



Department of English and Related Literature

Guide to Assessment



A guide to all aspects of assessment

2019/20

Guide to Assessment

This document is accurate at the point of compilation, but occasionally requires additions. The most up-to-date version of this document can always be found at <http://www.york.ac.uk/english/students/documents/> and you will be notified of any important changes by email. You should address questions in the first instance to your module tutor or supervisor, but you can also contact the Chair of Examiners. Note that open office hours for academic staff change termly. You can always find details on the department website: <https://www.york.ac.uk/english/students/>

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1. Introduction to assessment at university

All the assessed work you do during your degree is extremely important, and it is treated as important by the Department of English and Related Literature and all department staff. Your work is marked with care and precision, and markers are committed to helping you improve your work as you progress.

All the work you produce for assessment in the course of your degree is examined by members of the Department's Board of Examiners (which is made up of our teaching staff), or in the case of combined degrees, the Board of Examiners in the two relevant Departments. Each Board of Examiners meets at the end of each year to decide on the progression of its students from year to year, and to classify students' final degree awards. The Chair of the Board of Examiners has overall responsibility for all assessment matters at Departmental level; the Department's processes and standards are also monitored by its External Examiners, senior academics from other institutions whose role is to monitor the Department's standards of assessment and the methods and procedures it employs.

The nature of assessment at university is fundamentally different from A-level. Schools and colleges, under the pressure of results-based league tables, are effectively in competition to secure the highest possible results for their students from the external A-level examination boards. A necessary consequence is that a primary goal of A-level teaching is to teach you how to pass the exam. At university, on the contrary, you are examined to assess how well you have engaged with the teaching, and how well you have researched, thought about, and articulated your subject. The primary goal of university teaching is to help you gain the skills, knowledge and understanding that define your subject; we help you to do this by describing the learning outcomes for each assessment in the module descriptions. Assessment is a measure of how well you have met these objectives. At university students and staff can concentrate together on learning and improvement.

The forms of assessment in English, and the procedures you need to follow, are set out in these pages. Assessment in English, beyond its function as a means to give a mark to your level of achievement, serves also to develop your literary abilities. It requires you to demonstrate very specific skills, including research, textual analysis, historical contextualisation, coherent argumentation, scholarly presentation, accurate referencing and participation in seminar discussions. All the occasions of assessment throughout your degree are therefore also learning opportunities, and in each case you will receive detailed and constructive feedback on your work.

The primary purpose of feedback, as with teaching, is not to tell you how to get a better mark, or a higher degree class; nor is it to provide a justification for the mark you have received. It is to help you learn how to achieve a better standard of analysis and argumentation. Of course if you achieve that, the better marks and higher degree class will follow. This is not always a linear process, and you may need to practice and develop your skills over a number of assessments to see results. These pages include detailed guidance on how to understand and make the most of the feedback you receive.

The University is the degree-awarding body for your degree, and the terms upon which

it does so are set out in the *Ordinances and Regulations* of the University, mainly under Regulation 5. This formal framework is supplemented by the information in the *Guide to Assessment Standards, Marking and Feedback* issued by the Examinations Office.

The University's *Ordinances and Regulations*:

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/>

Guide to Assessment Standards, Marking and Feedback:

<http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/>

2. Marking processes used by the Department

The marking processes used in the department are designed to ensure fairness and consistency and they are monitored carefully and frequently. We are proud that our practices and consistency have been repeatedly praised by our external examiners.

Formal anonymity at the point of marking is preserved for all major pieces of written assessment in the Department (i.e. you must not put your name anywhere on your assessed work). However, University guidelines state that the principle of anonymity should not be allowed to interfere with effective and prompt feedback. For this reason, your work will be marked by the member of staff who has taught you during the term, so that you have the chance to seek out guidance, and build on the feedback you have received in seminars and on formative work. In unavoidable cases where this is not possible, the identity of the marker will be made known to students so that you can seek out personal discussion of feedback with your marker. Once you have received your marked essays or scripts, you then have the opportunity for personal discussion of your feedback with tutors and/or supervisors.

For all summative assessment, you submit your work under your examination number (a Y followed by 7 digits).

The department requires you to submit a mixture of formative (non-assessed) and summative (assessed) work for the modules that you undertake. All formative work will receive marginal annotations and summary feedback, but no numerical mark. All summative work will receive summary feedback and a mark, but no marginal annotations.

Samples of essay writing for each kind of module are provided on module VLE sites for students to use as examples of how to choose a good topic, how to present an argument, how to use secondary material effectively, etc.

Single marking

All **single marking** in the department involves the assessment and feedback of one examiner.

Single marking is undertaken for all summative essays on first-year modules (except where new markers are involved).

Single marking with moderation

In the majority of modules, your work will be single marked and then moderated using sample moderation. Moderation is undertaken by experienced examiners, and serves as a direct check and feedback process for single markers. Moderators receive a batch of marking from the marker, along with the completed mark sheet and feedback forms; the moderator reviews the marking and feedback on a representative range of the scripts, amounting to at least 25% for new markers, and 15% of the batch in other cases. The marker then makes any adjustments required in the light of the moderator's comments before the marks and feedback are returned to students. Moderation forms, feedback

forms and markers' mark sheets before and after moderation are all made available to the scrutiny of external examiners as part of their monitoring of marking standards. Moderation is undertaken in relation to:

- All first year marking where new markers are involved
- All second and third year marking on Intermediate Option modules, Advanced Option modules, World Literature modules
- Key Concepts, Critical Practice and World Literature exams.

Double marking

Double marking is used for the assessment of topic module presentations. The examiners mark presentations by each annotating a marking/feedback sheet under four headings, divided equally between qualities of the presentation and qualities of the project it presents. The examiners confer immediately after each set of presentations and produce a final mark and feedback sheet for each team, to be returned to the Examinations Coordinator for release to students. Feedback is addressed to the presentation team; it is informed by the academic standards enshrined in the Department's class descriptors, supplemented by the criteria itemized under each of the headings on the topic module feedback form.

Blind double marking

All dissertations and bridge module assessments are 'blind double marked', which means that two markers independently mark the work and complete a feedback form, then confer and agree marks. Students receive a copy of both forms, and the agreed mark. In any case where the two markers are unable to reach agreement, the work will be referred to a third marker, whose mark and feedback are final. In such cases the student receives only the third marker's feedback, which will incorporate the comments of the first two markers as fully as possible.

Formative tasks and essays

Most modules include a formative task, which does not receive a mark and does not count towards your final grade for the module, but which is important for helping you develop the knowledge and skills to prepare for your summative assessment. You will complete formative work in the following modules:

- Approaches to Literature I and II; A World of Literature I and II
- Advanced Option modules, World Literature modules, and Critical Practice.

In **Approaches to Literature I** and **A World of Literature I** all students are asked to be ready to discuss their essay title, introduction and bibliography in class in weeks 5 and 9 (Approaches I) and weeks 4 and 8 (A World of Literature I). In **Approaches to Literature II** and **A World of Literature II** all students are asked to be ready to discuss their essay title, introduction and bibliography in class in week 8.

For **Advanced Option** and **World Literature** modules, all students are asked to submit a 1,000-word formative essay, which will normally feed in to your 3,500-word summative essay (for Advanced Option Modules) or 2,500-word summative essay

(World Literature Modules) submitted at the end of the module. You should submit your formative essay in hard copy to your tutor in your seminar. Students will receive marginal annotations as well as summary feedback on the formative essay. All formative essays have a two-week turnaround. They will usually be submitted in the week 7 seminar for Advanced Option Modules and in the week 1 seminar of summer term for World Literature Modules. Tutors will usually return an annotated copy of the student work in the seminar in week 9 for Advanced Option Modules and in the seminar in week 3 of summer term for World Literature Modules, and a copy of the summary feedback will be uploaded to e-vision. However staff will be free to set a different deadline to accommodate their workloads if they are teaching multiple groups on the same kind of module. The two-week turnaround will remain the same. Any variation on the normal week 7 (Advanced Option Module) or week 1 (World Literature Module) submission deadlines will be advertised to students at the start of term.

Critical Practice has four short formative writing pieces, which will be part of your summative portfolio. These writing pieces are formative, so that you can work on them and improve them before you submit them for your summative portfolio. You should email your copy of these formative tasks directly to your tutor, in weeks 6 and 12 of Autumn term, and weeks 6 and 12 of Spring term.

For **all formative work**, if you are ill or otherwise unable to meet the deadline for submission of your formative work, you should turn your attention to completing the summative essay and use office hours to discuss this with your tutor. You cannot use exceptional circumstances to explain non-submission of formative work, and tutors will not be able to mark late submissions. We encourage you to speak to your tutor or supervisor as soon as possible if you are struggling to complete formative work.

Further information on exams:

Closed Exams

The following modules are examined by closed exams (to which you are not allowed to bring any books) in the exam period in the summer term:

- Key Concepts
- World Literature modules.

Please note that exams are summative, end-of-course work, and you will not receive detailed feedback. You will be given the mark-sheet, which includes a brief comment, but not any extensive advice on future work, unless there is an important issue to communicate about your essay. We do, however, collect and publish general comments from all examiners which distil what has been done well or less well in the exams. The previous year's comments are available on the VLE and are always worth reading.

3. Assessment requirements by module type

The different types of module are assessed in different ways. Each form of assessment is designed to help you to develop particular skills, and combinations of skills, in the subject.

The Department undertakes to meet the University's deadline of returning all your feedback to you within 20 working days of the submission of your work. (Please note that working days exclude University closure days, i.e. public holidays, Christmas, New Year, etc.).

Assessment in Your First Year

Approaches to Literature I: Writing Modernity, and A World of Literature I: Classics and Cultural Translations

Each of these modules is assessed by two 1500-word essays, each worth 50% of the module mark.

For **Approaches to Literature I** Essay 1 should be submitted electronically by **12 noon on Tuesday of Week 6**, autumn term. This essay will be marked and returned in time for the next submission. Essay 2 should be submitted electronically by **12 noon on Thursday of Week 10**, autumn term.

For **A World of Literature I** Essay 1 should be submitted electronically by **12 noon on Thursday of week 5**, autumn term. This essay will be marked and returned in time for the next submission. Essay 2 should be submitted by 12 noon on **Tuesday of week 10**, autumn term.

You will submit your essays for these modules electronically, through the module page on the Virtual Learning Environment (VLE). Feedback on your essays will also be returned to you electronically. For more information about electronic submission, see **Section 5. Assessment submission procedures** below.

In addition, you will complete formative tasks for these modules. See **Section 2. Marking processes used by the Department** for more information about these formative tasks.

Approaches to Literature II: Other Worlds and A World of Literature II: Empire and Aftermaths

These modules will be assessed by a 1000-word textual and critical commentary, worth 30% of the module mark, and a 2000-word essay worth 70% of the module mark.

For **Approaches to Literature II** instructions for the textual and critical commentary will be distributed via the VLE at 12 noon on Thursday of Week 4 of the spring term. The commentary should be submitted electronically by **12 noon on Thursday of week 5** spring term, and will be marked and returned in time for the next submission. The essay should be submitted electronically by **12 noon on Tuesday of week 11**, spring term.

For **A World of Literature II** instructions for the textual and critical commentary will be distributed via the VLE at 12 noon on Thursday of Week 3, spring term. The commentary should be completed and submitted through the module VLE site by **12 noon on Thursday of week 4** spring term, and will be marked and returned in time for the next submission. The essay should be submitted electronically by **12 noon on Tuesday of week 10** spring term.

You will submit your commentaries and your essays for these modules electronically, through the module page on the Virtual Learning Environment (VLE). Feedback on your essays will also be returned to you electronically. For more information about electronic submission, see **Section 5. Assessment submission procedures** below.

In addition, you will complete a formative task for these modules. See **Section 2. Marking processes used by the Department** for more information about these formative tasks.

Key Concepts

This module is assessed by means of a writing portfolio, to be submitted to the departmental office **in hard copy** by **12 noon on Thursday of week 1** of the summer term, and a two-hour closed examination in **Week 5, 6, or 7, summer term**. The writing portfolio is a pass/fail piece of assessment. You must submit the portfolio in order to pass the module, but you will not receive a numerical mark. The mark you receive for your exam will be the mark you receive for the module as a whole.

You are also required to pass three VLE exercises in the course of the year: one on assessment information, one on library skills and one on bibliographic skills (MLA or Chicago). The deadline for all three exercises is Friday Week 10, autumn term.

Topic modules

Topic modules are assessed through a 10-15 minute team presentation in week 8 of the **summer term**, drawing on a project developed during the term. The presentations are given in front of the full workshop group, and are marked by two members of staff. You will receive a team mark and feedback on your presentation within two weeks. Full guidelines on group presentations are given in section 7 below.

Assessment in Your Second Year

Intermediate Option modules

These modules are assessed in three parts: seminar participation (10%); 1,000-word research and analysis task (25%); a 2,500-word essay (65%).

Each research and analysis task is due in week 5 of the term in which the module is taught, on different days of the week:

Autumn term

- **Age of Extremes: Twentieth-Century British and Irish Literature** is due by **12 noon on Tuesday of week 5**;
- **Victorians: British Literature 1831-1901** is due by **12 noon on Wednesday of week 5**;
- **The Renaissance** is due by **12 noon on Thursday of week 5**;
- **The Shock of the New: Medieval Literature** is due by **12 noon on Friday of week 5**;

Spring term

- **American Literature: From the First World War to the End of Empire** is due by **12 noon on Thursday of week 5**;
- **Inventing Britain, 1700-1830** is due by **12 noon on Friday of week 5**.

The research and analysis task should be submitted electronically via the submission point on the relevant module's VLE site.

The deadline for the 2,500 word essay for **Age of Extremes: Twentieth-Century British and Irish Literature** and **Victorians: British Literature 1831-1901** is **12 noon on Friday of week 10** autumn term, while the deadline for **The Renaissance** and **The Shock of the New: Medieval Literature** is **12 noon on Tuesday of week 11** autumn term. The deadline for the 2,500 word essay for **American Literature: From the First World War to the End of Empire** and **Inventing Britain, 1700-1830** is **12 noon on Tuesday of week 11** spring term.

You will submit your essay for these modules electronically, through the module page on the Virtual Learning Environment (VLE). Feedback on your essay will also be returned to you electronically. For more information about electronic submission, see **Section 5. Assessment submission procedures** below.

Critical Practice

This module is assessed by means of a portfolio (100%). The portfolio consists of four writing tasks completed throughout the year, and which you will have submitted to your tutor during the year as formative work and received feedback on. The writing tasks will normally consist of 1) an object analysis; 2) a close reading; 3) a magazine article; 4) a comparative analysis of translations*. You will be able to submit these writing tasks as formative work in **weeks 6 and 12 of Autumn term**, and **weeks 6 and 12 of Spring term**. You must then submit your Critical Practice portfolio as summative work by **12 noon on Thursday of week 4, Summer term**. You will receive feedback on the portfolio by the end of the summer term.

*Students taking a World Literature module are not allowed to write their translation task for the Critical Practice portfolio on any of the set texts from that WLM.

World Literature modules

These modules are assessed in two parts: a closed two-hour exam exploring questions of language and translation in **Week 5, 6 or 7, summer** term (30%); and a 2,500-word essay (70%). You must submit your essay electronically by **12 noon on Tuesday of Week 7, summer term.**¹ You will receive feedback on the exam within four weeks; the essay will be returned to you with feedback before the end of term.

You will submit your essay for this module electronically, through the module page on the Virtual Learning Environment (VLE). Feedback on your essay will also be returned to you electronically. For more information about electronic submission, see **Section 5. Assessment submission procedures** below.

In addition, you will complete a 1,000-word formative essay, due in **Week 1, summer term.** For guidance on your formative essay, please see **appendix b.**

Topic modules

See Assessment in Your First Year > Topic modules.

Bridge Modules

Bridge modules (those which bring together students on combined degree programmes, and which may on occasion be offered to single subject students) have their own assessments, designed to reflect the needs and challenges of interdisciplinary study. See the VLE pages, and module programmes for additional details.

Assessment in Your Third Year

Advanced Option modules

These modules will be assessed by a 3,500-word essay worth 100% of the module mark.

You must submit your essay electronically by **12 noon on Monday of Week 1 of the following term.** The essay will be returned to you with feedback within four weeks. (NB: exceptionally, the essay deadline for Spring term Advanced Option Modules only will be **Tuesday of week 1 of Summer term**, to avoid a clash with Easter Monday (13 April), which is a national bank holiday.

¹ For year 2019-20, the deadline for WLM essays has been moved from Monday of week 7 (Summer term) to Tuesday of week 7 (Summer term) so as not to clash with the Spring Bank Holiday (25 May), when the English Office will be closed and Assessment Administrators will be unavailable.

You will submit your essay for this module electronically, through the module page on the Virtual Learning Environment (VLE). Feedback on your essay will also be returned to you electronically. For more information about electronic submission, see **Section 5. Assessment submission procedures** below.

In addition, you will complete a 1,000-word formative essay for this module, usually in week 7 of term. See **Section 2. Marking processes used by the Department** and **Appendix b. Formative essay guidance** for more information and help with this formative essay.

The Dissertation

Single subject English students and those combined degree students writing an English department dissertation are required to write a 7,000-8,000-word dissertation, due at **12 noon on Monday of Week 5 of the summer term in your final year**. The dissertation should be submitted both in hard copy and in electronic form. Please submit two copies of the dissertation to the departmental office. You will submit your electronic copy through the module page on the Virtual Learning Environment (VLE). You will receive feedback on your dissertation before the end of term.

Details of dissertations for combined degree students (English/History, English/History of Art, English/Linguistics, and English/Politics) can be found under the relevant tab in the Dissertation VLE site.

It is acceptable for your dissertation to have an appendix, subject to the following proviso: that it is not, strictly speaking, deemed part of the argument of the dissertation, so you should be careful to include anything of importance in quotation form in the body of the work. The marker should not be expected to flip to the appendix and you should assume, in effect, that they have not read it (though they may want to consult it later). An appendix should not be included in the word count, but you should be cautious about its being too long - any more than 10% of the overall length would almost certainly be too much, and the more succinct the better.

Bridge Modules See Assessment in Your Second Year > Bridge modules.

4. Cover sheets and presentation

When you submit an essay, the first page must be a cover sheet. There is no set template or design for this. You should make sure that you include the following information:

- The module name
- The name of your tutor for that module
- The referencing system you have used (MLA or Chicago)
- The word count (including any footnotes and quotations, but excluding the bibliography and title)
- The essay title (for essays), or number(s) of the question(s) you have answered (for open exams)

You should also ensure that:

- the pages are numbered
- your work is typed or word-processed, and printed with double-spaced lines
- there are generous margins

5. Assessment submission procedures

Please note: this section gives information about how to submit your work for assessments OTHER than closed exams. Closed exams form part or all of the assessment for World Literature modules and Key Concepts. **See section 8 below for information on closed exams.**

All summative work should be submitted electronically through the submission point on the VLE site for the module. Full details of submission can be found on the VLE assessment page for each module.

To submit your essay electronically, please ensure:

- Your essay is word processed and saved as a Word file (.doc, .docx) or PDF file with a maximum size of 30MB
- You have followed all the presentation requirements set out in **Section 4 Cover sheets and presentation**, above.
- Your name or other identifying information does not appear anywhere on the essay or within the document properties. You should be identified by your examination number only. 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 the submission deadline.**
- When you are ready to make your submission, click on the link named 'Submit anonymous assignment' and follow the instructions to upload your document.

Penalties associated with incorrect electronic submission

It is your responsibility to submit the correct electronic file containing your essay before the deadline. If you submit the wrong file, or if that file is corrupt, **a late penalty will be applied** from the moment the deadline passes until the department receives the correct file.

The University recommends that students commence the upload of their submission no later than 30 minutes before the final deadline to ensure that it is successfully uploaded well in advance of the final deadline.

When you upload your essay to the submission point, you will see an on-screen confirmation of your submission. Check that confirmation carefully to ensure that you have uploaded the correct file. If there is a problem with your submission, you can re-submit your work as many times as you like, up to the deadline. Your marker will mark the most recently submitted file.

The University further advises you should submit your work using recommended technology (a Windows or MAC computer plus a Firefox or Chrome browser), in order

to ensure your work is received in time and does not incur a lateness penalty. Where it is not possible for you to use recommended technology, you should allow more time for potential troubleshooting and pay extra attention when double-checking the functionality and readability of the file you have submitted. The University strongly advises against trying to submit assignments on a mobile device, smart TV or gaming console.

Further details about all these procedures are available in the two documents 'English Electronic Submission Important Information' and 'English Electronic Submission FAQs' at every electronic submission point on your VLE module pages.

Departmental use of Turnitin text-matching software

All student work submitted electronically is checked using Turnitin. Turnitin is text-matching software which checks student work for any unreferenced textual sources. It is used across the global higher education sector as a means of checking for academic misconduct.

Turnitin is also available for students to use as a tool to check their own work. In order to use Turnitin, you need to attend a training course run by the university. All first-year students will attend a timetabled Turnitin training session in autumn 2019. Second- and third-year students can sign up for a training session. See this link for more information about Turnitin: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/turnitin/>

Work submitted late, without exceptional circumstances

University policy is that late pieces of formal assessment incur a minimum one-hour penalty, unless there are exceptional circumstances (see **Section 13. Penalties** for more information). Non-submission over the weekend incurs a three-day penalty, so please note the following.

To date there have been no technical problems with electronic submission through the VLE. You should make every effort to submit your work through the VLE submission point well before the assessment deadline. However, in the unlikely event of a genuine technical problem with the VLE at the time you intend to submit, please email your work to english-enquiries@york.ac.uk before the deadline, or as soon as possible after it. This may only be used as a last resort in the case of verifiable technical issues with the VLE. The time stamp on the email will determine the time of submission, and late essays without valid exceptional circumstances will receive a late penalty.

If there are exceptional circumstances, you should fill out an exceptional circumstances electronic form available from the student support website: <https://www.york.ac.uk/students/studying/progress/exceptional-circumstances/> and submit it to the Departmental Office within 7 days of the essay's original deadline. In all cases where work has been submitted late, the Department cannot guarantee to return feedback within the usual time frame.

6. Word limits

Writing to and not exceeding a word-count is an important skill that you need to learn. Over-length work is not acceptable and even a slight infringement of the word limit will be penalised: your work should always come in at or just under the prescribed length. You are required to give the word count for each piece of work you submit: work lacking a word-count will automatically be penalised by one mark. Attempting to get away with over-length work by falsifying a word-count is a form of academic misconduct, the penalties for which are severe, potentially affecting the final classification of your degree. **Please see Section 13 for more information on penalties.**

The text of footnotes and quotations counts towards the word-count, but the title and the bibliography at the end of an essay do not. There is no specific lower limit for word counts, but work that is significantly under length will necessarily be less able to demonstrate the qualities expected of good work, and will be marked accordingly. As a rough guide, you should aim to be no more than 10% below the word limit. Please note, this does not mean you can go 10% over.

Word count for translations in World Literature essays

In World Literature essays (where appropriate), all quotations from primary texts should be given in the original language, with an accompanying translation either in brackets following or in a footnote. It is perfectly acceptable to use other people's (i.e. published) translations, but this should of course always be acknowledged. Translations do not count towards the word-count (provided you have also quoted the original, which does). The same applies to dissertations quoting a foreign language. You should give your word-count as, for instance, '2,900 words excluding translations'.

7. Topic module presentations

The mode of assessment for all topic modules is the team presentation, to be given in Week 8 of the summer term. The presentation is the culmination of a project developed by the team during the term. Each presentation is given in front of the full workshop group, and marked by two members of staff, who will provide feedback within two weeks.

The Assessment

Each team presentation is awarded a team mark; all students in the team receive the same mark. The mark is an evaluation of the presentation as an event in itself and as evidence of the quality of the team project leading up to it; the standards applied are those implied by the class descriptors, supplemented by the criteria specific to this mode of assessment set out below. Note in addition that credit is given for creativity, flair and innovation in the service of effective communication. Team members' individual contributions may be different in kind, and it is not expected that everyone in the team will speak during the presentation.

The examiners will confer immediately after each set of presentations and produce a final mark and feedback sheet for each team. Your mark and agreed feedback will be returned within two weeks.

Normally the convenor will be one examiner and the other will be one of the tutors who has taught the workshop group.

The Project

Students will be assigned to teams early in the course by the convenor of the module. There will normally be 4-6 students per team adjusted to accommodate the number of students in the workshop. The list of names and email addresses for each workshop will be distributed to the students.

The convenor for each topic module will introduce the arrangements for team presentations to all students in week one, with examples of appropriate topics for the module. Teams will devise their own project topics over the course of weeks 1-4, and submit a title to the convenor by Monday of Week 5 for approval. The convenor's approval (or qualifying comments) will be returned to each team by Wednesday of Week 5. The presentation should be accompanied by a bibliography, showing the research you have done and/or a credit sheet.

Each team must meet at least once a week in Weeks 5, 6 and 7. For this purpose the hours timetabled for the workshops in Weeks 1-4 should be kept free in the following weeks, though teams may also arrange to meet at other times.

Please check the departmental website for guidelines for team projects and presentations. These include guidance for working in teams, what to do in the case of difficulties, and tips on presenting: <https://www.york.ac.uk/english/students/module-catalogue/welcometopicmodules/>

This text is also available for consultation in the library: Gibbs, Graham. *Learning in Teams: A Student Guide*. Oxford Centre for Staff Development. Oxford: Oxonian Rewley Press, 1993.

Topic module attendance requirements

The task associated with topic modules is one of collaborative and creative presentation of ideas that emerge from the lectures and workshops. It is imperative that students attend all sessions, so you are in a position to contribute fully to team work. Students with **two or more uncertified absences from workshops** will be penalised with a five mark deduction from the overall team mark. This will only apply to the student(s) who have been absent.

In the case of genuine illness no such penalty will be applied. If you are absent from a workshop, you should complete a self-certification of illness through your eVision account. **It is your responsibility** to send the email notification of your self-certification to the convenor of this topic module, so that the reason for your absence can be logged.

If you encounter ongoing medical problems which mean that you miss several workshops, you may be required to provide medical evidence of your condition. If you have an unavoidable reason for missing a workshop which is unrelated to illness, please write to the convenor of this topic module **in advance of the workshop** to let them know. Your convenor will inform you whether this is an appropriate reason for missing a workshop, or whether your absence will be considered 'uncertified'.

Dealing with team problems

Students are expected to manage their own team dynamics, this being one of the skills being assessed. However they should refer genuinely intractable problems within their team to the convenor. Please note that the latest 'reporting point' for any problems is Monday of Week 7. This is to give time to address the difficulties.

The convenor will speak first with the student(s) who are reported as not participating appropriately, then meet with the whole team for arbitration. In irresolvable cases the convenor has the power to remove a problem student from the team; such students will receive a zero mark, if they have wilfully absented themselves; a bare pass mark of 40, if there has been only minimal contribution, or a 10 mark deduction on the overall grade, if there has been an evident inequality in one student's contribution. However, if the student can demonstrate significant work between the reporting point and the presentation (or if the team have in any way excluded the student), the convenor, in

consultation with the Chair of Examiners, can dismiss the team's case. These procedures are subject to the usual exceptional circumstances rules.

Where exceptional circumstances allow, the re-assessment opportunity for individual students will be in the form of a 1,500-word essay, to be submitted in the August reassessment period.

The Presentation

Presentations will take place in Week 8. Each team will give their presentation to an audience of the other teams in the workshop and the two examiners. The presentation should be 10-15 minutes long, and timekeeping will be strictly enforced by the examiners: teams will receive a one-minute warning if the presentation runs to 14 minutes, and there will be an immediate cut-off at 15 minutes. There will be 5 minutes for questions from the examiners and audience after each presentation.

Absence on the day

Teams are expected to have contingency plans to cover for the absence of a team member on the day of the presentation: that is, there should be understudies for main roles, shared responsibilities for technical aspects, etc. Any failure to attend on the day of presentation will be subject to consideration by the Exceptional Circumstances Committee. An absent student without adequate exceptional circumstances will be penalized by 20 marks; where the circumstances are compelling and documented, the absent student will receive the full team mark.

8. Closed Examinations

Some of your modules will be assessed by closed examinations in both your first and second years. All closed exams are administered by the University, and information about closed examinations, the rules and procedures involved, and exam timetables can be found on the Registry Service pages:

<http://www.york.ac.uk/about/departments/support-and-admin/registry-services/exams/>

Note that students with long-term or temporary needs that require individual examination arrangements need to request such arrangements in good time, and must be able to supply appropriate supporting documentation. Unless your condition arises from a sudden accident or illness, you must apply **at least six weeks in advance**.

Information on the individual arrangements that the University is able to cater for, and how to apply for them, is provided by the Examinations office:

<https://www.york.ac.uk/students/studying/assessment-and-examination/disability/>

The structure and rubric for English closed exams will be announced to students taking the module in good time to facilitate your exam preparation. You are not expected to memorize extended quotations for use in closed exams, though the ability to include brief, accurate and relevant quotations in your answers is clearly an asset. You are not expected to be able to provide full references in closed exams either, though you should always acknowledge specific sources when you draw upon them. **The assessment of your closed exam work will take into account the time constraints under which it is written.**

9. Intermediate Option Modules Assessment

Research and Analysis Task

In each of your second-year Intermediate Option Modules you will undertake a research and analysis task. In each module the task is 1,000 words long, and is worth 25% of the module mark. Each module task is designed to equip you with the research and writing skills and experience that you will need to engage fully with the primary texts and historical contexts of the module, and it will assess your engagement with these primary texts and contexts. The details of each research and analysis task will vary from module to module, according to the primary texts and contexts of that module. You will carry out preparation for each task with your tutors in your module lectures and seminars. The research and analysis task is a formal piece of academic writing, which follows its own specific criteria and standards. Please see the department's **Class Descriptors and Assessment Criteria** document for detailed criteria and standards for this task. Each research and analysis task is due in week 5 of the term in which the module is taught.

Seminar Participation

In Intermediate Option Modules you will be awarded a mark which reflects the quality of your seminar participation. This will form 10% of your overall grade for the module. This seminar participation will be marked according to the following criteria. All students should:

- Offer oral contributions and discussion individually and as part of a group
- Use their reading and preparation to inform their contributions to seminar discussion
- Demonstrate good listening skills and engagement, enabling others to contribute
- Demonstrate sustained engagement with the module over the whole term.

The mark students receive for their oral contribution will reflect their performance in each of these areas. Tutors will use a scale from 1 to 10 when assessing student participation in seminars. Please note that your seminar participation mark will appear as a mark out of a hundred on your student record on e:Vision, e.g. a score of 6 will appear as 60. This has no correlation with the grade boundaries in the class descriptors for your written work.

You should check the department's **Class Descriptors and Assessment Criteria** document for detailed seminar participation criteria and standards. If you would like to have feedback on your seminar participation, you should visit your module tutor in their office hours. Please also note that the seminar participation mark is not a mark on seminar attendance: as for essays, in some cases it is possible to apply for Exceptional Circumstances affecting Assessment (see **Section 14. Exceptional Circumstances**).

10. Referencing and proper citation

You are required to use either the MLA or Chicago Style of referencing in your English essays. Please indicate on your cover sheet which style you have chosen.

Remember that you need to acknowledge all the sources you have drawn upon directly for a given piece of work, and that failure to do so may count as plagiarism. The JB Morrell Library has copies of both the MLA and Chicago style guides, and also offers useful summaries of both styles, available as hard copies from the library or online at <http://www.york.ac.uk/k-roy/referencing/index.htm>. The VLE Academic Integrity Tutorial provides useful guidance on good referencing practice. To help you develop the necessary skills in correct referencing, you are required to take two VLE-based bibliographic referencing tests as part of the assessment for Key Concepts. These tests may be taken in either MLA or Chicago Style.

It is not good practice to reference lectures or seminar discussions, as these are dynamic occasions which are supposed to inspire your research, rather than provide final answers. If you wish to note an insight from a lecturer, tutor, or fellow student you should, in the first instance, approach them for guidance on reading that may help you to understand the issue or topic more clearly. Once you have followed up the material suggested, you may reference that directly in your work.

11. Academic misconduct, including plagiarism

The University regards any form of academic misconduct as an extremely serious matter. University Regulations [Regulation 5.7 (d)] state:

Students must not, at any stage of their programme:

(i) Plagiarise

i.e. present ideas, material, or scholarships sources form the work of another individual, group or entity, without sufficient acknowledgment

(ii) Collude

i.e. participate in a process whereby two or more students work together- without official approval- and share ideas, solutions or material in work submitted for assessment

(iii) Cheat

i.e. fail to comply with the rules of closed assessments (eg. by accessing unauthorised material in a closed assessment)

(iv) Commission or incorporate unauthorised material

i.e. seek to gain advantage by incorporating material in work submitted for assessment that has been improved by, or commissioned, purchased or obtained from, a third party (e.g. family members, essay mills, or other students not taking the same assessment)

(v) Fabricate

i.e. seek to gain advantage by incorporating falsified or fabricated material or data in work submitted for assessment or publication

(vi) Personate

i.e. one, or both of, a) produce work for another student with the reasonable expectation that the incorporation of that work is intended to deceive an examiner, b) appear as another student in an assessment(s)

(vii) Deceive the university as regards assessment

e.g. present fabricated or misleading evidence to gain advantage in assessment arrangements (e.g. adjustments for disabilities or exceptional circumstances affecting assessment claims) or in making research proposals.

Plagiarism

The Department takes plagiarism very seriously. You must never represent the work of others as your own: if you do, it is plagiarism and subject to penalties, whatever the explanation for its occurrence. Plagiarism, whether intended or unintended, on assessed work can result in a severe penalty, affecting your whole degree profile and final result. All student work submitted electronically will be checked using Turnitin text-matching software. You are expected to complete the Academic Integrity Tutorial on the VLE by

Friday of week 5, Autumn term. Completion of this module is a condition of progression to the second year of your degree.

You should familiarise yourself with either the MLA or Chicago guide to referencing and correct citation, and be careful to acknowledge your sources fully in all your work (including oral presentations). If you need help with referencing items, or are not sure whether you need to reference a source or not, you should feel free to contact your tutor or supervisor, or to attend one of their open office hours. You do not need to give references for material which is deemed to be 'common knowledge' (e.g. that Queen Elizabeth I died in 1603), as long as you are giving that information in your own words. If you are not sure whether something falls into this category, you should check with your tutor and/or supervisor.

When researching for essays or open exams, you should ensure that you distinguish carefully between material you are copying and your own notes, so that you do not accidentally fail to attribute ideas when you come to write an essay or open exam. You can quote sentences or passages from existing material directly, in which case you will reference the page or pages it comes from using one of the systems prescribed by the department. On occasion, you may wish to acknowledge an idea without citing the author's precise words, or you may wish to note that a critic discusses a particular idea, without exploring their approach to the subject in detail. In these cases, it is good practice to use a footnote to draw attention to the relevant page range, chapter, or article, even if you do not quote it directly.

In closed examinations, you should do your best to cite the sources of critical ideas and orthodoxies. If you cannot remember full details, you will nonetheless receive credit for signalling your intellectual debts, and may risk plagiarism if you do not make some attempt to cite your sources (even if you can only give an author's name, book or article short title, and a paraphrase of their position).

Repetition of material

You should not repeat material in two or more summative assessments. Repeating material in summative assessment can lead to academic misconduct and the penalties for it are severe. This does not mean that you may not write twice upon the same author, or explore different aspects of the same topic, but you must not duplicate material or seek credit more than once for the same ideas. This also does not apply to formative essays feeding into your longer summative essays for modules requiring them, i.e. Advanced Option modules and World Literature modules. If you are concerned, you should discuss this with your module tutor, supervisor, or the Chair of Examiners.

For further guidance on University policy on academic misconduct, you may wish to consult the Academic Misconduct booklet available at <http://www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/>

12. Feedback on your work

You will receive feedback on all assessed work within 20 working days of the submission date. The purpose of feedback is not primarily to justify the mark given, but to inform your future work; it is provided in a pedagogical spirit, and the Department also offers you help in learning from your feedback.

It will always be clear to students which member of staff has marked their work (save for the dissertation, which is blind double-marked). You are encouraged to attend an office hour with your tutor to discuss their marking. If you wish to discuss your feedback with any other member of staff you can discuss it with your supervisor or any member of staff in their Open Office hours. You are warmly encouraged to visit your tutor's and/or supervisor's Office hours to discuss your essay feedback with them. Staff will work through the feedback with you and help you to interpret it and apply it to future work. They may also offer additional verbal feedback and commentary. Bear in mind, however, that the purpose of these occasions is to help you learn from your feedback; it is not part of an appeals procedure, for which there is a separate process (see Appeals).

It is the responsibility of **staff** to:

- take account, when marking, of the departmental class descriptors and the module's Learning Outcomes (available in the VLE); and to refer to the assessment principles included in those class descriptors and outcomes in their feedback comments
- comment in sufficient detail, and in a sufficiently practical spirit, to help you to improve your future work
- complete and return marking in a timely fashion
- discuss the Feedback Worksheet with you, if you choose to complete it, during their Office Hours.

It is **your responsibility** to:

- read feedback carefully and reflect upon the comments made upon your work
- make yourself aware of the class descriptors and analyse how markers' comments relate to specific areas
- seek additional guidance if you are confused by your feedback, usually through attendance at your tutor's Open Office hours.
- use the feedback to improve future work. This may take the form of following specific instructions (e.g. 'you should follow either the MLA or Chicago guides to referencing made available in the library') or of responding to criticism in a positive and constructive manner (e.g. using 'this essay is not always well structured' as a prompt to think more carefully about the ways in which you are planning and structuring your writing)
- familiarise yourself with the **Class Descriptors document** and the **Feedback Worksheet** (appendix a), which you may use either for personal reflection or as a basis for discussion with your tutor or supervisor.

13. Penalties

The penalties listed below are applied by the Board of Examiners in accordance with Departmental and University requirements. If you incur, or are liable to incur, a penalty because of illness, bereavement, or other serious problems, such exceptional circumstances will be taken into account by the Exceptional Circumstances Committee, who may reduce or remove the penalty. If you believe there are exceptional circumstances relating to any penalty you are liable to incur, you should inform the Chair of Examiners immediately.

Over-length work

Any piece of work lacking a word-count or a cover sheet will automatically be penalised by one mark. Attempting to get away with over-length work by falsifying a word-count is a form of academic misconduct, the penalties for which are severe, potentially affecting the final classification of your degree.

Over-length work will be penalised according to the following scale:

- Up to 10% over the word limit: 1 mark
- Up to 20% over: 3 marks
- Up to 30% over: 5 marks
- Up to 40% over: 10 marks
- Up to 50% over: 15 marks
- More than 50% over: 20 marks

Late submission

All work submitted late, without valid exceptional circumstances, will have marks deducted. **The deadline for work is on the hour, i.e. if the deadline is 12:00:00, work submitted at 12:00:01 is late.** If your work is late, the Board of Examiners will apply the following penalties:

- Up to 1 hour late: 5 marks
- After 1 hour but up to 24 hours after the original deadline: 10 marks
- Up to 48 hours after the original deadline: 20 marks
- Up to 72 hours after the original deadline: 30 marks
- Up to 96 hours after the original deadline: 40 marks
- Over 96 hours late after the original deadline: 100% penalty (essay scores 0)

Please note that when you submit your work electronically, any submission after the deadline will be penalised at least 5 marks (1 hour), even if it is only a few seconds late. So allow plenty of time for submission. Printing difficulties or loss of work due to a computer crashing are never accepted as a reason for late submission.

Academic misconduct

In cases of academic misconduct the penalties imposed by the Department can be severe, affecting not only the mark awarded for a single piece of work, but also the whole degree profile. In some cases academic misconduct can result in disciplinary proceedings as well as academic penalties. Where academic misconduct is alleged, students may be asked to attend a meeting of an investigating committee. Cases of misconduct are formally referred to the University, and a record of the investigation and its outcome is placed on the student's file. In accepting the University Regulations on admission, students have agreed to the University's use of the packages text matching software packages: SafeAssign® and Turnitin®.

For further guidance on University policy on academic misconduct, you may wish to consult the Academic Misconduct booklet available at <http://www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/>

14. Exceptional circumstances

What to do if you have missed or will miss assessment deadlines or examinations because of illness, bereavement, or other problems.

The University defines exceptional circumstances, or exceptional circumstances affecting assessment, as medical or other unforeseen adverse circumstances that may have affected your academic performance adversely during an assessment period. Please note this was formerly known as mitigating circumstances, and your tutor may still use this terminology. Examples of acceptable exceptional circumstances include medical grounds, exceptional personal circumstances, and close bereavement. **Please note that printing problems, or loss of work on computers, are never accepted as valid exceptional circumstances.** Submit your work in good time.

If you are experiencing problems that affect your ability to submit assessed work on time you should wherever possible email the Chair of Examiners or the Assessment Administrator in advance of the deadline for advice. The Chair of Examiners will provide provisional guidance on what extension of the deadline, in your circumstances, would be approved by the Department's Exceptional Circumstances affecting Assessment (ECA) Committee; you should ensure that you submit your work within this period. Please note that tutors and supervisors cannot grant extensions.

If you have problems that affect your performance in an exam, or prevent you from attending an exam, you should email the Chair of Examiners in advance wherever possible; if appropriate you may be given extra time in the exam, or else you may be given the opportunity to sit the exam as if for the first time in the August reassessment period. **Please note that misreading of the examination timetable is never regarded as an exceptional circumstance.**

You will need to submit an Exceptional Circumstances Claim Form, (at <https://www.york.ac.uk/students/studying/progress/exceptional-circumstances/>) and appropriate documentary evidence to support your claim; the form should be handed in to the Departmental Office by the original submission deadline (or the exam date) wherever possible, and in any case no later than one week after the original deadline or exam date. Any supporting evidence not available to be submitted with the claim form should be submitted to the Departmental Office as soon as it is available.

Appropriate evidence might be a letter from the Open Door team or, if you are ill, a Confirmation of Illness Affecting Assessment form from a doctor at the University Health Centre (if you cannot go to the University Health Centre you can ask another doctor to complete the form). The University's general guidance on what qualifies as exceptional circumstances, and what evidence the University requires, is available at <https://www.york.ac.uk/students/support/academic/mitigation/>; your supervisor will also advise you on appropriate evidence and support for your particular circumstances.

You will be informed of the ECA committee's decision after its next meeting; if your claim is approved, any penalties will be reduced or waived accordingly. You may appeal against the decision to your Board of Studies or, if the Board of Studies ratifies the decision, to the University Special Cases Committee; you must do so within four weeks of receiving notice of the decision.

Note on Exceptional Circumstances and Seminar Participation:

Seminar participation is worth 10% of your mark for Intermediate Option Modules. Students with Student Support Plans, where the condition stated there is directly linked to oral performance, as well as students with Exceptional Circumstances affecting Assessment (ECA), where it is clear that the exceptional circumstances directly affected seminar participation, can apply for a seminar participation waiver.

Students with such conditions in their Student Support Plans, or with such Exceptional Circumstances, should apply for a seminar participation waiver in writing (by email) to the Chair of Exams or Assessment Administrator by **12 noon on Friday of week 9 of the term when the affected module ran**. The seminar participation waiver is never automatically granted.

15. Appeals

The Department has a formal appeals procedure for students who believe that the mark they have received is unfair. The University sets out the terms upon which all appeals are considered in Regulation 6.7. You should note in particular paragraph 6.7.1d, which stipulates that “Students may not appeal against the exercise of academic judgement.”

The basis of all assessment-related appeals must therefore be that there has been some formal or procedural irregularity in the marking process, or in the determination of the mark, or in the provision of feedback. For example, you may believe that there is a clear inconsistency between the mark given for an assessment and the written feedback provided with that mark.

If you wish to make an appeal you should do so in writing to the Chair of Examiners, within the term in which you receive the mark and feedback concerned. It is your responsibility, in making an appeal, to demonstrate that there is a case to answer; this must be done with explicit reference to the regulations, assessment guidelines, grade descriptors or learning outcomes bearing upon the mark and feedback concerned. The Chair of Examiners will consider the case and consult, as appropriate, with the marker and moderator, module convenor, and Head of Department, before giving a written response.

All appeal decisions in the Department are ratified by the Board of Examiners. Students who are unsatisfied with the result of the Departmental appeals process have the further opportunity of appealing against the Department’s decision to the University Special Cases Committee, within four weeks of being notified of that decision.

The University’s *Ordinances and Regulations*:

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/>

16. Rules for progression and award

The University publishes a Student Guide to the University's Rules for Progression and Award in Undergraduate Programmes, which you can download from:

<https://www.york.ac.uk/media/studenthome/studying/examsandassessments/UG-Student-guide-to-progression-and-award.pdf>

You should familiarise yourself with this document. The following bullet points are a summary of the key aspects of the University regulations as they apply to the BA in English Literature and to all English combined degree programmes; they are intended to help you understand these rules, but the University's published rules themselves take precedence over this summary.

Module marks, compensation, and reassessment

- Your degree consists of three stages (first, second, and third year), each of which is made up of a number of modules, totalling 120 credits in each stage.
- You need to pass all your modules (a mark of 40 or above) in a stage in order to complete that stage and progress to the next stage of your programme.
- However, if you marginally fail a module (i.e. achieve a mark between 30 and 39) your other marks in that stage may compensate for the missing credits, in which case you will not need to be reassessed for that module. You can only compensate up to 40 credits-worth of modules in a stage, and you may only compensate if your credit-weighted average across all modules in the stage is at least 40. You may not compensate if you have achieved an overall mark of less than 30 in any module.
- If you achieve an overall mark of less than 30 in a module, or you fail more than 40 credits-worth of modules, you will need to be reassessed. You may not be reassessed more than once on a single module.
- At stages 1 and 2, reassessment is available for modules up to a total of 90 credits, providing that no more than 50 credits have a module mark of less than 30.
- At stage 3, reassessment is available up to a total of 40 credits.
- Students who fail and are reassessed in a module will not be allowed to gain an advantage over those who passed the module first time. We do this by "capping" the stage mark (not the module mark) after reassessment; the stage mark is the credit-weighted mean mark for the stage, and is the mark used in the degree classification calculation.
- If your stage 1 results, after compensation and reassessment, do not meet the requirement for progression into stage 2 you are now normally permitted to repeat the whole of stage 1, provided you have a minimum credit weighted mean of 10 marks. Tuition fees are charged for the repeat year. Assessment marks from the repeat year only are then used to judge whether you can progress into stage 2. Marks from the first attempt at stage 1 are disregarded, though all marks are recorded on the transcript. You have only one opportunity for repeat study.
- If, after your marks have been calculated and any necessary compensation and reassessment procedures have been applied, you still do not reach the mark

necessary for progression to the next stage, there are no other opportunities for continuing your studies. There are no opportunities for taking modules again.

How your degree is calculated

- Your module marks are weighted in accordance with the credit weighting of the modules (e.g. a 30-credit module would count as 150% of a 20-credit module). The credit-weighted mean of your module marks for each stage is your stage mark.
- Results for each stage will be published by the University after the Board of Examiners' meetings at the end of the academic year.
- Your module marks and stage mark from stage 1 will appear on your degree transcript but will not contribute to your degree classification.
- Your overall degree result will be calculated from your stage marks in stages 2 and 3, which are weighted in the ratio of 2:3. This means that your stage 2 modules will constitute 40% of your final degree mark, and your stage 3 modules will constitute 60%.
- This calculation, rounded to the nearest whole number, produces a mark on the University scale which determines your degree classification (e.g. a mark of 59.5 is rounded up (to give an overall 2.1).
- Borderline candidates are those within 2 marks of a given degree classification boundary. The run of marks is then scrutinised to see if the weighting system has disadvantaged the student. So, instead of weighting the marks at 2:3 (re. stage 2 and stage 3), the marks are calculated in a ratio of 1:1 (i.e. stage 2 and 3 weighted equally) and then in a ratio of 1:2, to see if any of these variations yield the necessary mark of 69.5, 59.5 etc. These calculations are produced by the university for the final examiners' meetings.
- Individual scripts are not remarked or scrutinised by either internal or external examiners as part of the final examinations process.

The criteria for a starred first are as follows:

- A minimum overall weighted mean of 75% (rounded up) in marks contributing to the final award
- Subject to the explicit approval of the external examiners
- A maximum of 12.5% of credits below 65
- There are no borderlines in reaching the criteria for a starred first.

Appendix a

Feedback Worksheet

This exercise is designed to do two things: to continue developing your editing and revision skills, and to give you the opportunity to think about how feedback can be implemented in future work. In preparation for your meeting with your tutor, try to answer all these questions.

Feedback:

- What aspects of feedback from previous assessed work did you focus on addressing in this piece?
- How did you go about trying to change this/these aspects of your writing?
- Was there anything you found particularly easy or particularly challenging to address?

Argument:

- Do you give a clear sense of what your argument is, and why it's important to think about the text or texts in question in these terms?
- Where do you explain what your argument/focus is?
- Is it clearly stated at the start, or is it left for the reader to work out?

Structure:

- Does the structure make sense?
- Are there any paragraphs that might work better in a different place?
- Are there clear links between paragraphs, and a clear sense of purpose in each paragraph?
- Are any paragraphs more than 1 page double-spaced? Are any too short?

Context:

- Do you draw on appropriate and helpful aspects of the period in order to contextualize your discussion?
- Does the work contain any broad, sweeping generalizations?

Close Reading:

- Do you make effective use of the texts under discussion?
- Do you clearly link the passages you quote to the point you're making?
- Do passages always say what you claim they say?
- Do you quote more than is necessary, or have too many instances where you focus too narrowly on words and phrases taken out of context?
- Do you sufficiently introduce your quotes (for example, by giving a sense of when they appear in the text)?

Criticism:

- Do you engage with a sufficient range of good, recent, critical material?
- Are there any sources that you think might not be appropriate (because they're outdated, insufficiently academic, etc)?
- How did you go about searching for the materials you consulted?

Referencing:

- Is your referencing of primary and secondary sources clear and consistent?
- Is the bibliography formatted correctly?

Presentation:

- Did you proofread your work and address spelling and grammar mistakes?
- Did you remember to include a word count (including footnotes)?
- Did you check that quotations were accurately transcribed?
- Did you double space and include page numbers?

The good:

- What do you think is the best aspect of the work?

The bad:

- What would you have done differently if you were completing this assessment again?

Implementing feedback for the next piece of work:

- Thinking about the issues raised by this worksheet and in the feedback you've received from your tutor/marker, what would you focus on doing differently next time?

Appendix b

Formative essay guidance (World Literature Modules and Advanced Option Modules)

Your 1,000-word formative essay is a task designed so that you can receive detailed written feedback on your written work before you submit your summative essay. We therefore strongly recommend that the topic of your formative essay feeds into that of your summative essay. You may choose what aspects of your essay topic to write about in your formative essay, but please bear the following guidelines in mind:

1. Please write your essay in a formal style, in full sentences not in bullet points. The formative essay is designed so that you can receive feedback on your writing as well as your ideas.
2. Please ensure that you give a clear account of the topic of your essay and the argument that you wish to make, so that your tutor can offer well-informed feedback on these aspects of your essay.
3. Think carefully about what aspect of your written work you would like feedback on, as this will affect what you choose to focus on in the formative essay. For instance: - If you would like feedback on your introduction, write a draft introduction in your formative essay. - If you would like your tutor's thoughts on a piece of close reading of a primary text, include this in your formative essay. - If you would like to hear your tutor's response to your engagement with a particular critic or theorist's ideas, focus on this in your formative essay. It can be helpful to signal to your tutor that this is what you have done.
4. Remember that the formative essay is one part of a series of discussions with your tutor and feedback from them. You can discuss your ideas further in any of your tutor's open office hours.

Submit one copy of your formative essay to your tutor by the deadline that your tutor has designated. Your tutor will return your work to you in the seminar two weeks later. If you encounter a problem or are ill during the preparation of your formative essay, please let your tutor know. You may discuss a draft of your essay with your tutor during his or her open office hours.

Appendix c

Key English Assessment Deadlines for Your First Year

Combined students should check with your other department for details of their deadlines

Autumn Term

Week 5	Thursday: submit essay 1 for A World of Literature I: Classics and Cultural Translations via the VLE by 12noon
	Thursday: VLE Academic Integrity Tutorial must be completed via the VLE by noon
Week 6	Tuesday: submit essay 1 for Approaches to Literature I: Writing Modernity via the VLE by 12noon
Week 10	Tuesday: submit essay 2 for A World of Literature I: Classics and Cultural Translations via the VLE by 12noon
	Thursday: submit essay 2 for Approaches to Literature I: Writing Modernity via the VLE by 12noon
	Friday: all Key Concepts VLE exercises all due for completion.

Spring Term

Week 3	Thursday: Instructions for A World of Literature II: Empire & Aftermaths textual commentary and passages released on the VLE.
Week 4	Thursday: submit textual commentary for A World of Literature II: Empire & Aftermaths via the VLE by 12noon.
	Thursday: Instructions for Approaches to Literature II: Other Worlds textual commentary and passages released on the VLE.
Week 5	Thursday: submit textual commentary for Approaches to Literature II: Other Worlds via the VLE by 12noon.
Week 10	Tuesday: submit essay for A World of Literature II: Empire & Aftermaths via the VLE by 12noon
Week 11	Tuesday: submit essay for Approaches to Literature II: Other Worlds via the VLE by 12noon

Summer Term

Week 1	Thursday: Submit writing portfolio for Key Concepts to the departmental office by 12noon.
Week 5 - 7	Key Concepts exam (2 hours) – exact date will be confirmed in advance
Week 8	Topic Module presentations – exact date will be confirmed in advance by your tutor

Appendix d

Key English Assessment Deadlines for Your Second Year

Combined students should check with your other department for details of their deadlines

Autumn Term

Week 5	Tuesday: Submit Intermediate Module research task for Age of Extremes via the VLE by 12noon
	Wednesday: Submit Intermediate Module research task for Victorians via the VLE by 12noon
	Thursday: Submit Intermediate Module research task for The Renaissance via the VLE by 12noon
	Friday: Submit Intermediate Module research task for The Shock of the New via the VLE by 12noon
Week 6	Submit Writing Task 1 for Critical Practice (formative)
Week 10	Friday: Submit Intermediate Module essay (Age of Extremes and Victorians) via the VLE by 12noon
Week 11	Tuesday: Submit Intermediate Module essay (The Renaissance and Shock of the New) via the VLE by 12noon
Week 12	Submit Writing Task 2 for Critical Practice (formative)

Spring Term

Week 5	Thursday: Submit Intermediate Module research task for American Literature via the VLE by 12noon
	Friday: Submit Intermediate Module research task for Inventing Britain 1700-1830 via the VLE by 12noon
Week 6	Submit Writing Task 4 for Critical Practice (formative)
Week 11	Tuesday: Submit Intermediate Module essay (Inventing Britain and American Literature) via the VLE by 12noon
Week 12	Submit Writing Task 4 for Critical Practice (formative)

Summer Term

Week 1	Submit formative essay for World Literature Modules
Week 4	Thursday: Critical Practice Portfolio due (summative) via the VLE by 12noon
Week 5-7	Exams for World Literature Modules (Exact date and time TBC)
Week 7	Tuesday: Submit essay for World Literature Modules via the VLE by 12noon
Week 8	Topic Module presentations (exact date TBC on timetable)

Appendix e

Key English Assessment and Dissertation Deadlines for Your Third Year

Combined students should check with your other department for details of their deadlines

Autumn Term

Weeks 2-5	First Dissertation supervision meeting (on the revised proposal)
Week 7	Submit formative essays for Advanced Option Modules
Weeks 6-10	Second Dissertation supervision meeting (on the annotated bibliography)

Spring Term

Week 1	Monday: Submit Autumn term Advanced Option Module essays via the VLE by 12noon
Weeks 2-5	Third Dissertation supervision meeting (on a short piece of writing)
Week 7	Submit formative essays for Advanced Option Modules
Weeks 6-10	Fourth Dissertation supervision meeting (on the outline of the whole)

Summer Term

Week 1	Tuesday: Submit Spring term Advanced Option Module essays via the VLE by 12noon
Week 5	Monday: Submit Dissertation to departmental office <u>and</u> via the VLE by 12noon (includes English, English/History of Art, English/Politics, and English/Linguistics)