



Scottish Literature 1 Course Handbook

2017-18

For students taking the following:

- ENLI08016 Scottish Literature 1 –the full year course (40 credits)
- ENLI08017 Scottish Literature 1A (VS1) – Semester 1 only Visiting Students (20 credits)
- ENLI08018 Scottish Literature 1 (VS2) – Semester 2 only Visiting Students (20 credits)

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INTRODUCTION

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

The course is divided into two parts, 'Literature: Forms and Practices' in semester one and 'Writing and National Identity' in semester two. In the first semester only, the Thursday and Friday lectures are shared by both Scottish Literature and English Literature students.

Semester 1. 'Literature: Forms and Practices' introduces students to some of the stylistic and conceptual aspects which are central to the study of literature. The semester is divided into three blocks, respectively focussing on poetry, drama, and prose fiction. By concentrating on issues of genre categorisation, form and theoretical context, students are helped to develop close reading skills and an awareness of the environments in which texts are produced.

The shared Thursday and Friday lectures introduce students to a wide variety of literary texts by Scottish, Irish, and English writers, whilst the Monday lectures explore issues of literary form and practice by drawing on examples of Scottish poetry, prose, and drama.

Semester 2. 'Writing and National Identity' explores the relationship between national identity and Scottish literature. Students will be introduced to Scottish literature drawn from four significant historical periods that bring into sharp relief the relationship between writing and identity:

the Middle Ages;

the eighteenth-century and the Romantic period;

the late nineteenth-century and Edwardian period;

and the twentieth-century, focussing on two particular historical and cultural moments --- the Modernist Renaissance and the period 1979-99.

Students will be invited to think about the specificity and particularity of literary production in Scotland, and the different ways in which it has expressed, questioned, and dissented from the idea of a literary and cultural identity which is distinctively Scottish. By placing Scottish literature within a broad international context, the course will trace the outward- and inward-looking impulses that have shaped its development. The module is designed to foster an understanding in students of the historical and cultural variety of Scottish writing, and of the richly different and contradictory ways in which issues of 'identity' --- artistic, political, cultural, linguistic --- have been imagined.

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

KEY CONTACTS

The **Course Organiser** is **Dr Katherine Inglis**.

Dr Inglis's office is Room 2.05 on the second floor of 50 George Square. Her email address is K.Inglis@ed.ac.uk. The time of her office hour is advertised on our website.

The **Undergraduate Director** is **Dr Jonathan Wild**, whose office is Room 2.15 on the second floor of 50 George Square. His email address is JWild@ed.ac.uk. The time of his office hour is advertised on our website.

The **Head of Department** is **Dr Andrew Taylor**, Room 2.28, on the second floor of 50 George Square. Appointments with the Head of Department can be made through the Undergraduate Office, on the first floor of 50 George Square.

The **Course Administrator** is June Haigh, who is based in Room 1.08 of the LLC Teaching Office, 1st Floor, 50 George Square. Her email is J.Haigh@ed.ac.uk.

LECTURES

TIMES AND PLACES

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.

Please refer to your timetable on MyEd for lecture times and venues.

LECTURE SCHEDULE

For details of lectures, see the lecture schedule for **Scottish Literature 1** on the department website: <http://www.ed.ac.uk/schools-departments/literatures-languages-cultures/english-literature/undergraduate/current/pre-honours/scottish-literature-1>

LECTURE HANDOUTS

All handouts and Powerpoint slides will be made available via the Scottish Literature 1 Learn page in advance of lectures.

TUTORIALS

ALLOCATION TO A TUTORIAL GROUP

In addition to lectures, students will also have weekly Scottish Literature 1 tutorials in small groups, at times to be arranged. Students will be allocated a tutorial by the course administrator via the timetabling system. This will show up on your personal timetable in Week 1 of the teaching semester. Tutorials start in Week Two of the first semester, Week One of the second semester. Your tutor will give you your reading list in your first tutorial.

Students taking the Joint degree in English and Scottish Literature will also take a 'part course', 'Literature at the Borders', in semester one only. You will attend an additional weekly tutorial, which will show up on your personal timetable in Week 1 of the teaching semester. You will be given a reading list and syllabus in your first tutorial.

Students taking Scottish Literature 1 **as an outside subject** should go to the department office **after the first lecture** to sign up for a tutorial group with the course administrator, June Haigh.

MEETING WITH YOUR TUTOR OUTWITH THE TUTORIAL HOUR

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

PENALTIES FOR TUTORIAL ABSENCE

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

BOOKS AND TEXTS FOR THE COURSE

Also for Visiting Students taking Scottish Literature 1A (VS1) [course code: ENLI08017] - Semester 1 only
and for Visiting Students taking Scottish Literature 1 (VS2) [course code: ENLI08018] - Semester 2 only

PRIMARY TEXTS

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

particularly cheap editions of standard texts do not contain much by way of introductory or explanatory material, which you may find a hindrance to your studies. Fuller, more student-friendly editions may be only a couple of pounds more expensive.

We would strongly recommend our very own *Edinburgh Introduction to Studying English Literature*, ed. Dermot Cavanagh (et al.) published in 2014, a book that contains essays by many members of the department, and which is specifically orientated to first-year university study.

Most of the lectures for English Literature in semester one focus on works taken from the *Norton Anthology of English Literature (NEL)* 9th edition. For full details see the lecture schedule. For Scottish Literature and other English Literature texts not in *NEL* see below. Students not intending to take Scottish or English Literature in their second or Honours years may prefer to borrow or consult *NEL* 9th edition in the Library, where there are multiple copies in the Reserve section.

Texts below marked with an asterisk * will be available as etexts via LEARN, the course's virtual learning environment, accessible from MyEd.

for SEMESTER 1:

For the Monday lectures (Scottish Literature 1 only):

Douglas Dunn ed., *Twentieth Century Scottish Poetry* (Faber, 2006)
Mick Imlah and Robert Crawford eds., *Scottish Verse* (Penguin, 2006)
Muriel Spark, *The Driver's Seat* (Penguin, 2006)
James Hogg, 'The Barber of Duncow' *
R.L. Stevenson, 'The Bottle Imp' *
R.L. Stevenson, *Jekyll and Hyde* (World's Classics, 2008)
John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (Methuen Modern Plays, 1981)
Liz Lochhead, *Mary Queen of Scots Got Her Head Chopped Off* (Nick Hern Books, 2009)
Ena Lamont, *Men Should Weep* *

Texts for lectures shared with English Literature 1:

The Norton Anthology of English Literature (9th ed.) (Norton paperback) Referred to as *NEL*.

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

N.B. it is essential that you have the 9th edition of this anthology.

The Norton Anthology of Theory & Criticism, ed. Vincent B. Leitch (2nd ed) (NY, London: W.W.Norton & Co, 2001). Referred to as *NATC*.

'Preface to the Norton Anthology' in *NEL* Volume A pp. xiii-xx
 Muriel Spark, *The Prime of Miss Jean Brodie* (Penguin)
 Daniel Defoe, *Robinson Crusoe* (Penguin)
 James Hogg, *Confessions of a Justified Sinner* (Oxford University Press)
 George Bernard Shaw, *Mrs Warren's Profession* in *NEL* Vol E pp. 1783-1829
 Samuel Beckett, *Waiting for Godot* in *NEL* Vol F pp. 2621-2677
 Caryl Churchill, *Cloud Nine*
 Oscar Wilde, *The Importance of Being Earnest* in *NEL* Vol E pp. 1734-1777
 William Shakespeare, *Richard III* (Penguin)
 T.S. Eliot, 'The Love Song of J. Alfred Prufrock' in *NEL* Vol F pp. 2524-2527
 John Milton, *Paradise Lost* –Books 1 to 4 and Book 9, in *NEL* Vol B pp. 1945-2024;
 2091-2116
 Alexander Pope, 'The Rape of the Lock', in *NEL* Vol C pp. 2685-2705
 Robert Burns, 'Address to the Deil': Etext: available on the web
<http://www.robertburns.org/works/83.shtml>
 Barthes, 'The Death of the Author', in *NATC* 1322–26

for SEMESTER 2:

Weeks 1-3:

Mick Imlah and Robert Crawford eds., *Scottish Verse* (Penguin, 2006)
The Declaration of Arbroath *
 David Lyndsay, *The Dreme* *
 David Lyndsay, *A Satire of the Three Estates* *
 Robert Henryson, *The Testament of Cresseid* *
 Robert Henryson, 'The Lion and the Mouse' *
 William Dunbar, Lyrics *
 William Dunbar, 'The Tretis of the Twa Mariit Wemen and the Wedo' *

Weeks 4-5:

The Course Anthology - Vernacular Revival and Modern Ballads *
 Robert Burns, *Selected Poems* (Penguin, 2005)
 Walter Scott, *The Bride of Lammermoor* (World's Classics, 2008)

Weeks 6-12:

R.L. Stevenson, *Jekyll and Hyde* (World's Classics, 2008)
 Thomas Carlyle, *Sartor Resartus* (World's Classics, 2008)
 Thomas Carlyle, excerpts from *Chartism* *
 Margaret Oliphant, 'The Library Window':
http://www.oliphantfiction.com/x0200_single_title.php?titlecode=libwin
 J.M. Barrie, *Peter Pan and Other Plays* (World's Classics, 2008)
 George Douglas Brown, *The House with the Green Shutters* (Canongate, 1995)
 Willa Muir, 'Clock-a-doodle-do' *
 John Buchan, *The Thirty Nine Steps* (Penguin, 2004)
 Lewis Grassic Gibbon, *Sunset Song* (Polygon, 2006)
 Alasdair Gray, *Lanark* (Canongate, 2001)

Douglas Dunn ed., *Twentieth Century Scottish Poetry* (Faber, 2006)
Mick Imlah and Robert Crawford eds., *Scottish Verse* (Penguin, 2006) [as above]
James Kelman, *The Burn* (Polygon, 2009)

SECONDARY READING

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

Do not worry: you are certainly NOT expected to read everything listed! Rather you should decide what books and/or journal articles look most helpful or interesting to you for the purpose of writing an essay or preparing for a tutorial. Decide on a realistic and manageable amount: perhaps 3 or 4 items for an essay. You should regard the opinions of these writers and critics not as facts but as stimuli for your own thoughts; opinions which can be questioned and challenged in helping you to formulate your own perceptions.

Your tutor will be able to guide you in your secondary reading. You must learn how to use the Library's electronic catalogue to search for other material in books or periodicals which might be of help.

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

Semester 1

Introductions to Literary Criticism and Theory

- ed. Dermot Cavanagh (et al.). *The Edinburgh Introduction to Studying English Literature* (Edinburgh: EUP, 2014) - This text book is based on our first-year lecture course, and covers much of the material included in the "forms and practices" part of the course in first semester.
- Barry, Peter. *Beginning Theory*. Manchester: MUP, 1995.
- Belsey, Catherine. *Critical Practice*. London: Routledge, 1980.
- Bennett, Andrew and Royle, Nicholas. *An Introduction to Literature, Criticism and Theory*. London: Prentice Hall/ Harvester Wheatsheaf, 1995.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 1997.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
- Webster, Roger. *Studying Literary Theory: An Introduction*. London: Edward Arnold, 1990.

Literary, Critical and Theoretical Dictionaries and Encyclopaedia

- Abrams, M.H. *A Glossary of Literary Terms*. Boston: Thomson-Wadsworth, 2005.
- Baldick, Chris. *The Concise Dictionary of Literary Terms*. Oxford: OUP, 2004.
- Banham, Martin. *The Cambridge Guide to Theatre*. Cambridge: CUP, 1995.
- Gray, Martin. *Dictionary of Literary Terms*. London: York UP, 1992.
- Malpas, Simon and Wake, Paul. *The Routledge Companion to Critical Theory*. London: Routledge, 2006.
- Preminger, Alex and Brogan, T.V.F. *The New Princeton Encyclopaedia of Poetry and Poetics*. Princeton: Princeton University Press, 1993.
- Waugh, Patricia. *Literary Theory and Criticism*. Oxford: Oxford University Press, 2006.

Help with Essay Writing

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

Introductions to Particular Forms and Genres of Literature

POETRY

- Eagleton, Terry. *How to Read a Poem*. Oxford: Blackwell, 2006.
- Hobsbaum, Philip. *Metre, Rhythm and Verse Form*. London: Routledge, 2005.
- Wainwright, Jeffrey. *Poetry: The Basics*. London: Routledge, 2004.

PROSE FICTION

- Bal, Mieke. *Narratology: An Introduction to the Theory of Narrative*. Toronto: University of Toronto Press, 1997.
- Copley, Paul. *Narrative*. London: Routledge, 2001.
- Rimmon-Kenan, Shlomith. *Narrative Fiction: Contemporary Poetics*. London: Routledge, 2002.

DRAMA

- Fortier, Mark. *Theory / Theatre: an Introduction*. London: Routledge, 2002.
- Shepherd, Simon. *Drama / Theatre / Performance*. London: Routledge, 2004.
- Styan, John L., *Drama, Stage and Audience*. Cambridge: CUP, 1975.

Semester 2

The most useful reading for you will be gaining a sense of how the writers on the course fit into historical and cultural traditions. You could start your reading by consulting the relevant sections of some of these books:

Rory Watson, *The Literature of Scotland* (1984, 2006 revised editions)
Robert Crawford, *Scotland's Books: The Penguin History of Scottish Literature* (2007)
Brown, Clancey, Manning, Pittock (eds.), *The Edinburgh History of Scottish Literature*, 3 vols, (2006)
Cairns Craig (ed), *The History of Scottish Literature*, 4 vols (1987-89)
Marshall Walker, *Scottish Literature Since 1707* (1996)
Gifford, Dunnigan and MacGillivray (eds.), *Scottish Literature: In English and Scots* (2006)
Gifford and MacMillan (eds), *A History of Scottish Women's Writing*
Carla Sassi (ed.), *The International Companion to Scottish Poetry* (2015)

Individual Periods and Authors

Next are some suggestions for individual periods and authors. Please consult tutors and lecture notes, and use the library catalogue to identify more specific reading to further your own ideas. None of these books is compulsory—use the library catalogue to expand your reading

MEDIEVAL

The relevant medieval section in the recommended general histories will be helpful to you. In addition, see also:

R.D.S. Jack, *The Poetry of William Dunbar* (1998)
Janet Hadley Williams ed., *A Companion to Medieval Scottish Poetry* (2010)
Sally Mapstone ed., *William Dunbar. 'The Nobill Poyet'* (2001)
Baird, Gerald. *The Poems of Robert Henryson* (1996)

18TH and 19TH CENTURIES

Newman, Steve. "The Scots Songs of Allan Ramsay: 'Lyrick' Transformation, Popular Culture, and the Boundaries of the Scottish Enlightenment." *Modern Language Quarterly*: (63:3), 2002 Sept, 277-314.
Fiona Robertson, *Introduction to the World's Classics The Bride of Lammermoor*
Penny Fielding, *Writing and Orality: Nationality, Culture and Nineteenth Century Scottish Fiction* (1996)
Liam McIlvaney, *Burns the Radical: Politics and Poetry in Late Eighteenth-century Scotland* (2003)
Gillian Hughes, *James Hogg* (2007)
Carol McGuirk, *Robert Burns and the Sentimental Reader*
Jenni Calder (ed.), *Stevenson and Victorian Scotland* (1981)

MODERN AND CONTEMPORARY

Crawford and Nairn (eds), *The Arts of Alistair Gray* (1991)
Cairns Craig, *The Modern Scottish Novel* (1999)
Matt McGuire, *Contemporary Scottish Literature: A Reader's Guide To Essential Criticism* (2009)
Stevenson and Wallace (eds), *Scottish Theatre Since the Seventies*
Stevenson and Wallace (eds), *The Scottish Novel Since the Seventies*

GENERAL BACKGROUND READING

Some General Literary Histories

Brown, Ian, Thomas Clancy, Susan Manning and Murray Pittock (eds). *The Edinburgh History of Scottish Literature*, 3 volumes. Edinburgh: Edinburgh University Press, 2006.

Carruthers, Gerard and Liam McIlvanney eds, *Cambridge Companion to Scottish Literature*. Cambridge: Cambridge University Press, 2012.

Craig, Cairns ed., *The History of Scottish Literature*, 4 volumes. Aberdeen: Aberdeen University Press, 1987–88.

Craig, Cairns, *Out of History: Narrative Paradigms in Scottish and English Culture*. London: Polygon, 1996.

Crawford, Robert, *Devolving English Literature*. Oxford: Clarendon Press, 1992; rev. Edinburgh: Edinburgh University Press, 2001.

Crawford, Robert, *Scotland's Books: The Penguin History of Scottish Literature*. Penguin, 2007.

Findlay, Bill. *A History of Scottish Theatre*. Edinburgh: Polygon, 1998.

Gifford, Douglas, Sarah Dunnigan and Alan McGillivray (eds). *Scottish Literature*. Edinburgh University Press, 2002.

Gifford, Douglas and McMillan, Dorothy eds., *A History of Scottish Women's Writing* (Edinburgh: Edinburgh University Press, 1997)

Hutchison, David, *The Modern Scottish Theatre* (Glasgow: Molendinar Press, 1977)

McGuire, Matt. *Contemporary Scottish Literature: A Reader's Guide To Essential Criticism*. Basingstoke: Palgrave Macmillan, 2009.

Schoene, Berthold (ed.). *The Edinburgh Companion to Twenty-First Century Scottish Literature*. Edinburgh: Edinburgh University Press, 2007.

Walker, Marshall. *Scottish Literature since 1707*. London and New York: Longman, 1996.

Watson, Roderick. *The Literature of Scotland*. Basingstoke: Macmillan, 1984.

Watson, Roderick. *The Literature of Scotland: Volume 1 – The Middle Ages to the Nineteenth Century*. Basingstoke: Palgrave, 2006.

Watson, Roderick. *The Literature of Scotland: Volume 2 – The Twentieth Century*. Basingstoke: Palgrave, 2006.

INTERNET RESOURCES

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

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

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

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

A useful website to be aware of is www.literature-compass.com (critical and reference materials for all literary periods).

The Association of Scottish Literary Studies has a useful 'essays and articles' resources page at <http://www.arts.gla.ac.uk/ScotLit/ASLS/Papers.html>.

STRUCTURE OF ASSESSMENT

You will be awarded a single final end-of-year mark for the course based on a combination of Coursework and Examinations. **In order to pass the course, you must: 1) submit all of the required coursework; 2) achieve a mark of over 40% in your Degree Examination paper; and 3) achieve an end-of-year mark of 40% or above.**

STUDENTS REGISTERED FOR THE MA IN SCOTTISH LITERATURE, AND VISITING STUDENTS TAKING SCOTTISH LITERATURE 1 IN BOTH SEMESTERS 1 AND 2:

COURSEWORK

Your total mark for your coursework will consist of marks for two essays and one close reading, in addition to a tutorial assessment mark based on preparation for and participation in tutorials. If you experience difficulties submitting your essays inform your personal tutor immediately.

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

Mark for the 2,500 word essay submitted in Semester 1 week 11:	15%
Mark for the 1,500-word close reading exercise submitted in Semester 2 week 5:	10%
Mark for the 2,500 word essay submitted in Semester 2 week 10:	15%
Tutorial Assessment mark for the first semester:	10%
Tutorial Assessment mark for the second semester:	10%

Total Coursework element: = 60%

DEGREE EXAM

A three-hour examination at the end of Semester Two, during the Final Assessment period in April/May. = **40%**

Your degree exam constitutes 40% of your final mark for the course.

Should any student fail to pass the degree exam at the first attempt, they will be permitted to resit the exam in the resit diet 6-18th August 2018. 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 to pass the Degree Examination in **total**. Students are not allowed to resit a course or components of a course that they have passed in order to obtain a better mark.

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.

JOINT HONOURS STUDENTS REGISTERED FOR THE MA IN ENGLISH AND SCOTTISH LITERATURE:

You will take an additional 'part course', 'Literature at the Borders', alongside English Literature 1 and Scottish Literature 1 in Year 1, semester 1. The course is taught in weekly 50-minute tutorials. It is assessed with a 2000-word essay, due in semester two, week 2.

You will not have to write the English Literature 1 close reading. Your 'Literature at the Borders' assessment mark will contribute 10% to your final mark for English Literature 1.

COURSEWORK

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

FORMAT OF COURSEWORK

Written work must be word-processed using a standard application such as Microsoft Word. You should ensure also that you use the standard Times New Roman font, font size 12, and that your work is double-spaced, with ample margins.

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.

SUBMISSION OF ESSAYS

Students must submit coursework essays and close readings electronically by 2pm on the deadline day. *Turnitin* drop boxes have been set up by Tutorial Group: they are located in the course's LEARN section. 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 and English Literature Writing Guide.

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.

DEADLINES FOR ESSAY SUBMISSION

Assignment	Degree Programme(s)	Deadline	Week
<i>Formative Essay (1000 words towards Scottish Literature 1 Essay 1)</i>	All	2pm, Tuesday 31 October 2017	(Semester 1 Week 7)
<i>Formative Essay (1000 words towards Literature at the Borders Essay)</i>	MA English & Scottish Literature ONLY	2pm, Monday 13 November 2017	(Semester 1 Week 9)
Scottish Literature Essay 1	All	2pm, Friday 1 December 2017	(Semester 1 Week 11)
Literature at the Borders Essay	MA English & Scottish	2pm, Monday 22 January	(Semester 2 Week 2)

	Literature ONLY	2018	
Poetry Close Reading Exercise	All	2pm Tuesday 13 February 2018	(Semester 2 Week 5)
Scottish Literature 1 Essay 2	All	2pm Tuesday 20 March 2018	(Semester 2 Week 10)

LATE SUBMISSION OF ESSAYS

If you do miss the deadline for any reason, you must not attempt to persuade academic or administrative staff to accept your work late. Please note that **computer problems do not count as an excuse for late submission**. It is up to you to foresee any potential problems in this or other regards and to manage your time accordingly. Factor in enough time to cope with a possible emergency.

EXTENSIONS TO DEADLINES

If illness or other good reason will prevent you from completing your written work on time, you should apply to the **Course Administrator** for an extension. You must complete the essay extension request form found at the following link:

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

You may also wish to consult your Personal Tutor. Computer problems and competing essay deadlines **ARE NOT** accepted as grounds for an extension.

PENALTIES FOR LATE SUBMISSION

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

For example, for Essay 1:

after 2 pm on Friday but before 2 pm on Saturday	- 5
after 2 pm on Saturday but before 2 pm on the following day (Sunday)	- 10
after 2 pm on Sunday but before 2 pm on the following day (Monday)	- 15
after 2 pm on Monday but before 2 pm on the following working day (Tuesday)	- 20
after 2 pm on Tuesday but before 2pm on the following day	- 25

(Wednesday)	
after 2 pm on Wednesday but before 2pm on the following day (Thursday)	-30
after 2 pm on Thursday but before 2pm on the following day (Friday)	-35
after 2 pm on the Friday following submission week	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 Scottish Literature 1. However, if you reach this threshold but you have failed to submit an element of coursework, or have failed the degree exam, your final grade will have FF (“forced fail”) appended to it.

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

OTHER PENALTIES

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

The essays should be of the length stated: essays that are shorter are unlikely to attain the required standard, which will be reflected in the mark; tutors will disregard any material that extends beyond the word limit, and will only mark what is expressed within the word limit.

RETURN OF WRITTEN WORK

Written work will be returned to students within fifteen working days of the date of submission. If your work is not returned within this timeframe, please notify the course organiser and/or undergraduate director.

DEGREE EXAMINATION

The FINAL ASSESSMENT PERIOD runs from 23 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 on the work of the second semester: "Writing and National Identity". Students will be required to answer **three** questions in the time available.

The consultation of books, dictionaries, or notes during the examination will not be permitted; the paper will not be made available to students before the start of the exam.

RELATION OF COURSEWORK ESSAYS TO EXAMS

In the exam, you may not repeat 'material' from your term essays; but what counts as 'material' requires definition. You may choose to discuss authors that you have already discussed in your term essays. You may also choose to address issues or ideas related to those explored in your term essays. But in the exam you should NOT address issues or ideas you have discussed in term essays by discussing the same authors that you used in the original essay. It is this, using the same author to make the same point, that counts as mere repetition of material from an essay and is disallowed.

Students should remember that, however similar the rubric, the questions asked in the exams will be substantially different from those set for the essays; and that exam answers will always be penalised for irrelevance to the question asked. In your revision for exams, you should therefore seek to consolidate your knowledge of the texts on the course and the critical and theoretical issues they raise. Merely reproducing material from your essay, composed in answer to a completely different question, will not earn goods marks in the exam.

PLAGIARISM

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

Work undertaken for our courses is designed to help you develop your knowledge and understanding, and your own powers of analysis and argument. Essays, exams and exam essays assess these skills. Plagiarism therefore undermines the whole

purpose of the academic study of literature. For all work for the department's courses, it is important to be aware of, and to acknowledge the sources of arguments and words. This applies to material drawn from critical books and lectures, but also from the work of other students (including tutorial or seminar discussions) and from the internet and other electronic sources. Tutors will check web-based material, as well as other sources, where they have reason to suspect that the writing a student submits does not represent their own ideas, words and arguments.

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

FEEDBACK

The marks you receive for your work should always be understood in the light of the feedback that you will receive at the same time, and both marks and feedback should be read in the light of the Grade Descriptors published in the **English Literature Writing Guide**. All coursework is returned to you with feedback from the tutor or course organiser; for exams, generalised feedback on exam performance of the class as a whole is made available via the course's Learn section, along with an opportunity to view your exam script upon request. Please contact the course administrator if you wish to see your exam script.

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.
- 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. See the English Department Writing Guide for grade criteria and descriptors.
- This course also gives you the opportunity to submit non-assessed work in semester one 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 this opportunity.
- One of the reasons you are encouraged to participate actively in discussions in seminars and workshops is that this is one of the most fruitful opportunities for feedback, for trying out ideas, exploring your understanding of material, and raising questions. It is for this reason that our courses sometimes attach a mark to tutorial performance; on the other hand, when tutorial performance is not assessed, this provides an ideal environment to gain feedback without the pressure of formal assessment. Make the most of it.

HOW CAN STUDENTS GET THE MOST OUT OF FEEDBACK?

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

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

- Try to consider the various forms of feedback you receive not as isolated events, but as part of an overall pattern of performance, identifying general areas of strength and weakness. This should become clearer the more you are assessed and the more feedback you receive as you progress through your programme. If you detect a consistent area where you need to improve, seek advice from your personal tutor, course tutor, or the course convenor 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 either your tutor or the course organiser.

SCOTTISH LITERATURE POLICIES ON ASSESSMENT FEEDBACK

In line with University policy, assessment in Scottish 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 'fifteen working days' 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.

LitPALS

LitPALS is the Department's 'peer-assisted learning scheme', aimed at helping you adapt to university life and study. In small informal groups, trained second-, third- and fourth-year volunteers (Student Leaders) offer support to first-year literature

students in a series of fortnightly meetings during Semester 1. The sessions are tailored to the experiences of new students, providing advice on study skills, using library resources, essay writing, exam preparation, and other academic issues, as well as offering a relaxed and confidential setting in which you can ask your own questions about your studies and university experience. It is also an excellent way to meet fellow students and find out about the social life in and around the university.

LitPALS meet fortnightly from 1.00-1.50pm in the 'even' weeks (week 2, week 4, etc) during Semester 1, in 50 George Square (you will receive more detailed information on rooms and specific topics to be addressed by email before the start of the semester). If you'd like any more information at any time, please contact the LitPALS Co-ordinators. In semester one, the co-ordinator is Dr Simon Cooke (simon.cooke@ed.ac.uk). In semester two, the co-ordinator is Dr Suzanne Trill (s.trill@ed.ac.uk). See also the webpage dedicated to LitPALS on the English Literature Undergraduate Blog: Writer's Bloc: <http://www.literature.hss.ed.ac.uk/pals/>.

VISITING STUDENTS

FULL YEAR VISITING STUDENTS

Students who are here for the whole year should take the course in the same way as the single honours 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 at the end of Semester 1 (**22 December 2017**). **In order to pass the course students must: (1) submit all required pieces of work (2) achieve an end-of-semester mark of 40% or over.**

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 2,500 word essay submitted in week 11:	60%
Mark for the 2000 word essay submitted in week 14:	30%
Tutorial Assessment mark for the first semester:	10%

SEMESTER 2 ONLY VISITING STUDENTS

Do all Semester 2 written work and the degree exam like home students.
The examination is based on material covered in the Second Semester only. **In order to pass the course, you must: 1) submit all of the required coursework; 2) achieve a mark of over 40% in your Degree Examination paper; and 3) achieve an end-of-year mark of 40% or above.**

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

Second Semester:

Mark for the 1,500-word close reading exercise submitted in Semester 2 week 5:	15%
Mark for the 2,500 word essay submitted in Semester 2 week 10:	25%
Tutorial Assessment mark for the second semester:	10%
3-hour Degree Examination sat during final assessment period (April/May):	50%

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

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

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

- **Develop and demonstrate skills and attributes**, such as teamwork, communication, time-management, customer service etc. Future employers will be looking for *evidence* of relevant skills from all areas of your life, not just your studies.
- **Broaden your horizons** – new experiences can change your perspective, provide new insights, alter your outlook, encourage you to consider different opportunities and directions.
- **Discover your strengths** – what you're good at, what you enjoy, how you can use these strengths to your advantage in the workplace

Careers Service support includes:

- Semester and vacation work-opportunities
- Support with applications and interviews for semester and vacation work
- Volunteering opportunities nationwide and abroad
- Talking through your immediate and future plans with a Careers Adviser.
- 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.

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

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.**

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**.

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/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/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/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/161lzRI>

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.

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/1BGcklz>

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/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.

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. See here for further information:

<http://www.ed.ac.uk/students/academic-life/contract>

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.
