* (1759-67)

Extracts from Mikhail Bakhtin, *Rabelais and His World* (1965)

3. Pain

Frances Burney, 'Letter to Esther Burney' (1812)

John Keats, *Lamia* (1820)

Extract from Harriet Martineau, *Life in the Sickroom* (1844)

4. Dependency

Thomas De Quincey, *Confessions of an English Opium Eater* (1821)

5. Disease and community

Elizabeth Gaskell, *Ruth* (1853)

6. Disability?

H.G. Wells, *In the Country of the Blind* (1904)

John Milton, 'On his blindness' [c.1655]

John Berger, *Cataract* (2012)

7. ESSAY WRITING WEEK

8. Trauma and War

Mary Borden, *The Forbidden Zone* (1929); 'Unidentified' (1917)

Wilfred Owen, 'Mental Cases' (1918), '*Dulce et Decorum Est*' (1918)

Siegfried Sassoon, 'Repression of War Experience' (1917)

9. AIDS Drama

Larry Kramer, *The Normal Heart* (1985); Tony Kushner, *Angels in America* (1995; 2007)

10. Ageing and the end of life

Extract from Charles Dickens, *Our Mutual Friend* (1864-65)

Alice Munro, 'The Bear Came Over the Mountain' (2001), 'Down by the Lake' (2012)

Indicative Secondary Reading

Thomas Laqueur, *Making Sex* (1990)

Howard Brody, *Stories of Sickness* (2003)

Frederick F. Cartwright, *Disease and History* (1972)

Rita Charon, *Narrative Medicine: Honoring the Stories of Illness* (2008)

Yasmin Gunaratnam and David Oliviere, *Narrative and Stories in Healthcare: Illness, Dying, and Bereavement* (2009)

A. F. Kleinman, *The Illness Narratives: Suffering, Healing, and the Human Condition* (1988)

Jeffrey Meyers, *Disease and the Novel, 1880-1960* (1985)

Roy Porter, *Bodies Politic: Disease, Death and Doctors in Britain, 1650-1900* (2001)

Carole Rawcliffe, *Leprosy in Medieval England* (2009)

Tory Vandeventer, *Women and Disability in Medieval Literature* (2011)

Jonathan Gil Harris, *Sick Economies: Drama, Mercantilism and Disease in Shakespeare's England* (2003)

Gail Kern Paster, *Humouring the Body: Emotions and the Shakespearean Stage* (2004)

Rebecca Totaro, *Suffering in Paradise: The Bubonic Plague in English Literature from More to Milton* (2005)

Alan Bewell, *Romanticism and Colonial Disease* (1999)

Katharine Byrne, *Tuberculosis and the Victorian Literary Imagination* (2011)

Athena Vrettos, *Somatic Fictions: Imagining Illness in Victorian Culture* (1995)

Diana Berry and Campbell Mackenzie (eds.), *The Legacy of War: Poetry, Prose, Painting and Physic* (1995)

Medicine in Literature 2: Medical Ethics in Literature

Course Organiser: Dr Katherine Inglis.

This course examines the representation of medical ethics in poetry, prose and drama from the late nineteenth century to the present day, tracing the development of medical ethics from a professional code of practice to the application of ethical reasoning to decision making. The course considers literary representations of ethical dilemmas encountered by medical professionals, philosophical frameworks used to negotiate competing ethical claims, and the dynamic relationship between medical practice and the humanities. English Literature and Medicine students will have the opportunity to bring the perspectives of the humanities to bear on medical ethics; but they will also be asked to critically examine the ethical positions and perspectives espoused by literary criticism and literary texts. Medical ethical frameworks will be subject to scrutiny, but so too will the ethical frameworks developed within medical humanities. The course will appeal to students who have a particular interest in ethics, the intersections between medicine, science and literature, and the medical/health humanities.

Schedule

Week

1. Course introduction: In the absence of ethics.

Extract from British Medical Association Ethics Department, *Medical Ethics Today* (2004). (Via LEARN)

The Hippocratic Oath. (LEARN)

Charlotte Perkins Gilman, *The Yellow Wallpaper* (1892)

Arthur Conan Doyle, 'The Case of Lady Sannox' (1894)* (LEARN)

William Carlos Williams, 'The Use of Force' (1938) (LEARN)

2. The Wounded Storyteller: Narrative Ethics and Pathography.

Franz Kafka, *The Metamorphosis* (1915)

Jean Dominique Bauby, *The Diving Bell and the Butterfly* (1997)

Extract from Arthur Frank, *The Wounded Storyteller* (1997) (LEARN)

3. Contagion and Public Health

Albert Camus, *The Plague* (1947).

4. Human research and the public good

Alasdair Gray, *Poor Things* (1992).*

Andrew Ure, 'An account of some experiments made on the body of a criminal immediately after execution, with physiological and practical observations', *Journal of Science and the Arts* 6, 283-294 (1819)* (LEARN)

Extract from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (2010) (LEARN)

5. The Doctor as Critic: Narrative Medicine.

Aleksandr Solzhenitsyn, *Cancer Ward* (1967).

Extract from Rita Charon, *Narrative Medicine* (2006) (LEARN)

6. NO CLASS

7. Anti-psychiatry and its legacy

Etheridge Knight, 'Hard Rock Returns to Prison from the Hospital for the Criminally Insane' (1968)

David Edgar and Mary Barnes, *Mary Barnes* (1979)

Joe Penhall, *blue/orange* (2000)

Extract from R.D. Laing, *The Divided Self: An Existential Study in Sanity and Madness* (1960)* (LEARN)

8. The Patient's Voice

Edna O'Brien, *Down by the River* (1996).

9. ESSAY WRITING WEEK

10. Gender Trouble

Jackie Kay, *Trumpet* (1998)*

Judith Butler, 'Gender trouble' (1990)

Sandy Stone, 'The Empire Strikes Back: A Posttranssexual Manifesto' (1987) (LEARN)

11. Intimations of Mortality

Margaret Edison, *W;t* (2000)

John Donne, 'Death, be not proud'; 'If poysonous mineralls' (1633) (LEARN)

Extract from Atul Gawande, *Being Mortal* (2014) (LEARN)

12. Neurocosmopolitanism; or, the ethics of literary criticism

Mark Haddon, *The Curious Incident of the Dog in the Nighttime* (2003)

Extract from Daryl Cunningham, *Psychiatric Tales* (2013) (LEARN)

Lisa Zunshine and Ralph Savarese, 'The Critic as Neurocosmopolite', *Narrative* (2014)

Extract from G. Thomas Couser, *Vulnerable Subjects* (2003) (LEARN)

Indicative Secondary Reading

Howard Brody, *Stories of Sickness* (2003)

Rita Charon, *Narrative Medicine: Honoring the Stories of Illness* (2006)

Mary K. Deshazer, *Fractured Borders: Reading Women's Cancer Literature* (2005)

Michel Foucault, *The Birth of the Clinic: An Archaeology of Medical Perception* (1963)

Michel Foucault, *Madness and Civilisation: A History of Insanity in the Age of Reason* (1964)

Arthur Frank, *At the Will of the Body* (1991)

Arthur Frank, *The Wounded Storyteller: Body, Illness, and Ethics* (1997)

Yasmin Gunaratnam and David Oliviere, *Narrative and Stories in Health Care: Illness, Dying, and Bereavement* (2009)

N. Katherine Hayles, *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics* (1999)
Donna Haraway, *Simians, Cyborgs, and Women: The Reinvention of Nature* (1991)
Robert Kastenbaum, *The Psychology of Death* (1992)
A. F. Kleinman, *The Illness Narratives: Suffering, Healing, and the Human Condition* (1988)
James J. Sheehan and Morton Sosna (eds), *The Boundaries of Humanity: Humans, Animals, Machines* (1991)
Bonnie Steinbock, *The Oxford Handbook of Bioethics* (2007)
Cary Wolfe, *What is Posthumanism?* (2009)

COMPULSORY COMPONENT: LITERATURE AND MEDICINE RESEARCH PROJECT

You will undertake a research project under the supervision of Dr Katherine Inglis. Full details of the requirements, schedule and arrangements for the project can be found in the **Literature and Medicine Research Project handbook** in the Undergraduate Students/ Current Students section of the English Literature website. See link from:

<http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>

NON-COMPULSORY COURSES: HONOURS ‘CORE PERIOD’ AND ‘OPTION’ COURSES

In addition to the Medicine in Literature courses, you will take one English Literature 3rd Year ‘Core Period’ or ‘Option’ course. The division of these courses into ‘Core Period’ and ‘Option’ is relevant only to students taking English Literature Honours MA programmes, apart from the fact that their final assessment differs – as outlined below.

Links to handbooks with course descriptions of all Core Period and Option courses running each year (including seminar schedule and required reading) and also a list of days, times and locations of classes are available on our website at

<http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/english-literature/undergraduate/current/honours/core-option-2017-2018>

For fuller details, consult LEARN for the individual courses.

NON-COMPULSORY COURSES: CRITICAL PRACTICE

Full details of all Critical Practice Courses, including reading lists, lecture schedule, workshop arrangements, and information on assessment, can be found in the **Critical Practice handbook** in the Undergraduate Students/ Current Students/ Honours section of the English Literature website:

<https://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/honours/critical-practice/introduction>

See link at foot of the web page.

COMPULSORY AND NON-COMPULSORY COURSE INFORMATION

AUTONOMOUS LEARNING GROUPS

All Option and Core Period courses include a weekly autonomous learning hour in addition to the two-hour seminar.

Students will be divided into small groups which will meet weekly to discuss a topic suggested by the course tutor. Students will be asked to report back to the larger group.

Autonomous Learning Groups are absolutely integral to the structure of Honours in this department. These are groups of four or five students, set up by the course tutor, each of which is required to meet privately outwith the class, in order to discuss some assigned aspect of reading. Each ALG will have set questions to discuss or a prescribed task to tackle, so that they can bring to the class an agreed agenda or consideration. You might regard your ALG as a great opportunity to discuss with other students those parts of a text which you did not really understand. In this way, you are not alone in a seminar, and this should contribute directly to your confidence in speaking in class.

LEARN

Your Honours courses use Learn, the University's supported virtual learning environment, in order to give you the essential and background information you will need to participate in seminars and undertake written assignments. Each course has a Learn section, which appears as a clickable link when you log on to MyEd. While different courses use Learn to various degrees, you will at the very least find Course Information here, and you will be required to submit the electronic copy of your essay via this interface.

ATTENDANCE

Students are required to be in attendance during term time, attend all classes (seminars, field-work, etc) as specified in their course programme, and to undertake all preparation and reading required for them. **Failure to attend is a serious matter.**

Advance notice of absence should be given to the course tutor, the course administrator (for third years in 2017-18 June Haigh) 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.

Attendance at seminars is recorded by the seminar leader at the start or end of class, so it is important to attend punctually. It is expected that students will attend all seminars and autonomous learning groups. Failure to attend without good reason will lead to a deduction of marks from the relevant course essay which counts as 30% of that course's final assessment.

1 seminar missed	- 2
2 seminars missed	- 4
3 seminars missed	- 6
4 seminars missed	Escalation procedures will take place

ASSESSMENT

BASIS FOR ASSESSMENT

Medicine and Literature 1 & 2; 'Option' course (20 credits):

- coursework - 30% of final mark
- mark for class participation – 10% of final mark
- take-home exam essay of no more than 3,000 words - 60% of final mark

Option – 'Core Period' course (20 credits):

- coursework - 30% of final mark
- mark for class participation – 10% of final mark
- 2-hour formal examination - 60% of final mark

COURSEWORK - ESSAYS

Coursework for Core Period and Option courses usually – but not always – takes the form of an **essay**. Essay titles are distributed to the class by the end of week 3, and essays are due in on the Monday of week 9 of Semester 1 and week 10 of Semester 2.

Where a **rubric** is provided, ten marks may be deducted for rubric violations.

The word limit for essays is 2,500 including quotations and footnotes. 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. Your essay may not receive a pass mark if it is less than half the required length. Excessively long essays will not be marked beyond that limit. This limit does not include the list of **Works Cited**.

2,500 words is a challenging word limit, since it forces compression and clarity. The discipline of editing to this length encourages concision and precision, and results in better essays. The challenge is well worth while since it teaches a skill valuable long after finals are over.

Full details on the presentation and layout of essays are included in the **English Literature Writing Guide**, which can be downloaded from the website. See link from: <http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>

DEADLINES FOR COURSEWORK SUBMISSION

In Semester 1 **Week 8** is set aside as "Essay Completion Week" for course essays. In Semester 2 this is **Week 9**.

SEMESTER 1

The **final deadline** for essay submission for both Core Period and Option courses in **Semester 1** is

2p.m. on Monday 13 November 2017 (Week 9)

However, in the interests of good time-management, Single Honours students are strongly advised to submit the essay for one of their courses **before 2 p.m. on Thursday of Week 8**.

SEMESTER 2

The **final deadline** for essay submission for both Core Period and Option courses in **Semester 2** is

2 p.m. on the Monday 19 March 2018 (Week 10)

However, in the interests of good time-management, Single Honours students are strongly advised to submit the essay for one of their courses **before 2 p.m. on Thursday of Week 9**.

HOW TO SUBMIT ESSAYS

With the exception of 2-hour examinations, all assessed work should be completed using **MS Word** and a clearly readable type face like the standard Times New Roman font size 12.

- Your work should be double-spaced.
- The essay, including title page with 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.
- Pages should be numbered.
- A **word count**, including the body of the essay and all notes but excluding your Works Cited list, should be added to the title page.
- Please ensure that the file contains only the essay you are submitting, and that it is clearly identified during upload according to the format given below. A filename such as <YourExamNumber>-<AbbreviatedCourseName>-Essay.doc would be appropriate.

Essays should be submitted **electronically** by the deadline set for the essay. For this purpose, a Turnitin drop-box will set up on LEARN for the course, to which you should upload your essay. See below for further instructions.

Please note: once submitted, your essay will be scanned by software which generates an 'originality report', to help you and your tutors ensure that you have referenced your sources correctly.

When you submit your assignment you **MUST**:

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

See illustration below for example:

Teaching | MyEd Submit Turnitin Assignment... EUCLID

/webapps/turn-plgnhndl-BBLEARN/links/submit.jsp?course_id=_48161_1&content_id=_2245836_1&orig_id=_2245836_1

TY | Learn

1-SEM2J > Course Content > ... > Course Essay > SUBMIT TURNITIN ASSIGNMENT

Submit Turnitin Assignment

Messages (2 New)

turnitin UK

Submit: Single File Upload STEP ● ○ ○

Author
Non-enrolled student

First name
Jane

Last name
Smith

Submission title
JaneSmith-B012345-HamletEssay

Without your name and exam number, your work might not be passed on quickly to your course organiser and feedback may be delayed.

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, the application of penalties for lateness and non-attendance and final confirmation at the Exam Board.

EXTENSIONS ON COURSE WORK ESSAYS

If you are seriously unwell or suffering serious personal difficulties and unable to finish your course essay by the deadline after which late penalties are applied, you must apply for **an extension** in advance of the deadline. You should contact the

course administrator (June Haigh) in the first instance by completing the extension request form on this link:

<http://www.ed.ac.uk/literatures-languages-cultures/current-students/undergraduate-support/lhc-ug-extension-request-form>

Extensions of longer than 7 days are **not permitted**. If you are unable to submit work within the extended deadline, it is vital you contact your Personal Tutor immediately to open a Special Circumstance form.

PENALTIES FOR LATE SUBMISSION OF COURSEWORK ESSAYS

It is University policy to penalise late work. 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.

You must submit your work in advance of the deadline. Penalties are exacted for late submission using the following scale:

after 2 pm on Monday of Submission Week but before 2 pm on Tuesday	- 5
after 2 pm on Tuesday of Submission Week but before 2 pm on the following day (Wednesday)	- 10
after 2 pm on Wednesday of Submission Week but before 2 pm on the following day (Thursday)	- 15
after 2 pm on Thursday of Submission Week but before 2 pm on the following day (Friday)	- 20
after 2 pm on Friday of Submission Week but before 2 pm on the following day (Saturday)	- 25
after 2 pm on Saturday but before 2 pm on the following day (Sunday)	- 30
after 2 pm on Sunday but before 2 pm on the following working day (Monday)	- 35
after 2 pm on the Monday following Submission Week	zero

ASSESSMENT OF CLASS PARTICIPATION

The award of an assessment mark for class participation is designed to recognise the significant role that active engagement with learning plays in student progress at Honours level, especially with regard to the programme's use of Autonomous Learning Groups at this point in the degree. You should already be familiar with

participation assessment from your pre-Honours courses, and the criteria employed there are very similar to those at Honours.

Four basic criteria are used in assessing the students' tutorial contribution: (i) general preparation for seminars; (ii) participation in class discussion; (iii) fulfilment of specific tasks assigned by the tutor; and (iv) responsiveness to others in the group.

These categories can be defined in the following ways.

General Preparation: Students are expected to prepare for tutorials by reading set texts and accompanying materials, and by thinking about any questions/issues on which they have been specifically asked to focus. Particularly thorough and detailed preparation, or evidence of independent work beyond the prescribed activities, would merit a mark significantly over the median.

Participation in Discussion: Participation in discussion is an essential element in tutorial performance. Students should be rewarded above the median mark for making relevant contributions to discussion, both independently and in response to tutors' questions. It is not simply a question of who speaks the most or the loudest: the quality and relevance of your contributions are what is being assessed.

Fulfilment of Specific Tasks: Students are expected to undertake individual and group tasks as part of their contribution to the activities of the tutorial, such as preparing class presentations or undertaking directed research into specific questions. This work takes place in the Autonomous Learning Groups attached to each course, and the outcomes of this autonomous work will be assessed. Credit is given for thorough and well-organised work in this area; initiative will also be rewarded.

Responsiveness: Attention to the contributions of fellow participants is a crucial element in effective tutorial discussion. Students will be expected to concentrate during discussions, and to show evidence in their contributions of listening to and interacting with other members of the group.

The work of the Autonomous Learning Groups will also be assessed. Each ALG will be awarded a mark by the tutor for the work they prepare for class (written reports, organised discussions, formal presentations, etc.), and individual members' marks will be determined on the basis of their colleagues' perception of their contribution to that group. Towards the end of the course, you will be asked to give a weighting for the contribution of each of the other members of your group, splitting the 100% weighting between them. The total percentage awarded to each person by the group as a whole will be used as a modifier for the mark awarded.

For example: in an ALG of five people, if each person is thought by everyone to have contributed more or less equally (i.e. if everyone awards the other four people 25% each), each person will receive 100% of the mark awarded by the tutor. If, however, one person frequently fails to attend without good reason and another does lots of extra excellent work to help the group keep up, it might be that the former gains only 85% of the overall mark and the latter 115% while the three others, who all contributed equally, get 100% each (so, for an overall mark of 68 awarded by the tutor for that group, the individual marks will be 78, 68, 68, 68, 58). The percentage

scores awarded for peer assessment will be monitored for anomalies by the tutor in case of any problems arising about how they have been derived.

Half of the class assessment mark is awarded directly by the tutor for participation during the seminar, and half will be awarded by the tutor and modified by peer assessment for the work carried out in Autonomous Learning Groups.

Please note: providing peer assessment is part of the assessment structure of your course, and the non-completion of this assessment by the deadline set will be treated in the same manner as the non-submission of an essay. Any student who does not complete the WebPA task as required will be awarded **zero** for the ALG element of the Class Participation assessment.

FINAL ASSESSMENT – EXAM ESSAYS

Exam essays for Medicine in Literature 1 & 2, and for 3rd Year 'Option' Courses, are written during the End of Year Examination period, as follows:

Semester 1 Option course exam essay questions will be released at 9am on Friday 6 April 2018, and the exam essay will be due by **2pm on Friday 27 April 2018**.

Semester 2 Option course exam essay questions will be released at 9am on Friday, 6 April 2018, and the exam essay will be due by **2pm on Monday 7 May 2018**.

EXAM ESSAYS

An exam essay is designed to allow you to demonstrate your knowledge of particular texts and issues from your course as well as of the broad range of texts and topics covered. As you will be writing this essay with access to your notes, books and online resources, it is expected that it will be properly presented and referenced in line with the requirements set out in the **English Literature Writing Guide** (available on link from: <http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/handbooks>).

The expectation is that within the period allowed, an exam essay is at most a **five-day task**, and is not expected to take up all the time you may have available in the allotted period.

Exam essay questions are released in the Course Content folder of a course's LEARN section. It is your responsibility to ensure that you can access LEARN on the days when questions are released.

A **rubric** and full instructions will accompany the questions. Please read these carefully, as rubric violations may be subject to a penalty of ten marks. Also note that an exam essay may not receive a pass mark if it is less than half the required length.

Students are strongly urged not to leave final completion of their essays until the last minute.

One **electronic** copy should be submitted to Turnitin via LEARN for the course by the deadline set. This will work in the same way as with the course essays except that the exam-essay should be anonymous.

When you submit your exam essay you MUST:

- Identify your exam essay on the title page, which should mention course and essay topic, only by your Exam Number (to be found on your student card) NOT by your Name.
- Include your Exam Number (but NOT your Name) in the 'Submission title' field which you are asked to complete as you upload your essay to Turnitin. The preferred format is <YourExamNumber>-EssayTitle e.g. B012345-HamletEssay (It is fine to abbreviate a long essay title.)
- Please make sure that your name does NOT appear anywhere on the exam-essay itself, so that the electronic copy can be marked anonymously.

For further information on the font, spacing, word count and format in which to submit your essay please refer to p. 15 of this handbook.

FINAL ASSESSMENT – EXAM ESSAYS – LATE SUBMISSION

As this exercise is a Degree Examination, there **is no procedure for the granting of extensions**. Your work must be submitted by the due date. Late submissions count as defaulting on a Degree Examination, and will normally be marked as zero.

If **you are unwell or experience acute personal difficulties** whilst undertaking the assignment, you should contact your Personal Tutor, School Student Support Officers and the Chairman of the Board of Examiners as a matter of urgency. You should also obtain a medical certificate covering the relevant part of the assessment period as soon as possible. Your Personal Tutor or the Student Support Officers will be able to advise you whether you should make use of the University's **Special Circumstances** provision, and how to do so.

Computer problems are in **no circumstances** an acceptable reason for delayed or incomplete submission.

FINAL ASSESSMENT – EXAMS

Students take a 2-hour formal examination for any 'Core Period' Courses taken as a non-compulsory element in the Intercalated programme.

A **rubric** and full instructions will accompany the questions. Please read these carefully, as rubric violations may be subject to a penalty of ten marks.

Past examination papers are available for consultation in the University library. Copies of English Literature papers can also be accessed via **Edinburgh University Exam Papers Online** on the Library website. In the case of new courses, a sample paper will be given to students during the course.

Exams for all **Core Period Courses** will take place during the Final Assessment period (23 April to 25 May 2018).

Examination times and venues will be posted on the Student Administration's website:

<http://www.ed.ac.uk/student-administration/exams>

FINAL ASSESSMENT – EXAMS – MISSED AND INCOMPLETE

If you miss an exam, or are unable to complete it, you should contact your Personal Tutor, School of LLC Student Support Officers and the Chairman of the Board of Examiners as a matter of urgency. You should also obtain a medical certificate covering the relevant part of the assessment period as soon as possible. Your Personal Tutor or the Student Support Officers will be able to advise you whether you should make use of the University's **Special Circumstances** provision, and how to do so.

RESITS

In accordance with the Taught Assessment Regulations, 3rd Year students are entitled to one assessment attempt for courses at SCQF level 9 to 12 (non-attendance or non-submission is considered an assessment attempt). This means no resits are permitted unless Special Circumstances are upheld.

MODERATION

In accordance with QAA expectations, as specified in Chapter B6 of the UK Quality Code for Higher Education, the primary purpose of moderation is to ensure that assessment criteria are being applied fairly and consistently and that there is a shared understanding of the academic standards that students are expected to

achieve. Moderation also provides an opportunity to assure the quality of feedback provided to students on their assessed work, in terms of its sufficiency, clarity, helpfulness and timeliness, and to comment on aspects related to the design and implementation of the assessment that may feed into future enhancements of the assessment.

At Honours level, all forms of assessment are moderated in one or more ways.

1. All dissertations (like the research project) are double-marked; if the two markers cannot reach agreement, the dissertation goes to a third marker who can assign a final mark within the boundaries set by the first two markers.

Core Period and Option exams, exam essays, and Critical Practice assessments are sample second marked.

Moderators/second markers review every piece of feedback produced by the first marker and the overall mark distribution for their batch to ensure that assessments have been marked in line with the marking scale, that the range of available marks is used appropriately, that the feedback properly explains the grade awarded, and that all problematic scripts (including fail marks, rubric infringements, etc.) have been carefully considered.

2. CP Course Organisers have overall responsibility for moderation of CP courses, the Dissertation Organiser has overall responsibility for moderation of the Dissertation, while third and fourth-year Exam Clerks have overall responsibility for moderation of Core and Option courses. This means moderators/second markers can refer individual problematic scripts or script runs to the relevant Course Organiser/Exam Clerk. These higher-level moderators also have oversight of overall mark distributions for all forms of assessment in the courses they are responsible for (this includes term essays and participation for Core/Option courses).

Moderators at all levels have the power either to confirm or to adjust marks and feedback in consultation with the original markers before final confirmation at the Exam Board.

NB Only moderators can determine the existence of grounds for mark adjustment, and all decisions confirmed by the Exam Board are final.

3. Exam Boards and External Examiners oversee the entire marking and moderation process.

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 to Guide from the following web page: <http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/english-literature/undergraduate/current/handbooks> .

All coursework is returned to you via LEARN with online feedback from the tutor or course organiser. Feedback will also be given on exams, exam essays and the research project.

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.
- 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.

- Particularly at honours level, supervision of dissertations and research projects involves considerable feedback along the way to producing the piece of work that will be assessed. In cases like this there is feedback both before and after the assessment.
- 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 appreciate 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 – Study development for undergraduates:
<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 the marker. For Core and Option essays, you should approach the course organiser. For other pieces of Honours work, you should approach the Undergraduate Director in the first instance.

ENGLISH LITERATURE POLICIES ON ASSESSMENT FEEDBACK

Assessment in English Literature Honours operates according to the following principles:

- Feedback on coursework is provided in written form online. You may also ask your tutor or course organiser for additional comment and advice, where appropriate.
- There is a 'fifteen working day' 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.
- **Please note:** this turn-around time does not apply with terminal assessments for Honours courses. We will endeavour to return feedback as quickly as possible, and certainly before the next round of assessment, but due to the need for double marking, moderating and/or external scrutiny, this is unlikely to occur within fifteen working days.
- The department is required to retain honours 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. Intercalated Degree students will, in any case, receive written feedback on any sit-down exams.

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.

Further information can be found at:

<http://www.ed.ac.uk/literatures-languages-cultures/english-literature/undergraduate/current/academic-matters/plagiarism>

<http://www.ed.ac.uk/academic-services/students/undergraduate/discipline/plagiarism>

DISCLAIMER: Please note that information in this handbook may change during the course of the academic year. If this happens, you will be notified of the changes by email.

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.

If you require this document, or any of the internal University of Edinburgh online resources mentioned in this document, in an alternative format, please contact

June Haigh <j.haigh@ed.ac.uk> 0131 650 3620
of English Literature, LLC Undergraduate Teaching Office, Room 1.08, 50 George Square

POLICIES AND REGULATIONS

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.

Use of Student E-mails

<http://edin.ac/13z6Lte>

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

Attendance and Engagement Requirements

<http://edin.ac/1sJ0Of0>

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 <http://edin.ac/2aPixLi> for further information.

Obligations on Tier 4 Students

<http://edin.ac/2aPixLi>

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/1S73Hv7>

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/2cBDopr>

<http://edin.ac/2bl695P>

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/161IzRI>

Formal assignments must normally be submitted electronically through the course Learn area. Check your assessment instructions for details. 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.

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/1S73Hv7>

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 exams.
- The University Christmas and New Year closure period is excluded from the 15 working day calculation.

(Taught Assessment Regulation 16)

Accessing marked coursework and feedback

<http://edin.ac/2tmFxco>

After a piece of coursework has been marked, you will be able to view it – along with the mark and all related feedback – in Learn. You will find the assessment in the same location that you submitted it.

Exam Diet Dates

<http://edin.ac/1mtVGn9>

You will find dates of forthcoming exam diets at the link here, as well as 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 at the link 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.

Degree Progression Requirements

<http://edin.ac/2sPug40>

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 a mark 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.

RESOURCES AND SUPPORT

Living and studying in Edinburgh

<http://edin.ac/1cFv39N>

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

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.

Support for Success in LLC

<http://edin.ac/1hVD6jA>

This Learn site has been designed to provide you with the information, tools and resources you need to get the best out of your degree. Here you will find content related to study skills, academic and professional development, useful software, employability, and pastoral care and support.

Students on a degree programme with LLC as the home subject area will be automatically enrolled on this course, visible when you launch Learn.

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.

Your Timetable

<http://edin.ac/2uYQZw5>

You can gain secure, private access to your personalised timetable via MyEd, and your Office 365 Calendar. To request changes to tutorials, use the Timetabling request form:
<http://edin.ac/2vivbhC>.

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.

Careers Service

<http://edin.ac/15gDcSM>

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

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.

Support and advice for students in LLC

<http://edin.ac/1BGcklz>

General advice and 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/2aPhwTp>

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.

Counselling Service<http://edin.ac/2oLNbO9>

The Counselling Service aim to support you to make the most of your student experience at the University of Edinburgh. They offer a wide range of support including instant access self-help resources, drop-in presentation workshops, short term counselling and consultation.

Emergency Contacts and Nightline<http://edin.ac/2uZ73Ow>

If you need assistance as a matter of urgency either during normal working hours (Monday-Friday, 9a.m. to 5p.m.) or in the evening or at the weekend and you are uncertain who to contact, please consult the information available at the link above.

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.

Student feedback and Staff-Student Liaison<http://edin.ac/2pkJuir>

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.
