INTRODUCTION

This handbook describes the course requirements and assessment procedures for the MA in Eighteenth Century Studies which is administered by the Centre for Eighteenth Century Studies. Please read it as soon as possible and keep it so that you can refer to it throughout the year.

You may also receive a similar Handbook from the English Department (one of the parent departments for CECS), but should note that the regulations and advice in this handbook are the ones applying to the MA in Eighteenth Century Studies.

This handbook may refer you to the regulations in the English Department handbook for specific information.

The programme convenor for the MA in Eighteenth Century Studies is Dr Catriona Kennedy. Her office is in the Centre for Eighteenth Century Studies, the King’s Manor, K/376A, internal phone 2977, external 01904 322977, e-mail catriona.kennedy@york.ac.uk

The convenor coordinates the overall structure of your MA, and will offer feedback and academic advice in the course of the year.

You can expect to see them, either formally or informally, quite frequently.

At the start of the academic year each student is assigned a personal supervisor from among the CECS staff. Your supervisor will keep in regular contact with you, give general academic guidance and be available to help or advise you, should other matters arise.

If you have problems of any kind during the year, for which you need help or which are affecting your academic work, we encourage you to discuss them with your convenor or your supervisor or with any other member of staff you wish to approach. You must inform the MA convenor of any problems which affect your ability to meet the deadlines for submission of work.

Teaching starts in Week 2 in both the Autumn and Spring Terms.

CECS OFFICE

The CECS in the Centre for Eighteenth Century Studies, the King’s Manor, K/G73, phone number 01904 324980, email cecs1@york.ac.uk. There should be administrative cover there every week on Tuesdays, Wednesdays and Thursdays.

PLEASE KEEP YOUR PERSONAL SUPERVISOR, COURSE CONVENOR AND THE OFFICE INFORMED OF ANY CHANGE OF ADDRESS.

TERM DATES 2016/2017

Autumn Term 26 September 2016 - 2 December 2016

Spring Term 9 January 2017 - 17 March 2017

Easter Monday is 17 April 2017

Summer Term Tues 18 April 2017 - 22 June 2017

Please note that this handbook is correct at time of publication, September 2016, but changes might be made during the course of the year.
CHAPTER 1

MA IN EIGHTEENTH CENTURY STUDIES

This is a fully interdisciplinary programme, involving the Departments of English, History, History of Art, and Archaeology. It offers the opportunity for you to study the culture and cultural history of the period 1750-1850 from new perspectives, or lay the foundations for higher degrees within the various disciplines involved in the programme.

PROGRAMME STRUCTURE

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Part-time students will take the core module and option module in the autumn and spring of their first year, and two option modules in their second year. Part-time students are encouraged to use the first summer term of their two years to begin preparation for their dissertation.

PROGRAMME CORE MODULE: Changes of Meaning, Narratives of Change

The core module offers the opportunity to study the culture, literature and cultural history of the period 1750-1850 from new perspectives.

In Autumn 2016 the core module teaching will be coordinated by Dr Jim Watt, with contributions from other Centre staff. This module is intended to provide a common formative experience for students who may well be drawn from different disciplinary backgrounds, including literary studies, history, art history, philosophy and others. Its purpose is less to provide basic information on the history and culture of the period than to encourage students to explore some of the languages, images, and central themes of that history and culture, and to introduce them to the range of conceptual and analytical tools that can facilitate such an exploration. The module therefore places emphasis both on the close analysis of texts, discourses and representations and on the development of interdisciplinary frameworks of analysis by means of which text, discourse and representation can be related to broader conceptions of historical and cultural change.

Seminars in the core module will employ short to medium length texts or extracts from contemporary printed materials, alongside secondary literature, in order to introduce students to the kinds of conceptual apparatus that present-day scholars employ in analysing and contextualizing the discursive structures and representational patterns of the past. These seminars may address topics such as: ‘Readers and reading’,
'Visual culture', 'Crime and consumption', 'Landscape', 'Exploration and empire', 'War, culture, and society', 'Science and sensation', and 'Gender and genre'.

**OPTIONAL MODULES**

Students must choose at least two of their optional modules from those designated for this MA programme, and listed below. They are free to choose their third option from any among those offered by the Centre, or, with the agreement of their convenor, elsewhere in the University (see Elective Modules, below).

*You should note that option modules will only run if a sufficient number of students - normally four - opt to take them.* Part-time students should also note that the list of option modules varies from year to year: there is no guarantee that options on offer in the first year of a student’s course will also be available in the second. See our website for full descriptions of our modules.

**Elective Modules** MA students have the right to take one option from other MA programmes as an elective module, subject to constraints of numbers and timetabling. Requests from students to take further options from other programmes will be sympathetically considered, but the decision will be conditional upon the approval of the MA convenor.

To apply for an elective module, see instructions online at www.york.ac.uk/admin/sro/electives.htm.

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**A note about submission of work for non-CECS coded modules/elective modules**

Please note that assessed work for non-CECS-coded modules (even if they are modules designated for the CECS MA) and elective modules should be submitted directly to the Department offering the module according to their requirements (word length, due date, electronic or paper submission). Always consult your module tutor if you are unsure about any of these details.

All English department and CECS-owned modules will use electronic submission in 2016-17. You can identify the ownership of the module by the module code. CECS has the prefix CES, History HIS, English ENG, HOA History of Art. So, for example, *Representing the City*, an English module, has the code ENG00032M, and you would therefore submit work for this module electronically. *Landscape Painting in Britain c. 1750-1850*, a History of Art module, has the code HOA00067M, so you would hand your assessed essay for this into the History of Art office.
LIST OF MODULES OFFERED FOR ACADEMIC YEAR 2016-17

- The availability of modules is subject to a minimum class size.
- All core modules offered at the Centre can also be taken as an optional module.
- In the Autumn term, you will take the core module, plus one optional module. In the Spring term, you will take two option modules.
- All CECS modules start in Week 2, but some tutors have briefings in week 1. You are also allowed to take one of your three optional modules from outside these CECS designated modules.

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CHAPTER 2

THE TAUGHT MA AND DIPLOMA

A. THE TAUGHT MA

Each MA programme is run by a convenor; individual modules are run by tutors. Modules are either core courses, compulsory for all students taking a particular MA, or options. Depending on numbers, some core courses may be available as options to students taking other MAs. Detailed module descriptions are given on the Centre’s website at http://www.york.ac.uk/inst/cecs/gsp/modules/optionwelcome.htm.

Most modules are taught in seminars of up to 15 students (although tutors may occasionally agree to a somewhat larger group), and it is expected that all students will participate in the discussion and, from time to time, give more formal presentations. Teaching starts in Week 2 in both the Autumn and Spring Terms. Some module tutors hold preliminary meetings for their module in Week 1.

The taught MA emphasises independent argumentation, critical engagement with texts and ideas, and the development of research skills. Seminar discussion is the primary teaching method, with the tutor functioning as a facilitator and not as a lecturer. Student participation in seminars is a vital part of the intellectual development the MA attempts to foster. For this reason, spoken fluency in English and strong comprehension skills are essential for students to get the most out of the seminar experience.

A1. COURSE AND EXAMINATION REQUIREMENTS FOR TAUGHT MA

Full-time students take two modules per term (including the core course) for the first two terms. Students wishing to “audit” an additional module should apply to the module tutor for permission, which will be granted at his/her sole discretion. Students should also inform their MA convenor of any such arrangements. Auditors will not count towards minimum numbers but they may be excluded if maximum numbers have been reached. Normally, students auditing modules would attend all the seminars and do the preparatory reading in the normal way.

The course requirements for the taught MA are as listed below. If a student fails to meet course requirements without good reason, the Department may decide to initiate steps to terminate his/her registration.

a) regular attendance at and participation in seminars, including the delivery of seminar presentations of satisfactory quality and, where these are held, CECS conferences;

b) regular attendance at and participation in the CECS Research Training Programme (details of which will be provided at the beginning of the year). The CECS research seminar programme is an important component of this course;

c) the completion of the University’s online academic integrity tutorial; this is compulsory for all new students. The deadline for this is the end of Week 4 of the Autumn Term:

d) the submission of the following pieces of written coursework:
(i) a “procedural” essay of approximately 2,000 words by the Thursday of Week 6 of the Autumn Term (Thursday 3rd November 2016), with feedback being given by the end of Week 9. The procedural Essay should be submitted to the CECS Office. Convenors are responsible for allocating and distributing them to markers. This essay will not count towards the final mark gained for the MA but must be judged satisfactory to allow students to proceed. The purpose of the essay is to ensure that before embarking on essays which do contribute towards the final mark students possess the necessary competence in (a) the written English language, (b) scholarly presentation conventions, (c) close reading skills, and (d) the ability to construct an argument. The essay provides an opportunity for tutors to identify those students who may require additional assistance with these matters; it may also result in a recommendation that the student transfer to the Diploma route. The requirements of the essay and the arrangements for marking and feedback are left to individual MA convenors. Written feedback will be issued using the standard form, a copy of which will be placed on the student file.

Material from the procedural essay may be re-visited in EITHER one of the January essays (see (ii) below), OR the dissertation.

(ii) Two assessed essays each of a maximum of 4,500 words, which should address the aims and outcomes of the modules taken in the Autumn Term. These essays must be submitted electronically, through the submission point on the VLE module site for the module being assessed. Essays must be submitted by 4 pm on the Monday of Week 2 of the Spring Term.

(iii) two further assessed essays with an absolute maximum of 4,500 words. These essays must be submitted electronically, through the submission point on the VLE module site for the module being assessed. Essays must be submitted by 4.00pm on Monday of Week 1 of the Summer Term. They should address the aims and outcomes of the modules taken in the Spring Term.

(iv) a dissertation proposal in the Spring Term; see A6 below.

e) regular individual consultations with the dissertation supervisor during the third term on the subject, design and material of the dissertation;

f) the submission of a dissertation of a minimum of 14,000 and an absolute maximum of 16,000 words, including quotations and footnotes, but excluding bibliography and plate/figure captions. Students should submit two hard copies of the dissertation to the CECS Office. The deadline for submission is by 4 pm on 11 September 2017 (for both full time students and part-time students who joined the Centre in 2015/6).

Attendance To meet University regulations it is expected that students will be “in attendance” for the full duration of their programme, including the summer term and vacation. Provided that they fulfil the Centre’s course and examination requirements, taught MA students may seek permission from their MA convenor for periods of absence from York. Such permission would not release them from any contract undertaken regarding University accommodation.

A2. SUPERVISION

All students will be allocated a supervisor, serving in both pastoral and academic roles. After the first two terms, this role will be taken over by the dissertation supervisor. Supervisees are strongly advised to meet with
MA supervisors each term. Should students need specialist advice, supervisors may recommend other staff who may be consulted during their “open hours”.

A3. INFORMATION FOR INTERNATIONAL MA STUDENTS

The Centre is pleased to welcome postgraduate students from overseas. We know that students from other countries may face particular challenges when studying far from home, in an unfamiliar culture and environment and perhaps in a second language. All MA students are encouraged to discuss any problems they encounter during their study with their academic supervisor and/or their MA programme convenor. One of the MA student representatives on the Department’s Board of Studies has special responsibility for international MA students. Students whose first language is not English can seek advice from the Royal Literary Fund Fellows or the University Writing Centre. Where appropriate, students requiring further help should attend courses offered by the University’s Centre for English Language Teaching. Students should note, however, that supervisors or staff in the Writing Centre are not responsible for correcting their written English. See also the University’s webpages for International Students.

A4. PART-TIME TAUGHT MA

A part-time student will take one module in each of the Autumn and Spring Terms of the first year of registration and one module in each of the Autumn and Spring Terms of the second year (4 in all). They will submit their formative essay in Week 5 of their first Autumn Term (see A1 d) (i) above. They will submit each coursework essay at the start of the term after the relevant module is taught: in the Spring Term, by 3pm on Monday Week 2, in the Summer Term, by 3.00pm on Monday Week 1.

In addition, they are required to attend the Centre’s Research Training Programme and to submit a dissertation proposal in their first Spring Term (see A6 below).

Part-time students will consult their supervisors during the Summer Term of each year, to plan, draft and discuss their research dissertation. The dissertation must be handed in by the date given in section A1 above.

A5. ASSESSED ESSAYS

Students are encouraged to avail themselves of the opportunities during term time for essay consultation and may discuss their essay projects with a course tutor, convenor or supervisor before starting during open hours, during the term in which the module is taught. For core courses, the student’s supervisor would normally be the first port of call. Students wanting to obtain details of staff open hours are expected, in the first instance, to refer to the list posted on the departmental website at the start of every term, instead of emailing individual tutors.

An ability to compose essays independently of tutors is expected at MA level and, after the end of the teaching term, it is expected that students will work on their essays on their own. After the end of the teaching term, tutors/convenors/supervisors are usually able to continue to offer some informal help and advice of the kind that can be given in a short email response on, for example, queries about essay titles, bibliographies, further reading or specific points such as overlap between assessed work projects.
Tutors/convenors/supervisors cannot, however, offer formal tuition or advice of any kind that might seem to offer an unfair advantage to individual students. They will not read drafts of whole essays and will not read draft sections of essays.

Reference styles Taught MA students are required to use either the Chicago or MLA style of referencing, and to indicate on the front of the essay which they have chosen. See http://www.york.ac.uk/k-roy/ for details or visit the University library for hard copy guides/summaries.

Plagiarism You are strongly advised to read Appendix 1 on Plagiarism and Academic Misconduct. Please note that repeating yourself is a form of academic misconduct. This does not mean that you may not write twice upon the same author, or explore different aspects of the same topic, but that you must not duplicate material or seek credit more than once for the same ideas.

Students whose first language is not English are urged to take advice on preliminary written drafts. Where appropriate, these students should attend courses offered by the University’s Centre for English Language Teaching.

You should submit your essay by 4 pm on or before the deadline stipulated. Because essays are submitted anonymously, your name should not appear on the submitted work, which should instead be clearly labelled with your exam number (found on your University card). Essays prompted by a specific session on a team taught/core module must include the name of the session tutor with the title and other details.

Submission of assessed essays for CECS and English coded modules (e.g. CES0007M, ENG00033M)

You must submit your essay electronically, through the submission point on the VLE site for the module being assessed. To submit your essay electronically, please ensure:

- Your essay is word processed and saved as a Word file (.doc, .docx) with a maximum size of 30MB
- You have followed all the presentation requirements set out above.
- Your name or other identifying information does not appear anywhere on the essay or within the document properties. For information on how to remove hidden data and personal information from a Word document see: How to Remove All Identifying Information.
- Your essay is a single document which includes the cover sheet and the bibliography
- The document you are about to submit is the correct version of your essay. In the interest of fairness, we cannot accept any changes, or corrected versions, after submission.
- When you are ready to make your submission, click on the link named ‘Submit anonymous assignment’ and follow the instructions to upload your document.

Submission of assessed essays for non-CECS or non-English coded modules (e.g. HIS00033M)

- Because essays are submitted anonymously, your name should not appear on the submitted work, which should instead be clearly labelled with your exam number (found on the student’s University card).
- Essays should be submitted directly to the Department offering the module.
- The nature of the assessment (word length, due date, where to hand in, number of copies, etc) is determined by the Department offering the module.

Please consult your module tutor to confirm these requirements.
Penalties for late work and applying for extensions

Penalties will apply to late essays and dissertations according to the University scale, as follows: one day (or part of a day) late - 10 marks deducted; two days late - 20 marks deducted; three days late - 30 marks deducted; four days late - 40 marks deducted; five or more days late – 100% penalty (i.e. mark of zero).

If Exceptional Circumstances apply penalties may be waived; you should apply for an extension in advance of the submission date if possible and third party supporting evidence will be required. Please let your MA convenor know if you are going to apply for an extension. You must complete the University’s Exceptional Circumstances claim form and submit it to the English Graduate administrator. For full details see the information and links at http://www.york.ac.uk/students/support/academic/. See in particular the page listing what counts and what does not count as mitigating circumstances.

Penalties will not be applied to any piece of work where there are adequate substantiated grounds for late submission. Problems with computing or printing will not normally be considered acceptable excuses for late submission, nor will ignorance of a deadline.

Where penalised work is re-submitted, the original penalty will be re-applied to the re-submitted essay mark.

Essay Length: For CECS and English coded modules, essays should be an absolute maximum of 4,500 words, including quotations and footnotes, but excluding bibliography and plate/figure captions. All essays must include a word count. Any essay which has violated the regulations regarding length and presentation (e.g. has not followed either the Chicago or MLA style of referencing) may be returned unmarked to the student.

For non-CECS and non-English coded modules: please consult your module tutor.

Feedback to students: For CECS and English coded modules, students will receive copies of the internal markers’ provisional marks and comments, normally by the end of week 6 of the Spring Term and Week 5 of the Summer Term. (Students are reminded, however, that staff illness or other exceptional circumstances may from time to time result in some delay to this schedule.) The markers will not be identified on the comment sheets. Students will be informed by email when feedback is ready for collection. They are very welcome to discuss this with their MA convenor, module tutor or supervisor.

For non-CECS and non-English coded modules: Timings/methods of feedback may differ.

A6. THE TAUGHT MA DISSERTATION

The Taught MA dissertation should examine a limited topic in some depth. It should show intellectual enterprise, critical judgement, precise knowledge of primary texts, and adequate familiarity with secondary material; and it should present its argument in scholarly fashion.

THE DISSERTATION PROCESS

The dissertation topic Before the end of the Spring Term, MA students should, in consultation with one or more members of staff, decide on a dissertation topic.

The dissertation proposal In Week 4 of the Spring Term, students will be informed that by Friday of Week 7 they will need to submit a dissertation proposal of c.250 words to their MA convenor.
Choice of supervisor  It is open to students to make informal contact with possible supervisors earlier in the year, but the convenor has the final responsibility for assigning supervisors, and academic staff are not to commit to supervision in advance of this allocation process.

Supervision sessions  MA students researching, planning and drafting their MA dissertations are entitled to five supervision sessions of up to an hour from the start of the summer term. Staff are not obliged to, and will not normally, hold supervision sessions after 21 July, but if they choose to do so the limit of five sessions still applies. Student and supervisor will agree arrangements and final dates for supervision at the start of the process.

Supervision input  In the interests of fairness, supervisors of MA dissertations are permitted to comment on no more than two occasions on a given portion of written work, and on not more than one occasion on a draft of the whole dissertation.

They will not read or comment on any draft delivered to them later than 21 July without prior agreement unless there is medical or other evidence from a third party to explain why the draft is late. Supervisors are required to keep written records of all such supervisory meetings, to be placed on the student file.

Students who do not have English as their first language  are urged to take advice on preliminary written drafts from the Writing Centre. Students should note that supervisors or staff at the Writing Centre are not responsible for correcting their written English and that tuition is available through the University’s Centre for English Language Teaching.

Penalties as outlined above will apply to dissertations submitted late without good reason. Short extensions (of a few days) may be granted if mitigating circumstances apply; see the procedure outlined above in A5. Requests for longer extensions would need formal approval by the University.

Feedback: The Centre Administrator will send graduands copies of the examiners’ reports (unattributed) on their dissertations.

IMPORTANT INFORMATION ABOUT THE DISSERTATION

Structure  It must be prefaced with an Abstract, structured with an introduction and conclusion (which may or may not form separate chapters) and must include a word count.

Referencing  Either the Chicago or MLA style of referencing must be used.

What’s included in the word count  The word count of 14,000 – 16,000 words includes quotations and footnotes, but excludes bibliography and plate/figure captions.

Binding  There is no formal requirement for the copies of the dissertation to be bound. However, we prefer them to be spiral bound or encased in flexible covers with glued spine.

What to put on the cover  The cover should indicate in typescript the title of the thesis, the candidate’s exam number, not your name, the name of the degree, the name of the Centre, and the year of submission. There are no particular conventions about styling, but the information should be clearly and sensibly set out. The title page should carry the same information. The spine will carry no information.
Consulting past dissertations Students may consult previous successful dissertations as recommended by their supervisor. These can be obtained from either the KM Library (reference only), or the Centre Administrator (if the dissertation was written before 2000). Borrowing is normally restricted to a period of 48 hours and borrowers will be required to sign a form declaring that they will cite the dissertation in their work if appropriate.

Deadline for submission An electronic copy of the dissertation should be submitted through the correct submission point on the VLE (Virtual Learning Environment). You should also submit one hard copy of the dissertation to the Centre Administrator by 4.00pm on Monday 12 September 2017 for full-time and part-time students who started their programme in 2015/16.

B. THE POSTGRADUATE DIPLOMA

The Diploma offers a postgraduate qualification that can be completed in less time than the MA and involves the writing of a long essay rather than a dissertation.

If the procedural or first assessed essay submitted by an MA student is considered to fall significantly short of the standard required by the MA (as indicated in the Centre’s grade descriptors), the student may be advised by the MA convenor to transfer to the Diploma. This would normally apply to students whose work gained a mark below 50, i.e., below an acceptable MA standard.

B1. COURSE AND EXAMINATION REQUIREMENTS FOR DIPLOMAS

The course requirements for the Diploma are the same as those for the taught MA in the Autumn and Spring Terms (as well as in the Autumn and Spring Terms of the second year for part-time students).

In the Summer Term, the requirements are as follows:

(i) regular individual consultations with the supervisor on the subject, design and material of the long essay;

(ii) submission of a long essay of a minimum of 7,000 and an absolute maximum of 7,500 words, including quotations and footnotes, by 3.00pm on 1 September of the year in question (and by 3.00pm on 1st September of the second year of registration for part-time students).

B2. THE DIPLOMA LONG ESSAY

The Diploma long essay should discuss a limited topic clearly and coherently, and show adequate familiarity with primary and secondary texts. It should present its argument in scholarly fashion, using either the Chicago or MLA style of referencing. It must include a word count.

Penalties as outlined above in A5 will apply to Diploma long essays submitted late without good reason In all cases where essays are submitted after the advertised deadline students should complete a late submission form when submitting the work to the Centre Office.
Supervision meetings: Diploma students researching, planning and drafting their long essays are entitled to three supervision meetings (or three hours) between the beginning of the summer term and 9 July. A final draft should normally be handed to the supervisor by 14 June.

In the interests of fairness, supervisors of Diploma long essays are permitted to comment on no more than two occasions on a given portion of written work, and on not more than one occasion on a draft of the whole long essay. They will not read or comment on any draft delivered to them later than 8 July, unless there is medical or other evidence from a third party to explain why the draft is late.

The Centre’s policy on extensions to the deadline is the same as that for the Taught MA dissertation (see above).

Students who do not have English as their first language are urged to take advice on preliminary written drafts from the Writing Centre. Students should note that supervisors or staff at the Writing Centre are not responsible for correcting their written English and that tuition is available through the University’s Centre for English Language Teaching.

C. CREDIT STRUCTURE FOR MA AND DIPLOMA

Under the rules governing the modularisation of postgraduate taught degree courses, MA students must obtain 180 credits in order to be deemed to have completed.

For this Centre’s MA programme, the preparation and completion of the dissertation carries 100 credits, which includes 10 credits for the Graduate Training Programme. Each taught module carries 20 credits. Courses followed in the Autumn and Spring terms (over 2 years for part time students) thus accumulate a total of 80 credits overall (4 x 20).

For the Diploma, the diploma “long essay” carries 30 credits. 80 credits are gained for the courses followed in the Autumn and Spring terms, following the model of MA programmes. 120 credits are accumulated overall.
D. ASSESSMENT AND AWARDS

All assessed work will count toward your award. This consists of four essays and your dissertation (for the MA) or "long essay" (for the diploma). It does not include the “Formative” essay.

University Mark Scale

All work is given an arithmetical mark between 1-100, in accordance with the University Mark Scale. The alphabetical marks scale is not used. The University Mark Scale offers the following Grade Descriptors:

- 70-100 distinguished performance
- 60-69 good performance
- 50-59 satisfactory performance
- 0-49 fail

CECS Grade Descriptors

The Centre has developed its own more elaborate grade descriptors, which are intended as a guide to help students interpret the arithmetical marks they are awarded:

- 90-100 indicates exemplary work which the examiners judge to be of publishable standard.
- 80-89 indicates outstanding work showing exceptional critical intelligence and a wide-ranging grasp of the period studied. It may initiate a fruitful new approach to the material studied, or represent an advance in scholarship.
- 70-79 indicates excellent work. An essay that achieves these marks is well-structured, developing a clearly defined, lucid and coherent argument. Its argument draws on an extensive range of primary sources, which are treated perceptively and analytically. It also engages with the arguments of recent critical material. It may involve independent archival scholarship. It demonstrates an assured and well-informed understanding of issues central to the culture of the period studied. It is characterised by independent and original critical thought.
- 65-69 indicates a very good essay displaying a thorough competence. It discusses a good range of primary material, and shows a perceptive attention to their detail, as well as a sound understanding and knowledge of recent critical debate. It is clearly structured, and develops a coherent argument showing a good grasp of issues important to the culture of the period discussed. It is fluent and lucid, with thorough and clear notes and a well-organised and extensive bibliography.
- 60-64 indicates a good essay. It refers to an adequate range of primary texts in some detail, and shows familiarity with recent critical debate. Its argument is clear and coherent but might benefit occasionally from further clarification. Annotation and bibliography are thorough and clearly presented.
- 55-59 indicates sound work. It refers to a limited but not unduly restricted range of
primary texts and shows knowledge of major recent criticism. Its argument is clear and coherent, but might benefit from further development and reorganisation or clarification, and/or from reference to a wider range of material. Bibliography and references are correctly compiled.

50-54 indicates competent work. It refers to an immediately relevant range of material and shows some knowledge of recent criticism. Its argument is on the whole pertinent and has a clearly defined overall direction. Bibliography and references are adequate.

40-49 indicates an essay that falls just below an acceptable MA standard. It may discuss relevant material, but be too restricted in its range of reference to primary and/or secondary material, or organised into an argumentative or narrative structure that lacks coherence. It may favour description to the partial exclusion of analysis, or be overly simplistic in its critical vocabulary and/or critical method. Referencing may not be adequate throughout. Grammar and style may sometimes be awkward or careless.

20-39 usually indicates an inadequate grasp of what is required by work at this level. The essay may contain irrelevant or repetitive material, and may be naive in its critical assumptions or method. It may lack a clear or coherent structure, and often display poor or careless syntax. Bibliographies and references may be inadequate or incorrect.

10-20 indicates that the essay contains some relevant ideas.

Marking

All assessed work is marked anonymously. Essays will be marked by two markers, the second acting as a “light touch” marker. If the markers fail to agree a third marker will be appointed by the MA convenor, whose mark will be taken as the agreed mark for the essay. If the convenor is one of the markers, the appointment will be made by the Graduate Chair.

Dissertations (and diploma long essays) will be marked separately by two markers who will then confer and agree a mark (“double blind marking”). If they fail to agree, a third marker will be appointed, as above.

Awarding of credits and “compensation”

Under the University's modular scheme, to be eligible for an award you must obtain a specified number of credits (as well as meeting other requirements such as payment of fees). Credit is awarded on passing a module’s assessment. If you fail a module some credit may be awarded by “compensation”, ie by achievement in other modules. Some opportunities for re-assessment are also available.

“Compensation” does not apply to dissertations. If your dissertation is given a mark of less than 40 this is an outright fail and there is no opportunity for re-assessment. If your mark is between 40 and 49 this counts as a “marginal fail” and you may be given the opportunity to make minor revisions to bring your mark up to a pass; in these circumstances, your mark would be capped at 50. In some circumstances where the required number of credits is not achieved you may be eligible for a lower volume award.
Merit and distinction

For those with high pass marks the MA or diploma may be awarded “with merit” or “with distinction”.

For full details of the rules that apply to assessment and awards, you should consult the University’s Guide to Assessment.

E. TERMLY REPORTS

Taught MA students will be asked to provide written evaluations of their modules each term. Forms for the Autumn and Spring Terms will be distributed by the MA module tutors, for students to complete during the final seminar. In addition, students will be invited to submit general feedback towards the end of their programme. Tutors will also write termly reports assessing the students they have taught.

F. RESULTS

Following the meeting of the MA Exam Board, results will be published on the Department of English and Related Literature’s website, listing candidate numbers rather than names; details will be issued nearer the time. Official notification from the Graduate Schools Office will follow.

See www.york.ac.uk/students/studying/graduation/day/ceremonies/ for dates of future degree ceremonies. Graduands may of course choose to have their degrees conferred in absentia.
APPENDIX 1

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism is the worst sin of all in academic research; and it is one from which graduates are not immune. Copying or paraphrasing from secondary authorities without due acknowledgement of sources is absolutely unacceptable in a candidate for a postgraduate degree. It may occasionally occur where students have taken notes carelessly, transcribing whole sections of books into their own notes and then writing from those notes. This is both bad note-taking, and an offence for which (for example) your dissertation may be failed outright. The Departmental Graduate Studies Committee (acting on behalf of the Board of Studies) is responsible for initiating disciplinary action.

Completion of the University’s online academic integrity tutorial is compulsory for all new students. The Department of English requires students to complete the module by the end of Week 4 of the Autumn Term.

The University is committed to developing high standards of academic practice among its students and to safeguarding the standards of its academic awards. It regards any form of academic misconduct as an extremely serious matter.

Students must not, at any stage of their programme:

(i) cheat i.e. fail to comply with the rules governing assessments e.g. by making arrangements to have unauthorised access to information;

(ii) collude i.e. assist another student to gain an advantage in relation to assessment by unfair means, or receive such assistance

(iii) fabricate i.e. mislead the examiners by presenting work for assessment in a way which intentionally or recklessly suggests that factual information has been collected which has not in fact been collected, or falsifies factual information;

(iv) personate i.e. act, appear, or produce work on behalf of another candidate in order to deceive the examiners, or solicit another individual to act, appear or produce work on their own behalf;

(v) plagiarise i.e. incorporate within their work without appropriate acknowledgement material derived from the work (published or unpublished) of another;

(vi) deceive i.e. intentionally or recklessly present fabricated or misleading information (e.g., relating to medical and compassionate circumstances) in order to gain advantage in regard to an assessment or progression or procedural requirements.

The penalties for academic misconduct will depend on the seriousness of the offence. Students found guilty of academic misconduct may, for example, have their degree class reduced, fail their degree or be asked to leave the University. If you have any queries about what constitutes academic misconduct, and in particular about the proper attribution of material derived from another’s work, you should seek advice from your supervisor or tutors.

See also the information online at www.york.ac.uk/integrity/. Should you be required to attend an interview in connection with suspected academic misconduct, you should know that you are entitled to representation. Contact the GSA Welfare Officer for more information.