

# UCL ENGLISH DEPARTMENT HANDBOOK FOR GRADUATE STUDENTS 2012/2013

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## INTRODUCTION

Welcome to the UCL Department of English Language and Literature. This booklet is intended to supplement the 'Student Handbook' which UCL gives you when you enrol and information provided by the Graduate School.

## ORGANISATION OF THE DEPARTMENT

Responsibility for the day-to-day running of the Department lies with the Head of Department (Professor John Mullan). The Graduate Tutor (Dr Neil Rennie), is in charge of graduate matters generally and supervises the MPhil and PhD programmes. Dr Michael Sayeau is in charge of the Issues in Modern Culture MA programme, Dr Alison Shell, the Shakespeare in History MA, and Professor Bas Aarts the English Linguistics MA. Professor Susan Irvine oversees the medieval English pathway of the Medieval and Renaissance Studies MA run by the History Department; see <http://www.ucl.ac.uk/mars/degree> for further information. The

Departmental Administrator is Mr Stephen Cadywold, the Deputy Department Administrator is Miss Anita Garfoot and the Departmental Administrative Assistant is Ms Carol Bowen.

The Department Office is on the second floor of Foster Court. The office is open to students daily from 9.45am until 5.00pm. It is closed at lunchtime between 1.00 and 2.00. Reading lists and handouts are available from the office or from the racks outside the office door. Students are asked to check noticeboards, and their UCL email accounts, regularly for information before making enquiries at the office.

There is a dedicated common room for postgraduates in room 206 on the second floor. There are mail boxes in the main student common room (room 229), where you will find mail which comes in to you from outside UCL, letters from your teachers and the Department, and other UCL offices such as the Registry (examinations, registration, fees etc.), Accommodation Office, etc.. PLEASE CHECK YOUR MAIL BOX REGULARLY, throw away unwanted mail and leave reusable internal envelopes in the box provided, or in the Department Office. You must also check your UCL email regularly, as many communications from the Department and other UCL offices will be sent to your UCL email address.

Academic policy in the Department is determined at Staff Meetings (two a term) and at meetings of the Board of Studies (also two a term). There is also a Higher Degrees Sub-Committee which discusses policy relating to graduate courses, and graduate students' progress.

There are several ways in which students can influence policy, and make known their views concerning the running of the Department:

1. **Staff-Graduate Student Consultative Committee (SGSCC)**  
Meets once a term; includes all MPhil/PhD students, and one student from each of the three MA courses; chaired by Graduate Tutor, who reports back to the Staff Meeting and the Higher Degrees Sub-Committee

as appropriate; minutes posted on noticeboard in Graduate Common Room.

2. **English Graduate Society**

For details please see separate entry on page 3.

3. **Annual Questionnaire**

Forms distributed during the second half of the Spring Term (MA) and the first week of June (MPhil/PhD). Results analysed by Graduate Tutor, who reports back to the Staff Meeting, and to SGSCC (analysis forwarded to Faculty Teaching Committee). The Questionnaires themselves are available for inspection by all members of staff: course convenors hold meetings at the end of the year at which the results of student evaluation of the course are discussed, and appropriate action taken.

4. MA students are encouraged to communicate with their course convenor on any matter concerning the teaching or organisation of the course. MPhil and PhD students normally raise matters of concern with their supervisor. The Graduate Tutor is also available for consultation.

5. **Equal Opportunities**

Every Department has an Equal Opportunities Liaison Officer (DEOLO), responsible for advising on problems of harassment on grounds of gender, race, or disability. The English Department's DEOLO is Anita Garfoot.

## **ENGLISH GRADUATE SOCIETY**

The English Graduate Society is open to all research and MA students in the Department. There is no membership fee. The joint presidents of the Society for 2012-13 are Elsa Court and Roberta Klimt.

The aims of the Society are:

1. To act as a focus for the graduate community by organising (in conjunction with the Graduate Tutor where appropriate) academic and social occasions.

2. To offer information and advice to new and current graduate students, whether MA or Mphil/PhD.
3. To act as a focus for graduate opinion and feedback on Department and College policy, facilities and resources, so that views can be more effectively communicated to the Staff-Graduate Student Consultative Committee.

## **WORD-PROCESSING AND COMPUTER SKILLS**

The Graduate School in conjunction with the Information Systems Division (ISD) offers courses on various computing skills. Further information can be found in the booklet issued by the Graduate School. It is assumed that graduates already have basic word-processing and computer skills; if you do not, you should make this a priority. UCL runs a number of computer cluster workstations (between 10 and 20 machines per cluster) equipped with PCs offering a large range of computer programmes and electronic library databases. All students can and should register with the ISD for use of the College computing facilities. There is also a help-desk situated on the ground floor of the DMS Watson Library on Malet Place (opposite Foster Court).

There is a computer cluster solely for the use of Graduate Students in the DMS Watson library and there is a Graduate Common Room equipped with 8 flat screen computers for recreational use in the basement of the South Junction.

## **EMAIL**

Important information from the Department (and the College) is relayed via your UCL email account. It will not be sent to or forwarded to any private email accounts. Please check your UCL account regularly (including during the holidays when possible) and get into the habit of using it for all UCL purposes.

You can read your UCL email on the web using Live@UCL, a web-based email and calendaring service for students, at [www.outlook.com](http://www.outlook.com). Full instructions are available at [www.ucl.ac.uk/isd/students/mail/live](http://www.ucl.ac.uk/isd/students/mail/live).

Students are asked **not** to set up the automatic transfer of email from a UCL account to a private account, as there have been many instances of this not working well and students having missed important messages as a result.

## **PORTICO**

All students have access to **PORTICO** ([www.ucl.ac.uk/portico](http://www.ucl.ac.uk/portico)), the UCL Student Information Service. This is an online secure information service, providing access to UCL central student information; you must register any change of address via Portico. You will be able to gain access by entering your main UCL user id [eg zclexxx] and your password. MA students will use Portico to register for their courses at the start of the autumn term. The detailed results of MA examinations are also obtained through Portico.

## **MOODLE**

Moodle is an online learning resource for students. You can access it by going to [www.ucl.ac.uk/moodle](http://www.ucl.ac.uk/moodle) and logging in using your UCL ID and password. There are designated Moodle pages for our three MA programmes, which students can search for by typing part of its name in the Moodle search box, e.g. 'MA Shakespeare'.

If prompted to enter 'the key' please note that for MA Shakespeare in History you need to enter 'thekey' and for MA Issues 'issues'. Please could MA English Linguistics students refer to the Programme Convenor for the enrolment key.

## **PHOTOCOPYING**

UCL has photocopying facilities (including colour copying) in the Main and Science Libraries.

## **RESEARCH SEMINARS**

Students are urged to attend and participate in a variety of seminars and meetings. These include: research seminars run by the Department; the Graduate Reading Group; seminars arranged by the UCL Graduate School; and seminars arranged by the University of London Institute for English Studies based at Senate House ([www.sas.ac.uk/ies](http://www.sas.ac.uk/ies)).

## **SCHOLARSHIPS AND RESEARCH FUNDS**

UCL has a scheme whereby money is set aside from Access Funds for postgraduate research scholarships. In addition, the Graduate School runs a Research Fund to assist graduate students. Further details and application forms for both Funds are available from the Graduate School.

## **WELFARE**

In the Department you can approach any member of staff for help, although in some instances it may be best to go straight to the Graduate Tutor. UCL has a number of Welfare Services. The Dean of Students, Dr Ruth Siddall, has an office at 4 Taverton St. and can be contacted on 0207 7679 2758. She is responsible for coordinating all aspects of student welfare in the College and is available to give individual advice and help to students about personal, academic, social and financial problems. UCL also has a separate Counselling service and the Students' Union runs a Rights and Advice Service. You will find information about all of these, and others, in your 'Student Handbook' which you are given by UCL when you enrol.

## **SECURITY AND FIRE SAFETY**

You should make yourself familiar with fire exits and fire regulations. There are notices about this posted around UCL and in the Department. Please note that fire doors must be kept shut at all times and that fire exits must never be obstructed.

In the event of a fire alarm in Foster Court, you should go out of the nearest fire exit (not necessarily the main staircase) and never use the lift. You must go directly to the fire assembly point for Foster Court (without stopping to collect personal belongings), which is between the Huxley Building and the UCL Print Room Café. To get to this you need to walk up Malet Place and through the tunnel under the Medical Sciences Building.

The **EMERGENCY TELEPHONE NUMBER IS 222**. You can use any UCL telephone to dial this number (including red telephones which you may see in some UCL buildings). The UCL buildings are locked in the evenings and at weekends.

## **SMOKING AND MOBILE PHONES**

Smoking is not allowed in any part of UCL.

Mobile phones must be switched off in lectures, seminars and tutorials.

## **DATA PROTECTION ACT 1998**

- Tutors and lecturers normally return marked work by handing it to you individually, or by putting it in the mail boxes in the common room.
- The UCL Development Office may wish to use your photograph and personal details in a UCL publication, either as a news item or for future events.
- UCL will publish personal information including names, departmental affiliations and email addresses on the UCL website unless the individual concerned specifically requests that these be withheld. You are at liberty to request removal of your personal information at any time. No other personal information will be divulged.

If you do not wish to have your personal details published in these ways please see the UCL Data Protection Office website for the appropriate form to complete, <http://www.ucl.ac.uk/efd/recordsoffice/data-protection/>.

## **PLAGIARISM**

UCL takes plagiarism, including self-plagiarism, seriously. To accord with UCL's anti-plagiarism policy, you must keep copies of all your essays in both electronic and paper form. These copies must be of the essay exactly as submitted. The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document). UCL regulations concerning plagiarism are set out in Document K5 of the 'Academic Manual' (<http://www.intranet.ucl.ac.uk/staffandstudent/reference/acman/>) and are also displayed on noticeboards in the English Department.

## **COURSE REQUIREMENTS**

Information about the requirements for each of the graduate courses is given below.

### **MA: ISSUES IN MODERN CULTURE**

#### **Programme Convenor**

The Programme Convenor is Michael Sayeau (room 242) who may be contacted by phone on 020 7679 3659 or by e-mail at [m.sayeau@ucl.ac.uk](mailto:m.sayeau@ucl.ac.uk).

The programme consists of three courses.

The first (**AUTHORS**), taught over both terms, develops a close reading of works by some of the nineteenth- and twentieth-century British, French and American writers who have most consistently 'made it new'. The course explores a wide range of authors, from Ezra Pound to Elizabeth Bishop, from Henry James to David Foster Wallace, from Virginia Woolf to J.M Coetzee.

The second (**CONTEXTS**), taught in the Autumn term, explores historical and cultural issues significant to the modern period, including aspects such as the experience of the city, photography, the emergence of surrealism, and the development of rock and roll.

For the third (**OPTIONS**), taught in the Spring term, students will each choose two sets of seminars, each five weeks long. These options will explore specific periods, movements or thematic concerns of related works of literature or films.

These courses give students a thorough grounding in the skills needed for independent research. Emphasis is placed on the production of a dissertation in which students have extensive scope to develop their own individual research interests.

## **Curriculum**

### ***Authors***

This course is compulsory for all students enrolled in the Issues in Modern Culture MA.

Authors taught on this strand of the programme in the coming session will include: Gustave Flaubert, Henry James, D.H. Lawrence, Joseph Conrad, Virginia Woolf, Willa Cather, Jules Laforgue, T.S. Eliot, Ezra Pound, James Joyce, W.H. Auden, Elizabeth Bishop, Wallace Stevens, Samuel Beckett, Henry Green, Elizabeth Bowen, Vladimir Nabokov, J.G. Ballard, Marilynne Robinson, J.M. Coetzee and David Foster Wallace.

### ***Contexts***

This course, which is taught in the Autumn term, explores the implications for modern culture of some of the technologies, media, philosophies, art forms and popular genres whose development shaped modern culture from the 1860s to the present day. Special attention is paid to the relationship between modernity and the city, to the origins and history of film, and to developments in photography and music. (This course is not compulsory, and students may choose to take in its stead options run by other MA courses in the Faculty.)

The following topics will be covered by the Contexts strand of the programme in the coming session: Baudelaire, Henry James's *The American Scene*, Epiphany and the Everyday, The Harlem Renaissance, Suburbia, *Citizen Kane*, Photography, Surrealism, 1960s Rock (Bob Dylan and the Velvet Underground), Abstract Expressionism.

### ***Options***

The department will offer four sets of options in the spring term. Students on the MA Issues in Modern Culture may take two of these optional courses, or they may choose to take in their stead options run by other MA courses in the Faculty. In the spring term of 2013 we will be offering:

**Either**

‘Urban Forms’

**Or**

‘James Joyce Among the Modernists’

**Either**

‘American Counter-Culture’

**Or**

‘Detective Fictions’

A reading list for the three courses will be available at the beginning of the academic year. Reading for the seminars should be completed without fail before the session. Works not readily available will usually be provided in xeroxed form.

**Assessment**

The Authors course, which is compulsory for all students on the course, is examined by a take-home examination. Students must write two essays, each of 2,500 words, within a three-day period. This course is worth 60 credits.

The Contexts course (which is not compulsory) is examined by an essay of 5,000-6,000 words. This course is worth 30 credits.

Each option is examined by an essay of 3,500-4,000 words. Each option is worth 15 credits.

A dissertation not exceeding 12,000 words is to be submitted at the beginning of September. The dissertation is worth 60 credits.

You are reminded that there should be no duplication of material in any part of the examination (the examination, the Context and Options essays and the dissertation) and your attention is drawn to the College regulations on plagiarism.

All elements of the examination are double-marked.

The weighting of elements in the final degree profile will be as follows:

33% for the Authors examination (60 credits)

16.5% for the Contexts coursework (30 credits – which may be gained by taking other courses in the Faculty).

8.25 % for each Option (15 credits each – which may be gained by taking other courses in the Faculty).

33% for the dissertation (60 credits)

Awards will be determined as follows:

To achieve a 'Pass', candidates must normally achieve an overall average of 50%.

To achieve a 'Merit,' candidates must normally achieve an overall average of 60%; and a mark of at least 65% in the dissertation.

To achieve a 'Distinction', candidates must normally achieve an overall average of 70%; and a mark of at least 70% in the dissertation.

Failure in either 'Authors' or 'Contexts' or 'Options' (though not below 40%) can be condoned if the candidate's overall performance is thought to be of a standard sufficient to compensate for that failure.

Failure in the dissertation cannot be condoned.

Part-time students take the Authors course in their first year (during which they will take the written examination) and the Contexts and Options courses in their second year. The dissertation is submitted at the beginning of September of the second year. A part-time candidate who fails the written paper in his/her first year is required to enter for it in his/her final year.

## **Contexts Essay**

Students discuss their essay topic with their tutor at the end of the autumn term. A draft of the essay is then handed in to the tutor, and discussed in a second session at the beginning of the spring term. The final revised version is completed and handed in to the English Department Office on 3 June.

The maximum length for each essay is 6,000 words (excluding the list of works cited but including footnotes). Essays should be typed or word-processed. Detailed guidelines for the presentation of essays for examination are available from the Department Office or from the [programme homepage](#).

## **Options Essays**

Options essays must be handed in to the English Department Office by 3 June.

## **Dissertations**

Before the summer term, students will choose topics for their dissertation. During the term students will be expected to finalise a title and submit an outline description of the proposed topic. Students will then discuss the proposed topic in a half-hour meeting with the assigned supervisor and another member of staff, who will pass the title as acceptable or suggest revisions. Two further half-hour supervisions take place over the summer.

The dissertation should be handed in to the English Department Office. The final date for the submission of dissertations is 2 September. The length of the dissertation is 12,000 words (excluding the list of works cited but including footnotes). All dissertations should be typed or word-processed. Please follow the guidelines in the document 'Guidance on presentation of long essays for examination' (taking note of the anonymity guidelines), available from the English Department Office and online at the programme homepage, <http://www.ucl.ac.uk/english/current/pg/imc/index.htm>. The dissertation should be bound (ring-binding is recommended); this can be done at the University of London Union or at any other print shop of your choice.

The dissertation, once submitted by 5pm on 2 September, will not be returned to you. You are advised, therefore, if you want a copy, to make one before submission. (The same applies to the Contexts and Option essays.) To accord with UCL's anti-plagiarism policy, you must keep copies of all your essays and the dissertation in both electronic and paper form. These copies must be of the essay exactly as submitted. The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document).

Further useful information for current MA students can be found in the English Department webpages ([www.ucl.ac.uk/english/](http://www.ucl.ac.uk/english/)), including the documents 'Guidance on presentation of long essays for examination' and the 'Style sheet for essays'.

For further information please read [MA Assessment: General Regulations](#).

### **Part-Time Students**

Part-time students take the Authors course in their first year (during which they will take the written examination) and the Contexts and Options courses (or other courses offered in the Faculty to make up their 60 credits) in their second year. The dissertation is submitted on September 1 at the end of the second year. A part-time candidate who fails the written paper in his/her first year is required to enter for it in his/her final year.

**Further useful information** for current MA students can be found in the English Department webpages ([www.ucl.ac.uk/english/](http://www.ucl.ac.uk/english/)), including the documents 'Guidance on presentation of long essays for examination' and the 'Style sheet for essays'.

### **Academic Staff Participating in the Programme**

Dr Juliette Atkinson specialises in the long nineteenth century. She is the author of *Victorian Biography Reconsidered: a Study of Nineteenth-Century 'Hidden' Lives* (OUP, 2010), an edition of criticism on George Eliot, and she has also published in the fields of life-writing and book history. She is currently completing a book on the dissemination of French fiction in Victorian England.

Scarlett Baron is the author of *'Strandentwining Cable': Joyce, Flaubert, and Intertextuality* and is currently at work on a book entitled *A Genealogy of Intertextuality*. She has strong interests in postmodernist and contemporary fiction as well as in modernism and literary theory.

Gregory Dart is the author of *Rousseau, Robespierre and English Romanticism* and is currently working on the literature of cockneyism in the 1820s. He also has a research interest in the literature and film of the 1930s and 1940s.

Beci Dobbin works on Modernist literature, visual culture and philosophy. She is finishing up a book called *Granular Modernism*, and has started a second project on shallowness in Nabokov. She has published essays on shy irony, Orwell's squeamishness, the labour-saving device and Nabokov's thresholds.

Mark Ford has published two collections of poetry, *Landlocked* and *Soft Sift*, and a volume of essays (*A Driftwood Altar*) on modern British, American and French literature. Other publications include a book on Raymond Roussel and editions of the poets of the New York School.

Linda Freedman teaches British and American literature. She is the author of *Emily Dickinson and the Religious Imagination* (Cambridge University Press: 2011) and is currently completing a second monograph about William Blake and American Counterculture. Her wider research interests and publications centre on the relationship between literature, religion and the visual arts.

Philip Horne's publications include *Henry James's Revisions*, an edition of *The Tragic Muse* and *Henry James: A Life in Letters*. He has also published essays on modern literature and film.

Neil Rennie has published *Far-Fetched Facts: The Literature of Travel and the Idea of the South Seas*, *Pocahontas*, *Little Wanton: Myth, Life and Afterlife*, and an edition of Robert Louis Stevenson's South Seas travel writings. He has just completed *Treasure Neverland: Real and Imaginary Pirates*.

Michael Sayeau's interests include British and International Modernism, American Literature, Aesthetics, Literature and Politics, James Joyce. He is completing a manuscript provisionally entitled *Against the Event: The Everyday and the Evolution of Literary Modernism* which examines the relationship between narration and temporality in the works of Flaubert, Wells, Conrad, and Joyce, and further seeks to contextualize this relationship within wider developments in the history, culture, and theoretical work of the period. He is also in the early stages of planning a work which will examine the deployment of simplicity as an aesthetic category in the modernist novel and poetry, as well as in the period's theoretical work on literature, art, and culture.

Nick Shepley specialises in twentieth-century and contemporary British and American literature. Currently, he is working on two projects: an introduction to the novels of Henry Green (1905-1973) for Oxford University Press and a cultural history of the one-day novel.

Hugh Stevens is the author of *Henry James and Sexuality*, and essays on D. H. Lawrence and Henry James. He is also co-editor of *Modernist Sexualities*. He is currently working on a book-length study of D. H. Lawrence. His interests range from gender and queer studies to American and British literature of the nineteenth and twentieth centuries.

Peter Swaab's BFI Film Classics book on *Bringing Up Baby* was published in 2010. His current project is a book on Sylvia Townsend Warner. He has also done a good deal of editorial work on nineteenth-century literature, including two editions of Sara Coleridge and one of Edward Lear as a travel writer.

## **MA: SHAKESPEARE IN HISTORY**

The programme co-ordinator is Dr Alison Shell (ext. 33150, [a.shell@ucl.ac.uk](mailto:a.shell@ucl.ac.uk)).

The programme extends over one calendar year, beginning in September (two calendar years for part-time students). The academic year is divided into two teaching terms of twelve weeks and eleven weeks respectively, and a dissertation period until September.

Assessment will be by dissertation, and course unit assessments.

In addition to the information given here, you must read and comply with the section below, 'MA Assessment: General Regulations'. Further useful information for current MA students can also be found in the English Department webpages ([www.ucl.ac.uk/english/](http://www.ucl.ac.uk/english/)).

### **Aims of the Programme**

The programme introduces students to the advanced study of Shakespeare and lays the groundwork for possible doctoral research in Shakespeare studies, including textual scholarship and the reception of Shakespeare's works in different periods, cultures and media. Students on the course will acquire basic research skills in Shakespeare and Renaissance studies, including the use of relevant libraries, archives and databases, and palaeography (secretary hand).

### **Programme Structure**

180 credits comprising: 90 credit dissertation; 6 x 15 credit half-course units.

### **Curriculum**

The programme consists of three course units taught within the English department, while allowing the opportunity to take modules outside the department selected from a menu of recommended complementary modules.

Shakespeare in his Time, Research Skills and Methods and Shakespeare's Afterlives are offered as 2 x 15 credit course units spread across autumn and spring terms, while the dissertation is written during the summer term.

**Shakespeare in his Time 1** (autumn) and **2** (spring) give the student a thorough grounding both in Shakespeare's plays and poems and in the contexts which shaped them. Each week a particular work or group of works will be explored in depth, and considered in relation to historical issues, sources, and writings by Shakespeare's contemporaries. Both half-course units are compulsory and are assessed by an essay (2-3,000 words).

**Research Skills and Methods 1** (autumn) and **2** (spring) introduce tools necessary for the study of Shakespeare at graduate level, such as bibliography, editing, and the use of archival resources. They include a series of classes on the skills needed to read early modern manuscripts. Both half-course units are compulsory for full-time students: RSM 1 (autumn) will be assessed by a palaeography test and annotated bibliography, and RSM 2 (spring) is assessed by a research methods project (2-3,000 words).

**Shakespeare's Afterlives 1** (autumn) and **2** (spring) examine the reception of Shakespeare's works and their cultural influence, especially in Britain, North America and continental Europe, drawing on the UCL English Department's notable expertise in the periods from Shakespeare's death to the present day. Students will explore how Shakespeare has inspired later writers and how each different age has made its own Shakespeare. The course will include some attention to Shakespeare on film and to the diverse branches of Shakespeare criticism. Both half-course units are non-compulsory and are assessed by an essay (2-3,000 words).

Part-time students are advised to take 'Shakespeare in his Time 1 and 2,' and 'Research Skills and Methods 1' in their first year, then 'Research Skills and Methods 2' and 'Shakespeare's Afterlives' in the second year but are otherwise free to construct their own programme in consultation with the course convenor. Work on the dissertation is spread across summer term in both years.

Course construction for part-time students will be discussed on a student by student basis depending on circumstances and commitments.

## **Tutorials**

In addition to instruction in seminars, each student is assigned to a personal tutor. You will have the opportunity for seven half-hour meetings during the course of the year -- normally three in the autumn term, three in the spring term and one in the summer term – at which both academic and pastoral concerns can be addressed. Arrangements for these meetings will be made between tutor and student.

## **Dissertation**

The title for the dissertation, together with an outline description of the proposed topic, must be submitted to the programme co-ordinator by the end of the first week of the summer term, on the form provided. (For part-time students this takes place in the second year.) However, you should start discussion of your dissertation with your tutor well before this deadline, and you should allow time for your proposal to be read and approved by your tutor before submission to the programme co-ordinator.

The topic should concern some aspect of Shakespeare arising out of the course and should not be over-ambitious in scope. Your proposal will be considered by the Board of Examiners, and you will be told if it needs reconsideration and resubmission. Once approved, your title cannot be changed, and your finished dissertation will be examined against it. You may consult your tutor about your dissertation, but your tutor is not allowed to read or discuss your text, and therefore your dissertation should not be based on an essay written for a tutorial.

The deadline for submission of the dissertation is 5pm on 2 September (for part-time students, this is in the second year, on 1 September). It must be handed in to the English Department Office. It may be posted, but it is your responsibility to ensure that it arrives before the deadline. Its length must be

between 15-20,000 words (excluding the list of works cited but including footnotes and quotations).

Please see also the section below on 'MA Assessment: General Regulations', subsection 'Portfolio Essays and Dissertation', for further information

## **Scheme of Award**

### 1. Course Requirements

Candidates registered for the degree are required to undertake a programme of 180 credits comprising: 90 credit dissertation; 6 x 15 credit half-course units (see above for details of assessment methods).

### 2. Mark Scale

All courses are marked out of 100. The minimum pass mark is 50. A mark of 70 or over is normally required for a Distinction.

### 3. Award of Degree

To be eligible for the award of a degree a candidate must achieve an overall mark of at least 50 to satisfy the Board of Examiners, fulfilling all course work requirements, and submitting all written work prescribed for assessment purposes in those courses (taken both within and beyond the English Department).

### 4. Award of Degree with *Merit* or *Distinction*

A degree is awarded with *Merit* to candidates with average marks of 60-69 in all three course units and a Dissertation mark of at least 65.

A degree is awarded with *Distinction* to candidates with average marks of 70 or above in all three course units and a Dissertation mark of at least 70. A

distinction will not normally be awarded to a candidate who has failed any component of the examination.

## 5. Application of Classification Scheme

In exceptional cases, the Board may exercise discretion in the application of these guidelines. The general Regulations of UCL governing examinations are assumed to apply in conjunction with the above scheme. In this respect it should be noted that candidates are required to satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study.

This period of two years may be extended at the discretion of the UCL authorities.

## Resources

For information on non-period-specific resources including libraries, see the general sections of this handbook.

You should make full use of UCL's electronic databases which include full-text versions of many of the background texts from the period as well as, e.g., the complete digitised *Times* from its inception to 1985 (a resource that contains invaluable information for Shakespeare's afterlives, particularly for early theatre reviews, correspondence about Shakespeare through the ages and so on); JSTOR for full-text versions of the Folger Library Shakespeare Quarterly; EEBO (Early English Books Online); different full-text versions of the Bible (including the Geneva and Bishops' Bibles both of which Shakespeare used); and much else.

Beyond the contact hours and required reading for the course, you are expected to make the most of the rich cultural resources around you, including London's theatres, museums and galleries, and the other resources listed here.

## Seminars and conferences

Extra-curricular seminars and conferences are held in UCL by the English Department, the Faculty of Arts and Humanities, and the Graduate School, and at the University of London Institute of English Studies (including the London Shakespeare Seminar). You should attend as many of these as possible.

Here are some other associations and mailing lists that you might wish to join. These will keep you up-to-date with forthcoming seminars and conferences.

The Institute of English Studies, based in Senate House on Malet Street.  
<http://www.ies.sas.ac.uk>

The London Renaissance Seminar – meets regularly at Birkbeck College to hear and discuss new work, and circulates news of other relevant events and opportunities by email. Contact Professor Tom Healy at [t.f.healy@sussex.ac.uk](mailto:t.f.healy@sussex.ac.uk).

The Society for Renaissance Studies, website at <http://www.rensoc.org.uk/> publishes a regular bulletin with articles and news.

## Some useful websites

See also Michael Best, 'Internet and CD ROM resources', in *Shakespeare: an Oxford Guide*, ed. Stanley Wells and Lena Cowen Orlin (Oxford University Press, 2003), Ch.45.

CERES, Cambridge English Renaissance Electronic Service, at <http://www.english.cam.ac.uk/ceres/>

- includes an excellent online Palaeography course

Early Modern Literary Studies, at <http://extra.shu.ac.uk/emls>

- an electronic journal of 16C and 17C literary criticism and scholarship. Includes information on links to other web-based resources.

Internet Shakespeare Editions, at <http://internetshakespeare.uvic.ca/>  
- access to old-spelling texts of the Quartos and early Folios and digital editions of some of the plays; and a gateway to other Shakespeare and Renaissance sites.

Mr William Shakespeare and the Internet, at [shakespeare.palomar.edu](http://shakespeare.palomar.edu)  
- a recommended starting point for Shakespeare research on the web

Open Source Shakespeare, at [www.opensourceshakespeare.com](http://www.opensourceshakespeare.com)  
- for concordances

Perdita Project, at <http://www.warwick.ac.uk/english/perdita/html/> - online guide to C16-C17 manuscripts by women.

Records of Early English Drama (REED),  
at <http://www.reed.utoronto.ca>  
- an international project for the study of drama, music, entertainment, and ceremony from the middle ages until the closing of the theatres in 1642.

Renaissance Electronic Texts, at  
<http://www.library.utoronto.ca/utel/ret/ret.html>  
- texts of selected English Renaissance printed books and manuscripts, with a searchable database and a link to search the Early Modern English Dictionaries database.

Royal Shakespeare Company: Education, at <http://www.rsc.org.uk/education/>

Shakespeare's Globe, at <http://www.shakespearesglobe.com/>  
- information about performances and educational activities and resources at the Globe reconstruction. See especially the following section:  
[www.shakespearesglobe.com/education/library-research](http://www.shakespearesglobe.com/education/library-research)

Shakespeare in Europe, at [www.unibas.ch/shine](http://www.unibas.ch/shine)

Touchstone, at [www.touchstone.bham.ac.uk/database.html](http://www.touchstone.bham.ac.uk/database.html)  
- huge coverage of Shakespearian library resources in the UK

University of Virginia Electronic Text Center, Shakespeare

[http://www2.lib.virginia.edu/digitalcuration/etext\\_shakespeare.html](http://www2.lib.virginia.edu/digitalcuration/etext_shakespeare.html)

- includes a variety of Shakespeare resources that range from early Quartos, the complete 1623 First Folio, and early playhouse promptbooks, to more modern editions and to many bibliographical articles that discuss Shakespeare's works.

The Henslowe-Alleyn Papers

[www.henslowe-alleyn.org.uk/index.html](http://www.henslowe-alleyn.org.uk/index.html)

- the largest single extant archive of material relating to the professional theatre in early modern England, bequeathed to Dulwich College by its founder, the actor Edward Alleyn.

### **Academic Staff Participating in the Programme**

Yasmin Arshad is a PhD student working on representations of Cleopatra in the early modern period. She completed her MA at UCL in Shakespeare in History. Her research interests include Renaissance literature, women's writing, Renaissance portraiture and global Shakespeare. Her publications include 'The Enigma of a Portrait: Lady Anne Clifford and Daniel's Cleopatra' in *The British Art Journal*, and 'Aemilia Lanyer and Shakespeare's Helena' in *Opticon* 1826. She is currently working on a chapter for a collection on Shakespeare in the Indian subcontinent.

Dr Juliette Atkinson specialises in the long nineteenth century. She is the author of *Victorian Biography Reconsidered: a Study of Nineteenth-Century 'Hidden' Lives* (OUP, 2010), an edition of criticism on George Eliot, and she has also published in the fields of life-writing and book history. She is currently completing a book on the dissemination of French fiction in Victorian England.

Dr Paul Davis is an expert in Restoration and eighteenth-century literature. He has published on Dryden, Hobbes, Bunyan, and Pope. He is a contributor to the *Oxford History of Literary Translation*, vol. 3 (1660-1790), the author of *Translation and the Poet's Life: The Ethics of Translating in English Culture, 1646-1726*,

and co-editor (with Steven Zwicker) of *The Oxford Handbook of the Restoration* (forthcoming).

Dr Gregory Dart is a specialist in Romanticism. He has edited William Hazlitt's *Metropolitan Essays* and *Liber Amoris*, and is currently preparing to edit the complete works of Charles Lamb for OUP. His publications include *Rousseau, Robespierre and English Romanticism* and *Unrequited Love*. He is engaged in a major project on the Romantic Metropolis, City Writing and Illustration 1810-1840.

Lilla Grindlay is a PhD student working in iconography of the Virgin Mary in post-Reformation England, and is also a qualified and experienced English teacher. Upcoming publications include 'No Tombe but Throne: Robert Southwell and the Assumption and Coronation of the Virgin' in *Early Modern Literary Studies*. She is also currently writing an essay on the poetry of Henry Constable for publication in a collection by Bloomsbury on the analogy and continuity between poetry and prayer.

Professor Helen Hackett is the author of *A Short History of English Renaissance Drama* (2012) and *Shakespeare and Elizabeth: The Meeting of Two Myths*. Her publications also include *Virgin Mother Maiden Queen: Elizabeth I and the Cult of the Virgin Mary* and *Women and Romance Fiction in the English Renaissance*, both of which include discussion of Shakespeare. She wrote a study of *A Midsummer Night's Dream* for the 'Writers and Their Work' series, and the introduction to the New Penguin Shakespeare edition of *A Midsummer Night's Dream*.

Dr Chris Laoutaris specialises in Shakespeare, Renaissance literature, women's history and early modern material culture, and particularly enjoys interdisciplinary research. He is the author of *Shakespearean Maternities: Crises of Conception in Early Modern England* and a contributor to two of Ashgate's 'Studies in Performance and Early Modern Drama' series of books. His study of female translators and historical writers appeared in Palgrave's *History of British Women's Writing, 1500-1610*, which won the Society for the Study of Early Modern Women Collaborative Project award in 2011. He is currently working on a book about the formidable Lady Elizabeth Russell, the woman who closed down Shakespeare's theatre, called *Shakespeare and the Countess* (forthcoming from

Penguin), a project that was awarded a British Academy Post-Doctoral Fellowship and shortlisted for the Tony Lothian Prize.

Professor John Mullan's publications include *How Novels Work* and *Anonymity: A Secret History of English Literature*. He has also published *Sentiment and Sociability: The Language of Feeling in the Eighteenth Century*, a collection of lives of Shelley, *Eighteenth-Century Popular Culture: A Selection*, and editions of Defoe's novels.

Dr Alison Shell is the author of *Catholicism, Controversy and the English Literary Imagination, 1558-1660* (Cambridge UP, 1999) *Oral Culture and Catholicism in Early Modern England* (Cambridge UP, 2007) and *Shakespeare and Religion* (Arden Critical Companions, 2010).

Dr Chris Stamatakis specialises in sixteenth-century poetry, rhetoric, and the transmission of verse in court circles. Besides editing a digital edition of Sir Thomas Wyatt's poetry, he is author of *Sir Thomas Wyatt and the Rhetoric of Rewriting: Turning the Word* (OUP, 2012). Currently, he is working on a book that examines the influence of Italian literature on English vernacular poetics and poetic theory in the sixteenth century.

Dr Daniel Starza Smith is completing a monograph for OUP entitled *John Donne and the Conway Papers*. He has published on John Donne junior, Bess of Hardwick, Henry King and the history of libraries, and specialises in palaeography, editing and textual studies.

Professor Peter Swaab has research interests in Romanticism, Shakespeare, gay and lesbian studies, and film. He wrote the introduction to the New Penguin edition of *The Two Noble Kinsmen* and is working on a book on *Cymbeline* for the 'Writers and their Work series'. He has published widely on nineteenth-century literature, including editions devoted to Wordsworth, Edward Lear and Sara Coleridge. He published the BFI film classics volume on *Bringing Up Baby* in 2010 and in 2008 with Philip Horne he co-edited *Thorold Dickinson: A World of Film*.

Professor Sir Brian Vickers, FBA, is Director of the *Oxford Francis Bacon* and General Editor of the OUP *Collected Works of John Ford* (Vol.I, 2011). His books include *The Artistry of Shakespeare's Prose* (1968; 2005); *Francis Bacon and Renaissance Prose* (1968; 2007), *Towards Greek Tragedy* (1973), *In Defence of Rhetoric* (1988, 1997), *Appropriating Shakespeare. Contemporary Critical Quarrels* (1999), *'Counterfeiting' Shakespeare. Evidence, Authorship, and John Ford's Funerall Elegye* (2002), *Shakespeare, Co-Author: A Historical Study of Five Collaborative Plays* (2002), and *Shakespeare, A Lover's Complaint, and John Davies of Hereford* (2007). His editions include *Shakespeare: The Critical Heritage, 1623-1801* (6 vols., 1974-81; 1995), *Francis Bacon. A Critical Edition of the Major Works* (1996), and *English Renaissance Literary Criticism* (1999). He is the editor of a series called *Shakespeare: The Critical Tradition*, collecting criticism of individual plays between 1800 and about 1940. Volumes so far published: *King John*, ed. Joseph Candido (1996), *Richard II*, ed. Charles R. Forker (1999), *A Midsummer Night's Dream*, ed. Judith M. Kennedy and Richard F. Kennedy (1999), *Measure for Measure*, ed. George L. Geckle (2001), *Coriolanus*, ed. David George (2004), and *The Merchant of Venice*, ed. William Baker and Brian Vickers (2005).

Hazel Wilkinson is a PhD student working on 18<sup>th</sup>-century editions and adaptations of Edmund Spenser. She completed her MA in Renaissance literature at York University. Her article 'Ornamental Type and the Identification of Unknown Printers' is forthcoming in *The Library*.

## **MA in ENGLISH LINGUISTICS (MAEL)**

### **1 General**

The Course Convenor is Professor Bas Aarts (room 128; tel. 020 7679 3130; b.aarts@ucl.ac.uk).

Please read what follows in conjunction with the document entitled ‘Guidelines for the submission of written work: tutorial essays and dissertation’ (available on Moodle).

### **2 Aims of the Course**

This MA programme offers students the opportunity to study the English language in depth at postgraduate level. Specifically, it aims to provide students with the theoretical and practical knowledge needed to describe Modern English. The programme is of interest to those who wish to continue for a research degree in English Language or Linguistics, those who wish to become teachers or lecturers of English, or those intending to pursue a career in writing.

### **3 Teaching and Curriculum**

The programme extends over one calendar year for full-time students and two calendar years for part-time students. Teaching takes place over two terms: the Autumn Term runs from early October to mid-December and the Spring Term runs from January until the end of March. Examining takes place in late April/early May. The programme of the MA in English Linguistics is structured around two obligatory core courses, namely *English Grammar and Methodology* and *Phonetics and Phonology of Modern English*, two optional courses (which together form part of the component *Topics in English Linguistics*), a Portfolio of Essays, and a Dissertation. The core courses are taught in weekly seminars over two terms. The option courses are taught in weekly seminars either in the Autumn Term or in the Spring Term.

Different option courses are offered each year. In past years they have included:

*English Corpus Linguistics*  
*Foundations of Linguistics*  
*Categorisation and Gradience*  
*English Words*  
*English Sociolinguistics*  
*Logic and Meaning*  
*Language Acquisition*

Students are principally taught through seminars and one-to-one tutorials. Over the year they write a number of essays, and they do presentations during the Spring Term. They have access to the Survey of English Usage (see below), and are taught how to make use of its resources for their Dissertations.

## **4 Assessment**

### **4.1 Examinations**

**Written Examinations** take place after the Easter break at the end of April/early May. There will be three written examinations of three hours each:

1. Modern English Grammar: three questions to be answered.
2. Phonetics and Phonology of Modern English: three questions to be answered.
3. Topics in English Linguistics: three questions to be answered on two option courses, i.e. two questions on one option course and one question on a second option course.

Two essays on English grammar, selected by students from the tutorial essays which they have written during the course of the year, must be submitted to the Course Convenor in a **Portfolio** by the first day of the Summer Term. Essays must not exceed 2,000 words in length.

There may be a short **Practical Examination** in Phonetics of 15 minutes during the Summer Term, usually held about one week after the written papers. The mark for this is included in the mark for the written paper.

Students write their **Dissertation** over the summer (maximum 10,000 words; to be handed in by 2 September [Bas – as 1<sup>st</sup> is a Sunday – Anita]. The table below offers an overview with information about assessment and credit weightings.

<b>Component</b>	<b>Assessment</b>	<b>Credit</b>
<i>English Grammar and Methodology</i> (core course)	Three-hour examination paper in April/May	30
<i>Phonetics and Phonology of Modern English</i> (core course)	Three-hour examination paper in April/May and a short practical examination	30
<i>Topics in English Linguistics</i> (this exam covers the two option courses which the candidate has chosen)	Three-hour examination paper in April/May	30
<i>Portfolio of Essays</i>	Submission by the end of April of two essays written during the academic year	30
<i>Dissertation of 10,000 words</i>	Submission by 1 September of the year following entry to the programme	60

If there are any circumstances, medical or other, which candidates believe may affect either their preparation for the examinations, or their performance, they should ensure that information and appropriate documentation reaches the Course Convenor as soon as possible. Extensions to deadlines can only be granted if such documentary evidence is supplied.

## **4.2 Mark Scale and Scheme of Award**

All essays and examinations are marked out of 100, though it is a peculiarity of the marking system that marks in the range 75-100 are rare. For essays and examinations the pass mark is 50%. For a distinction, an average of 70% or above, including at least 70% for the Dissertation, is normally required.

Candidates are normally required to pass in every element (though see section 4.3).

To achieve a mark of 70% or above, a candidate will:

- demonstrate originality and independence of thought;
- highlight the problems posed by the question or topic;

- show a thorough and accurate acquaintance with descriptive and theoretical issues;
- draw on a wide and discriminating range of reading;
- write clearly, structure the work transparently and illustrate points with pertinent examples.

Candidates who achieve marks in the range 60% - 69% will:

- show a good understanding of data and theory;
- see the point of questions, and be able to conduct arguments in response to them;
- draw on a reasonably wide range of reading;
- structure the work coherently, write clearly and illustrate points with appropriate examples.

Candidates with marks in the range 50% - 59% will:

- demonstrate that the course has been followed with active seriousness;
- show some familiarity with the material and with the main authorities;
- avoid irrelevance and serious errors.

Candidates with marks in the range 30% - 49% will:

- demonstrate little evidence that the course has been followed with active seriousness;
- show little familiarity with the material and with the main authorities;
- have few coherent arguments;
- have one or more serious errors in their work;
- show little grasp of relevant material;
- have poor expression and structure.

Candidates with marks from 20%-40% will:

- demonstrate no evidence that the course has been followed with active seriousness;
- show no familiarity with the material and with the main authorities;
- have no coherent arguments;
- have many serious errors in their work;
- show no grasp of relevant material;
- have poor expression and little or no structure.

Candidates with marks from 0%-20% will:

- have written too little (fewer than 100 words) for the examiners to assess their abilities.

Candidates who fail (a part of) the examination may re-enter for it on one occasion, normally the next year, or may be awarded a Graduate Diploma, provided the average mark for all components is at least 50%.

Deferment of the whole examination or of the Dissertation may be granted for reasons judged adequate in the particular case at the discretion of UCL.

### **4.3 Award of Degree**

To be eligible for the award of a degree a candidate must:

- achieve an overall mark of at least 50
- achieve a mark on the Dissertation of at least 50
- satisfy the Board of Examiners in the examinations which have been prescribed for the programme, fulfilling all course work requirements, submitting all written work prescribed for assessment purposes and taking all parts of any examination in those courses.

The Board of Examiners may allow the possibility of a *condoned fail* in one of the components provided that the candidate achieves an average mark of 50 overall and a pass mark in the Dissertation of at least 50. This means that a narrow fail

in any one of the three examination papers can be compensated for by an appropriate performance in another element. For example, a result of 40 (the lowest permitted failure) in one examination paper may be off-set by a result of 60 in another examination paper.

#### **4.4 Award of Degree with Merit or Distinction**

A degree is awarded with *Merit* to candidates with average marks of 60-69 in all three elements and a Dissertation mark of at least 65.

A degree is awarded with *Distinction* to candidates with average marks of 70 or above in all three elements and a Dissertation mark of at least 70. If the Dissertation falls below 70 by a margin of no more than three marks (67) a Distinction may still be awarded, provided there is strong compensating performance elsewhere and the average grade achieved is still at least 70. A distinction will not normally be awarded to a candidate who has failed any component of the examination.

#### **4.5 Application of the Classification Scheme**

In exceptional cases, the Board may exercise discretion in the application of these guidelines. The General Regulations of UCL governing examinations (available online) are assumed to apply in conjunction with the above scheme.

### **5. Dissertation**

The title for the Dissertation, together with an abstract of the proposed topic, must be submitted to the Course Convenor on the first day of the Summer Term. Your proposal will be considered by the Board of Examiners for the MAEL, and you will be told if it needs reconsideration and resubmission. Once approved, in principle your title cannot be changed, and your finished Dissertation will be examined against it.

The deadline for submission of the Dissertation is 2 p.m. on 2 September (for part-time students, this is in the second year on 1 September). It must be

handed in to the English Department Office. It may be posted, but it is your responsibility to ensure that it arrives before the deadline. Its length must not exceed 10,000 words (excluding the references, but including tables, footnotes and quotations).

Dissertation topics and abstracts are formally approved by the Examiners. Supervision during the writing of the Dissertation takes place informally during the summer vacation. Your tutor is not allowed to read or discuss your text.

Failure to meet the submission deadline may mean that it cannot be examined until the following September. Extensions to the deadline will **not** be granted **unless** evidence is submitted as to why the deadline cannot be met (e.g. a medical certificate). Two copies of the Dissertation should be submitted. It should be bound (ring-binding is adequate), and the text should be spaced 1½.

Students are reminded that there should be no duplication of material in any part of the examination, and their attention is drawn to the UCL regulations on plagiarism. To accord with UCL's anti-plagiarism policy, you must keep copies of all your essays and your Dissertation in both electronic and paper form. These copies must be exactly the same as the work submitted. The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document).

## 6. Resources

The Department of English Language and Literature houses the Survey of English Usage (SEU; [www.ucl.ac.uk/english-usage](http://www.ucl.ac.uk/english-usage)), an unparalleled resource for research into the grammatical repertoire of mature educated native speakers of English. The SEU houses several corpora (large collections of authentic spoken and written texts), among them the British component of the *International Corpus of English* (ICE-GB) which can be explored using innovative search software. Many important studies of the grammar, semantics and vocabulary of present-day English – among them the *Comprehensive Grammar of the English Language* (Quirk *et al.* 1985) which is recognised internationally as one of the standard reference grammars of English – are based on SEU material.

The Division of Psychology and Language Sciences participates in the teaching for the MA in English Linguistics. It occupies a leading place in the world in the field of theoretical linguistics. It includes an important unit that undertakes research into speech perception and problems related to disorders of speech and language. Its specially designed listening centre may claim to have the best experimental facilities in Britain.

Students at UCL have a wide range of online resources at their disposal.

There are several outstanding libraries in the vicinity of UCL, including the British Library and the University of London Library.

## **7. Further useful information**

More information for current MA students can be found in the English Department webpages ([www.ucl.ac.uk/english/](http://www.ucl.ac.uk/english/)) and on the Moodle page for the MAEL.

## **8. Academic Staff Participating in the Programme**

- Bas Aarts, Professor of English Linguistics and Director of the Survey of English Usage, author of *Small Clauses in English* (1992), *English Syntax and Argumentation* (1997/2001/2008), *Exploring Natural Language* (2002, with Gerald Nelson and Sean Wallis), *Syntactic Gradience* (2007), and *Oxford Modern English Grammar* (2011); co-editor of *The Verb in Contemporary English* (1995, with Charles F. Meyer), of *Fuzzy Grammar* (2004, with David Denison, Evelien Keizer and Gergana Popova), of *The Handbook of English Linguistics* (2006, with April McMahon), and of *The Verb Phrase in English: Investigating Recent Language Change with Corpora* (2013, with Jo Close, Sean Wallis and Geoffrey Leech) Aarts is also a Founding Editor of the Cambridge University Press journal *English Language and Linguistics*, and is currently its Reviews Editor

- Dr Kathryn Allan, Lecturer in English, author of *Metaphor and Metonymy: a Diachronic Approach* (2009), editor of *Historical Cognitive Linguistics* (2010, with Margaret E. Winters and Heli Tissari) and of *Current Methods in Historical Semantics* (2011, with Justyna A. Robinson), as well as a number of journal publications. She is one of the Honorary Secretaries of the Philological Society.
- Dr Rachele De Felice, Teaching Fellow; author of *Data-driven pragmatics: a framework for speech acts* (forthcoming 2013), and a number of journal articles.

## **MA Assessment: General Regulations**

### **Marking**

All examined elements of all MA courses are double-marked, and moderated by an External Examiner.

### **Plagiarism and Duplication**

UCL regulations forbid plagiarism. This is defined as the presentation of another person's thoughts or words or artefacts or software as though they were a student's own. UCL regulations also decree that candidates may not present substantially the same material in any part of the examination (portfolio essays, dissertation, unseen examination). For more details, see: <http://www.ucl.ac.uk/current-students/guidelines/policies/plagiarism>.

### **Anonymity**

Your name must not appear on any examined material. You will be allocated a confidential candidate identifier by the Registry for use on all examined material.

### **Extenuating Circumstances**

If there are any circumstances, medical or other, which you believe may affect your performance in any element of the examination, you should ensure that information and appropriate documentation reaches the programme co-ordinator as soon as possible. Whatever documentation you submit will remain confidential.

In cases where, because of extenuating circumstances, a candidate has been allowed to take a desk examination under special conditions, or to have an extension of a deadline for a portfolio essay or for the dissertation (see below), the examiners will be unable to consider these extenuating circumstances again in assessing the candidate's performance in that element of the degree.

## **Withdrawal from Examinations**

A candidate may withdraw his/her entry to the entire examination provided that he/she notifies the Examinations Section in writing not less than 7 days before the first examination deadline.

## **Portfolio Essays and Dissertation**

**(MAEL students: please refer to the document entitled *Guidelines for the submission of written work: tutorial essays and dissertation* posted on Moodle.)**

The essays and dissertation should be word processed, double-spaced, on one side of standard size (e.g. A4) paper. Leave generous margins (at least 1"/2.5cm). You must acknowledge all quotations and references in a proper scholarly fashion: see the English Department Style Sheet for Essays ([http://www.ucl.ac.uk/english/current/ug/style\\_sheet.pdf](http://www.ucl.ac.uk/english/current/ug/style_sheet.pdf)).

Each portfolio essay and the dissertation must include a statement of the word count, which includes quotations and notes but not bibliography. Candidates who exceed the maximum word-limit are warned that the examiners will not be obliged to read beyond this limit. If a quotation needs to be translated, the translation should not be included in the word count.

## **Penalties for Over-length Coursework, including Dissertations**

For submitted coursework, where a maximum word count has been specified, the following procedure will apply:

- i) Assessed work should not exceed the prescribed word count.
- ii) Assessed work with a stated word count above the prescribed word count should not be accepted for submission, but immediately returned to the student with instructions to reduce the word length. The work may then be resubmitted but the original deadline for submission still applies and penalties for late submission will be applied as specified below.

- iii) For work that exceeds the upper word limit by 10% or more, a mark of zero will be recorded.
- iv) For work that exceeds the upper word limit by less than 10% the mark will be reduced by ten marks; but the penalised mark will not be reduced below the pass mark, assuming the work merited a pass.

Each essay and dissertation should include a title page giving the following information: title; the name of the course being examined; word-count; and your candidate examination identifier, which will be provided by the UCL Examinations Department. It is essential that your name should not appear anywhere on your essays or dissertation. However, each essay and the dissertation should be accompanied by a separate, detachable cover sheet giving your name and a statement that the essay or dissertation is your own work. This might simply take the form: 'I certify that this essay [give title] is my own work' with your signature appended below.

Each essay (separately) and the dissertation should be bound. Ring-binding is recommended; this can be done at the University of London Union or at any other print shop of your choice. Two copies should be submitted of each essay and of the dissertation.

You will be penalised for the late submission of any portfolio essay or the dissertation except in cases of (a) illness or other serious personal circumstance, or (b) mechanical failure (e.g. of a computer or printer). In all cases you must supply appropriate evidence to the programme co-ordinator before the deadline has passed if at all possible; the programme co-ordinator may then, at his or her discretion, allow you an extension. You must then meet the new deadline set, or penalties will apply.

You may not hand in any supplementary materials (such as errata or missing bibliographical information) after an essay or dissertation has been submitted.

In the case of delay due to mechanical failure, if there is a handwritten draft of your essay or dissertation you will be asked to submit a photocopy of it against which the typed or printed version can later be checked. While working on your essays and dissertation you should save your material at regular intervals, both

directly onto your computer and in a back-up format such as a CDR or flash drive.

### **Penalties for Late Submission of Coursework**

- i) The full allocated mark should be reduced by five points for the first working day after the deadline for the submission of the coursework.
- ii) The mark will be reduced by a further ten points if the coursework is submitted during the following six days.
- iii) Providing the coursework is submitted by a date during term 3 defined in advance by the relevant Master's Board of Examiners, but had not been submitted within seven days of the deadline for the submission of the coursework, it will be recorded as zero but the assessment would be considered to be complete.
- iv) In the case of dissertations and project reports submitted more than seven days late, the mark will be recorded as zero but the assessment would be considered to be complete.
- v) Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.

The dissertation and portfolio essays, once submitted by their respective deadlines, will not be returned to you. To accord with UCL's anti-plagiarism policy, you must keep copies of all your essays and the dissertation in both electronic and paper form. These copies must be of the essay or dissertation exactly as submitted. The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document).

Please see also the document 'Guidance on presentation of long essays for examination', available from the Department Office and online at

<http://www.ucl.ac.uk/english/current/pg/shakespeare/index.htm>.

MAEL students: please also refer to the document 'Guidelines for the submission of written work: tutorial essays, portfolio essays and dissertation', available on Moodle.

## **Desk examinations**

For those MA courses which have formal desk exams (other than internal, departmental tests), these will be timetabled during UCL's examination period in the summer term. Exact dates and locations will be announced towards the end of the spring term. You will be required to present your College ID card and individual examination timetable at the examination hall.

There is provision for you to take exams in special places (e.g. the Health Centre) or by special means (e.g. if you are unable to write). You should let the programme co-ordinator know as soon as possible if there are any circumstances which make this necessary. Requirements for special equipment or extra time must have the approval of a UCL Panel. Detailed medical documentation must be submitted at least six weeks before the examination.

If you are absent from a desk exam without good reason, you cannot be awarded a degree and are officially deemed to have 'retired' from the examination.

## THE MPhil/PHD PROGRAMME

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### Notes

1. In what follows reference is occasionally made to the Graduate Tutor as the person who receives reports, acts as mediator in disputes, etc.. It should be understood that where there is any conflict of interest (e.g. where a dispute arises between a student and their supervisor, and the supervisor is also the Graduate Tutor), the functions of the Graduate Tutor will be performed by another senior member of staff, either the Head of Department or a nominated deputy. Similarly, it should be understood that where reference is made to the functions of primary or secondary supervisors, these functions may, where necessary, be performed by other appropriate members of staff in the case of illness or unavoidable absence.

2. *References to the stages of the course are made on the assumption of full-time study, with the date of initial registration in September. A summary of the differences for part-time students is given at the end of this document.*
3. *The term 'student' is used in preference to 'MPhil/PhD student', in part for reasons which will be clear from section I.*
4. *The provisions in this handbook are intended to conform where appropriate with the UCL Procedures and Regulations for MPhil and PhD Degrees (the 'Grey Book'), as currently defined. This document may be consulted on the UCL website at <http://www.ucl.ac.uk/registry/ucl-staff/grey-book/>. Please also see the UCL Code of Practice for Graduate Research Degrees (<http://www.grad.ucl.ac.uk/codes/>).*

## **I. Definition of the Programme and Registration**

### **1. The 'MPhil'**

The MPhil/PhD programmes offered by UCL are research degrees and contain no taught element. The minimum period of registration for both degrees is two calendar years or the equivalent in part-time study: the MPhil involves researching and writing a thesis of 60,000 words, while the PhD involves researching and writing a thesis of 100,000 words. All students admitted to the English department are accepted to study towards the award of the PhD degree; the department does not offer a separate MPhil programme. However, UCL regulations prescribe that all students doing a research degree are initially registered as MPhil students. There are two main reasons for this provision, one relating to the needs of the student, the other to those of the department.

On the student's side the issue is one of over-commitment. The student may decide, for example, after one year of study, that for personal, financial or other reasons they are unable to complete a PhD. They then have the option of 'downscaling' to an MPhil, ensuring that the work they have done so far is not wasted and that they will gain a research degree of recognized standing. It should be emphasized that though the MPhil is a 'lesser' degree it is not an inferior one. It implies a more circumscribed project and a shorter time-span, but the criteria for assessment are similar to those for a PhD.

On the Department's side the issue is one of academic viability. The crucial stage here, which is described in more detail in section IX.2, is that of transferring ('upgrading'), which normally takes place during the second year of registration. If the department decides not to upgrade the student's registration from MPhil to PhD, the student may still be able to gain the lesser research degree. Clearly the circumstances in which this might happen are likely to be more contentious than those in which a student decides for themselves that they are unable to complete a doctorate, and a student who is refused leave to continue studying for a PhD may look on the 'offer' of an MPhil as a mark of failure. But, to repeat, the degree still has to be worked for and is subject to examination; it represents a concrete achievement.

A student who has been upgraded from MPhil to PhD status may request that their registration be changed back to MPhil, and if there are good academic and/or personal reasons, the department would support such a request.

There is one other (and extremely rare) circumstance in which a student may be awarded an MPhil — as an outcome of their PhD examination. See below, section XI.4.(d).

## **2. The 'PhD'**

The PhD (Doctor of Philosophy) is the major research degree offered by British universities. In the UCL English Department, teaching is by regular one-to-one supervision over a registration period of three years, together with attendance at Research Methods seminars (see below, section VII). There is a requirement, as part of the 'progress review' at the end of the first year, for the student to undertake an exercise in research methods (see below, section IX.1), which forms part of the internal monitoring of the student's progress. The PhD is the product of independent research and writing over a period of 3-4 years, conducted under the guidance of a supervisor; it is assessed by means of a thesis which is subjected to external examination. The Department gives the student guidance in their research, and reviews and monitors their progress, but does not have any say in the outcome. In accordance with recommendations

from the Research Councils, College encourages students to attend skills training courses (see section VII below).

UCL now has full degree-awarding powers (independent of the University of London) and research students starting in or after September 2007 will be awarded a UCL degree.

## **II. Organisation and Responsibilities**

The Graduate Tutor is responsible for the overall running of the graduate programme within the department. He or she submits reports to the Staff Meeting which meets twice a term in the first two terms, and once in the third term. These reports concern figures for application and admission; matters raised by meetings of the Staff-Graduate Student Consultative Committee (see below, section XII) or by the English Graduate Society; matters raised by communications from the Faculty of Arts and Humanities or other UCL bodies; research students' progress; and any other relevant business.

Proposed changes to regulations or to the procedure for examination of research degrees (which are extremely rare) are discussed by the Board of Studies, which meets with the same frequency as the Staff Meeting.

The Graduate Tutor also chairs the Higher Degrees Sub-Committee (HDSC), consisting of the Graduate Tutor, the Head of Department, the Departmental Tutor, and the convenors of the departmental MAs. The HDSC meets in the third term to conduct the formal 'end of course' review for third-year research students, as well as considering nominations for the Celia Phillips lecture and for the Fourth-Year Fellowship; for further details see sections XIII and XIV.

The Graduate Tutor's other responsibilities include convening, in conjunction with the English Graduate Society, the Graduate Seminar (see section XV); organizing the Research Methods programme (see section VIII); receiving reports at the end of each term; acting if necessary as a mediator in disputes

between students and supervisors (see section V); and distributing, collecting, and reporting on Graduate Student Questionnaires.

The Graduate Tutor is not responsible for matters to do with UCL registration and fees; these are dealt with by the various sections of the Registrar's division.

The Graduate Tutor is not responsible for the teaching assistant programme (see section XVI); this is the province of the Department Tutor and Head of Department.

### **III. Induction**

At the start of the academic year, following formal UCL enrolment, there is a meeting between new research students and the Graduate Tutor. At this meeting the Graduate Tutor assigns each student a mentor (see section IV), confirms arrangements for their supervision, and gives an outline of the programme which is described in this handbook. The meeting is also attended by a representative of the English Graduate Society.

### **IV. Mentoring**

All first-year students are offered the help and advice of a mentor, who will normally be a second- or third-year student. The mentor is there as an informal contact who can advise the student unfamiliar with the department and UCL, make them feel more at home, and make sure they know about graduate activities and opportunities. The 'use' of a mentor is entirely voluntary (just as all mentors are volunteers). Mentors are nominated by the Graduate Tutor in consultation with the current graduate students.

### **V. Supervision**

Each student is assigned a primary and a secondary supervisor. The central work of defining a thesis topic, and planning the stages of research and writing, is undertaken in close consultation with the primary supervisor. There should normally be at least ten meetings in the course of the academic year (i.e.

September-June), including those devoted to the formal stages of progress review and upgrading. The primary supervisor is responsible for completing, together with the student, the relevant pages of the Graduate Logbook (see section VI).

The secondary supervisor is involved at the stages of formal progress review and transfer from MPhil to PhD, and, in conjunction with the primary supervisor, reads the final version of the thesis before submission. In addition, he or she may temporarily assume the duties of the primary supervisor if the latter is absent (through illness, for example, or sabbatical leave). The secondary supervisor is also available for occasional consultation and advice, though the main line of communication should normally be with the primary supervisor.

If a dispute arises between a student and their primary or secondary supervisor, and they are unable to resolve it between themselves, the Graduate Tutor will act as mediator in the first instance. If the problem remains unresolved, it will be referred to the Faculty Graduate Tutor.

## **VI. Graduate Logbook**

Each graduate student completes a logbook at various points during the period of registration. The UCL Graduate School runs two introductions to the use of this log in early October, and new MPhil/PhD students are advised to attend one of these. The logbook is the record of the student's progress; it includes self-assessment and joint assessment with the supervisor of written work submitted, skills courses attended, travel for research purposes, attendance at conferences etc., together with forward plans. Graduates fill in their logbooks electronically; they should copy each update to their primary supervisor, who will file a hard copy. The logbook is the responsibility of the student; it must be kept up to date, as upgrade from MPhil to PhD and final submission of the thesis cannot take place unless the relevant sections of the logbook have been completed.

## **VII. Skills Training**

In accordance with the recommendation of the Research Councils and the AHRC, College encourages all graduate students to undertake skills training at departmental level (Research Methods seminars, workshops, and conferences, see section XV); at Faculty level ([www.ucl.ac.uk/ah/](http://www.ucl.ac.uk/ah/)); at the UCL Graduate School ([www.grad.ucl.ac.uk/](http://www.grad.ucl.ac.uk/)); and at the Institute of English Studies in Senate House ([www.sas.ac.uk/ies](http://www.sas.ac.uk/ies)). The student assesses their skills needs in collaboration with the primary supervisor and enrolls in classes and courses appropriate to their needs, whether subject-specific or more general (eg IT skills, presentation skills, career preparation). Details of courses attended are to be recorded in the logbook. The Department has a small amount of money available to support research skills training; students with particular needs should ask the Department Administrator, Stephen Cadywold, about this.

## **VIII. Research Methods**

The department runs a research methods programme for first-year students (ten in the course of the academic year). Attendance is mandatory. Second and third-year students may attend elements of the course by agreement with the Graduate Tutor.

As part of their progress review (see section IX.1), first-year students must complete a research methods exercise which will normally reflect what they have studied during the course. The exercise might consist, for example, of a specific research task involving the use of a specialist library or database, resulting in the production of an annotated bibliography; or evaluation of internet resources in a specific field; or a comparative analysis of the value of scholarly editions of a particular writer. In each case the exercise should involve a summary of aims and methods.

The nature of the exercise should be decided between the student and their primary supervisor, preferably no later than Reading Week in the second term. The exercise should not constitute too great a burden on the student, but should be substantial enough to demonstrate an advance in knowledge and skill.

## **IX. Progress Review**

### **1. First Year**

Towards the end of the first academic year (generally in the first week of June) a formal progress review takes place for all first-year students. The student submits (to primary and secondary supervisors) a dossier consisting of an excerpt from work in progress, of c. 7,000 words; an outline of research already undertaken, with an accompanying bibliography of primary and secondary works consulted; a forward plan for research and writing over the summer; and a research methods exercise (see section VIII). This dossier should be submitted by the end of the second week of the third term.

The material for the progress review is read by the primary supervisor and the secondary supervisor.

The supervisors meet the student (usually in the first week of June) to discuss the material in the dossier, take stock of the first year's work, and make any recommendations which seem to them helpful for the student's research or the development of his or her academic skills. The primary supervisor writes a report on this meeting, copies of which are given to the Graduate Tutor and to the student. If the student wishes to qualify or dispute any part of the report, he or she should contact the primary supervisor in the first instance; after that the matter will be referred to the Graduate Tutor according to the procedure described in section V.

It is not expected that any student will be prevented from proceeding with his or her studies as a result of the progress review, unless his or her work is clearly unsatisfactory and/or he or she has substantially failed to comply with the requirements of the progress review itself. It should be emphasised that the presentation of an appropriate piece of writing, and the completion of the research methods exercise, are indispensable elements of the progress review.

Part of the review meeting will be devoted to a discussion of planning for the upgrade to PhD.

## **2. Second Year**

### **(a) Upgrading from MPhil to PhD status**

Transferring from MPhil to PhD normally takes place in the first term of the second academic year. UCL regulations state, with regard to full-time students: ‘There should be two possible attempts at upgrade; the first between 12 and 18 months and, if the student fails at the first attempt, the second between 18 and 24 months. The period between the first and second attempt should normally be no more than 6 months.’ They state: ‘For Part-time students, whose programme of study is typically 5 years, the first possible attempt at upgrade should take place between 20 and 30 months and, if the student fails at the first attempt, the second between 30 and 40 months. The period between the first and second attempt should normally be no more than 10 months.’ They also state: ‘It is expected that most students will successfully upgrade on the first attempt. Two attempts only will be permitted.’

For the upgrading exercise, the student submits a dossier, called in UCL’s (non-subject-specific) regulations an ‘upgrade report’, consisting of an excerpt from work in progress of c. 7,000 words (in the regulations: ‘A substantial piece of work towards the thesis objectives’); and a chapter plan of the thesis and a statement of the research and writing tasks which remain to be accomplished (‘A plan and timetable for the remainder of the work’). Under regulations, the dossier should also include in some form the following components (not necessarily as discrete items or at any great length): an introduction giving the context of the piece of work; a literature review; a research question and hypothesis; a section on methodology; a bibliography. The student should submit (to the secondary supervisor) two or three copies of the dossier, depending on whether the primary supervisor is to be present at the upgrade (see below).

This should not be taken as excessively alarming: the regulations acknowledge that the precise form of material to be considered as part of the upgrade will vary across Departments and disciplines, and say the 'Upgrade Report' should be drafted by the student in consultation with the primary supervisor and the secondary supervisor.

UCL regulations state that 'A student should be upgraded to PhD status if he or she meets the following criteria: i. Commitment to pursuing research at UCL leading to the PhD degree; ii. Satisfactory progress in the work so far; iii. Ability to formulate a viable hypothesis or research question that could be completed within the normal time frame of the PhD programme; iv. Satisfactory technical and generic skills development (students funded by UCL approved funding bodies, such as the Research Councils, must meet the specific requirements stipulated by those bodies); v. Formulation of a viable plan for the work; vi. Completion of the appropriate sections of the Research Student Log; vii. English Language proficiency, both written and spoken. It is expected that the specific components in the student's upgrade report, in conjunction with the upgrade viva, will demonstrate that these criteria have been met. In addition to the above criteria, the student must meet any other Departmental or Faculty requirements.'

The material for the upgrading exercise is read by the Upgrade Panel: the secondary supervisor, who is the chair of the upgrade panel, and one other panellist, who will normally be a member of the Higher Degrees Sub-Committee (HDSC). The primary supervisor will submit a report beforehand to the panel and will meet with it before the upgrade meeting, but will not be a member of the upgrade panel; it has, however, been agreed in the College that it may be useful for the primary supervisor to be (as in the final PhD viva) silently present, at the discretion of the panel Chair (secondary supervisor), but without being involved in making the decision to upgrade.

The panel meet the student in the course of the autumn term to discuss the material in the 'Upgrade Report', and will make any recommendations which seem to them helpful for the student's research or the development of his or her academic skills. The decision as to whether the student is to be upgraded

should normally be communicated at this meeting. The panel writes a joint report, copies of which are given to the Graduate Tutor and to the student and supervisors, and the Head of Department. If the upgrading exercise is successful, the secondary supervisor also completes the official Registry form and passes it to the Graduate Tutor, who countersigns it and forwards it to the Registry. The student may request further oral feedback from the panel.

If the upgrading exercise is unsuccessful, there is under regulations (as quoted above) a second opportunity for upgrade between 18 and 24 months after the start of research (i.e. between April and September of the second year). If the student wishes to dispute the outcome, the student should contact the Graduate Tutor. Upgrading is also dependent on satisfactory completion of the logbook to date (see section VI above). Students who fail on the first attempt will be given specific written criteria to meet for the second attempt. In some cases, a student may be referred to resubmit the written work only, without the need for a second oral assessment. It should be very clear to students at the outset of the process what are the potential outcomes of the process, including the specific criteria to be met after a first failed attempt and the potential outcomes of failure at the second attempt. The following are the potential outcomes of the upgrade process:

*Potential outcomes of first attempt:*

- i) Student is recommended for upgrade to PhD status
- ii) Student is referred to a specific date, with specific criteria to meet, for a second attempt with the need for a second viva
- iii) Student is referred to a specific date, with specific criteria to meet, for a second attempt without the need for a second viva.

*Potential outcomes of second attempt:*

- i) Student is recommended for upgrade to PhD status
- ii) Student is not recommended for upgrade and remains registered for the MPhil. It should be made clear that a second failed attempt at upgrade will mean that the student will remain registered with MPhil status. This may lead to the submission of a thesis for the MPhil which must be done in accordance with the UCL Research Degree Regulations. It is not the role of the Upgrade

Panel to determine, at that stage, if the student's work is appropriate for submission for the MPhil degree. It is also not the role of the Upgrade Panel to consider action to deregister students who are deemed academically insufficient. Evidence from the upgrade process, however, may be used in subsequent Academic Insufficiency proceedings implemented by the Faculty.

The purpose of the upgrading exercise is to ensure that both the student and the department are confident that the student's project is viable both in academic terms and in terms of its prospects of completion. From the student's perspective, the aim should be clarity of definition of his or her topic, cogency of the thesis plan, and awareness of what will be required in the way of further research and writing to complete the thesis. From the department's perspective, the aim is to make sure that students are working at the appropriate level, that they have done enough work already and are likely to accomplish the remaining tasks in good time, and that any recommendations concerning the direction of a student's work or the development of his or her academic skills should be clearly understood and agreed by the student.

### **(b) Progress Review**

Assuming a student has been transferred from MPhil to PhD status in the first term of his or her second year, he or she undergoes a progress review at the end of the second year (if upgrading has not yet successfully taken place, the second attempt at upgrading may be substituted for the Progress Review).

The requirement for the second-year progress review is a meeting between the student and both supervisors in the first week of June to discuss progress and plan work to be done during the summer vacation. No dossier of work will be required, unless the progress review is being replaced by a second attempt at upgrade, but the supervisors may ask to see an up-to-date chapter plan and reading list.

### **3. Third Year**

Towards the end of the third academic year (generally in the first week of June) an end-of-course review takes place for all third-year students. The student submits (to the Graduate Tutor as chair of the HDSC) seven copies of a dossier consisting of the proposed thesis description (the 300-word summary which is submitted as part of the thesis); a chapter plan with brief synopsis of the material covered in each chapter; an extract from the thesis of 8,000-10,000 words; and a report outlining the work which remains to be done and the proposed timetable for completion of the thesis. This material, together with a brief report by the primary supervisor, should be submitted to the HDSC by the end of the second week of the third term. The supervisor's report should confirm that the material in the dossier has been discussed with the student and the completion timetable agreed. If the supervisor does not agree with the student's estimate of his or her completion date, this should be clearly indicated in the report and the student should be aware of this fact.

The HDSC then interviews the student, whose primary supervisor may, at the student's request, be present at the interview, but who does not him/herself take part in the process. This interview functions as a trial run or preview of the oral examination, since the student can expect to be questioned about the design and structure of his or her thesis as well as on details of content, style, and presentation. The presence of the supervisor also corresponds to UCL regulations, which state that the supervisor may be present at the oral examination but must not make any intervention. The aim is to give students, towards the end of their course, some sense of 'external' scrutiny of their work. The interview normally lasts for about 30 minutes. If the student is also applying for a Fourth-Year Fellowship (see section XIV), the HDSC may ask the student some additional questions about his or her teaching capabilities. The Graduate Tutor will give written feedback from the meeting to the student.

### **X. Completing Research Student Status**

The formal length of the MPhil/PhD course is three years. At the end of the third year, a student who wishes to stay on for a fourth year in order to

complete their thesis is required to apply for ‘Completing Research Student’ status (CRS). This enables them to be registered with UCL for a fourth year of study without payment of any fee. UCL has made it clear that the award of CRS should not be automatic. The criteria are that the student has been upgraded from MPhil to PhD; that they are in a position to submit their thesis within twelve months; and that they have met any other conditions imposed by their department. The principle supervisor notifies Student Records in the Registry in order to ask for CRS status to be granted. Extensions to CRS beyond a fourth year are extremely difficult to obtain, and are usually only granted in cases of severe personal or financial difficulties which have caused an unavoidable interruption of studies. If a student has not completed their thesis within four years, and there are no grounds for an extension of CRS, they will be de-registered, and will be charged a ‘late-submission fee’ when they do submit.

Students in their fourth year are not entitled to regular supervision. They are, however, entitled to ask their primary supervisor to read and comment on the final draft of their thesis before submission. In practice, most supervisors maintain regular contact with their students; but it must be stressed that they do so without obligation.

## **XI. Completion, Submission and Examination**

### **1. Draft of Thesis**

When the student has completed a draft of his/her thesis, he/she should show it to the primary supervisor. The secondary supervisor also reads the complete draft. The primary supervisor makes any final comments and recommendations.

UCL requires that the primary supervisor should formally declare that they have read the draft and that, in their opinion, the thesis is of an appropriate quality to be submitted for examination. UCL also requires confirmation that the logbook has been completed to date.

## **Plagiarism**

UCL takes plagiarism, including self-plagiarism, seriously; regulations concerning plagiarism are displayed on noticeboards in the English Department and are set out in Document K5 of the UCL 'Academic Manual' (available online at <http://www.intranet.ucl.ac.uk/staffandstudent/reference/acman/>).

## **2. Examination Entry and Appointment of Examiners**

Under UCL regulations, a student is required to state formally his/her intention to submit his/her thesis for examination four months prior to the designated date, and to complete an examination entry form obtainable from the Registry. Besides details of title, subject area etc., the form requires a copy of the thesis description (the 300-word summary referred to in section IX.3 above). Neither title nor description may be altered without special permission once the examination entry form has been submitted. The aim of the four-month period of notice is to enable examiners to be found for the thesis, so that they are (it is hoped) in place by the time the thesis is submitted. The examination entry form is accompanied by an 'appointment of examiners' form which it is the responsibility of the primary supervisor to complete. The form nominates two examiners, one of whom is normally an internal examiner from UCL, and the other from an external institution. (There are, however, provisions for exceptions to this practice, and any supervisor or student who wishes to make a case for such an exception should consult the Graduate Tutor, who will take advice from the Registry.) There are various restrictions as to who can act as an examiner, some of which are a matter of judgment rather than fact (e.g. whether a personal or professional relationship between the examiner and the supervisor or student should disqualify that person from acting); in cases of doubt, the Graduate Tutor should be consulted.

The supervisor should consult the student as to the choice of examiners; though the final nomination rests with the supervisor, a dispute over the choice of examiners would constitute a very serious problem and every effort should be made to avoid it. It is better to delay the appointment of examiners than to proceed with examiners in whom the student has no confidence; on the other

hand, the student should ensure that they have good reasons for expressing a lack of confidence in any examiner suggested by their supervisor. Disputes should be referred to the Graduate Tutor as soon as they arise.

### **3. Submission of Thesis**

After the student has made any changes to the draft of the thesis, in the light of his/her supervisor's recommendations, he/she should notify the supervisor that the thesis is ready to be submitted. The student submits the required bound copies of the thesis direct to the Student Records section of the Registrar's Division (room G9). MPhil/PhD entry forms and other relevant information may be obtained from Student Records and must be submitted not later than four months before the proposed date for submission of your thesis. Please refer to the current year's 'Graduate Research Degrees Code of Practice' (produced by the UCL Graduate School) and the 'Grey Book' (online at <http://www.ucl.ac.uk/registry/ucl-staff/grey-book/>) for further details.

### **4. Examination**

#### **(a) Nature of the Examination**

The examination takes place in two parts. The thesis is first read by the two examiners, who each compile a separate report and indicate what outcome they would recommend. The examiners then meet, usually either just before or on the day of the oral examination (the 'viva'), exchange their reports, and discuss what questions they will ask the student; they may arrive at a preliminary judgment of the thesis, or defer a decision until after the viva. The viva is the second part of the examination. For the possible outcomes of the examination, see below.

#### **(b) Arrangements for the Viva**

The primary supervisor is normally responsible for maintaining contact with the examiners, arranging an agreed date for the viva in consultation with the

student, providing a room for the viva to take place and informing the Registrar's Division of the date.

### **(c) Conduct of the Viva**

There are no regulations governing the length or content of the viva. It is rare for a viva to take less than an hour, or more than two hours; but instances at UCL have ranged from 45 minutes to three and a half hours! (In each case the result was a pass.) Examiners are free to question the student on any aspect of their research, writing, and presentation, and may also offer advice about further development of the research, publication etc.. Students are given an idea of what will be involved by their end-of-course interview with the HDSC, and will usually talk through the coming viva with their supervisor. For the possible outcomes of the examination, see below. If the student wishes, their primary supervisor may be present during the viva, but the supervisor may not make any intervention.

### **(d) Outcomes of the Examination**

What follows derives from the regulations which are laid out in the Grey Book (some of which rarely apply to students of English, for example where an examination includes 'practical' elements such as field-work). For our main purposes, the examiners have five options:

- ( i ) Outright pass
- ( ii ) Pass subject to minor corrections / amendments, to be made within 3 months
- ( iii ) Referral, with re-submission within 18 months
- ( iv ) Re-submission of thesis for MPhil
- ( v ) Outright failure

Most students should only be concerned with ( i ) and ( ii ). 'Minor corrections' may range from typos and misquotations to the re-design of the bibliography, but should not involve substantial re-writing, though the changes sometimes result in different pagination and the student may have to print the thesis out

afresh and submit new bound copies. The examiners may request to see the corrected copy of the thesis, or they may delegate this task to the supervisor, who must then certify that the required changes have been made.

Referral (option iii) usually involves substantial re-writing of a section of the thesis, for example to take account of new material which the examiners judge should have formed part of the work. The examiners may request simply to see the revised version of the thesis, or they may stipulate that a second viva be held.

Re-submission for an MPhil (option iv) is, in effect, a compromise between passing the thesis and failing it. There is no option to re-submit the thesis for the degree of PhD. The student has two months after being informed of the examiners' decision in which to decide whether he/she wishes to re-submit their thesis for an MPhil.

Outright failure (option v) means that the student is not awarded any qualification and is not allowed the option of re-submitting the thesis.

### **(e) Communication of the Outcome**

The examiners are not obliged to communicate the outcome of the examination to the student until after the viva. It is (happily) often the case that examiners will have made up their minds to pass the thesis in advance of the viva, and will tell the student of their decision at the start; but they may make up their minds to pass the thesis, but not tell the student until the occasion is over; or they may be undecided; or they may not yet be in agreement. Occasionally examiners will ask a student to leave the room while they decide what to do. However, at some point they will tell the student what the outcome is, and give them further details if necessary (e.g. a list of the minor corrections to be made).

The examiners must submit their individual reports to UCL, together with their joint report and recommendation. Copies of the joint report are sent to the student, the supervisor, and the Head of Department. The examiners may, if they wish, release their individual reports, but are not obliged to do so.

As with all examinations, there is an appeals procedure against results which are felt to be unfair; the Graduate Tutor should be contacted in such cases.

## **XII. Staff-Graduate Student Consultative Committee**

The Staff-Graduate Student Consultative Committee (SGSCC) meets once a term. Staff attendance consists of the Graduate Tutor (who chairs the meeting) and the convenors of the four MA programmes in the department (Issues in Modern Culture, English Linguistics, Medieval Literature and Shakespeare in History). The Head of Department may also attend. Student attendance consists of all MPhil/PhD students, together with a representative from each of the MA courses.

Any matter to do with graduate provision in the department or the College may be raised at the meeting. It is helpful for the Graduate Tutor to have advance notice of matters for discussion, for circulation in an agenda prior to the meeting. The meeting will normally take place in the week preceding the second Staff Meeting of the term, so that any issues raised can be included in the Graduate Tutor's report.

## **XIII. Celia Phillips Lecture**

The Celia Phillips lecture commemorates a student of the department who died of cancer in 1978. The lecture is given at the beginning of each academic year, normally by a third-year student. Second-year students who wish to give the lecture must apply by the end of the second week of the third term, by sending an outline of their proposed lecture to the Graduate Tutor and by requesting their supervisor to write a supporting statement. The appointment of the Celia Phillips lecturer is made by the HDSC at its meeting in June. Both the student's own proposal and the supervisor's statement will be taken into account in making the decision, but the main emphasis will lie on the merit of the proposal; students are advised to choose a topic which reflects their own particular research interests but which will also be accessible to a more general audience.

#### **XIV. Fourth-Year Fellowship**

The Department may award a Fourth-Year Fellowship to a student who has Completing Research Student status. The Fellowship may be shared between two students. It comprises teaching duties similar to those of a teaching assistant (see section XVI) with the addition of some seminar teaching, generally in the first year, and lecturing if required. The Fellowship is awarded by the HDSC at its meeting to conduct the end-of-course review for third-year students (see section IX.3). To apply for the Fellowship, students need only state their interest in doing so in a letter accompanying their end-of-course portfolio and notify their primary supervisor. The supervisor should indicate that they approve of the application in their report. In deciding the award of the Fellowship, the HDSC will take into account the student's progress over the three years of the course, together with the material submitted for the end-of-course review and the interview.

#### **XV. Research Seminar, Workshops, and Conferences**

The Graduate Seminar takes place on four or five occasions in the first two terms, and on two or three occasions in the third term. There is a mixture of speakers from other universities, members of staff, and students. The seminar consists of a 50-minute paper, or two 25-minute papers, followed by questions, followed in turn by drinks. It is hoped that every student will present a paper to the Graduate Seminar, generally in their second or third year. Invitations to speakers are sent by the English Graduate Society in consultation with the Graduate Tutor. In the second term the Graduate Society organises (in consultation with the Graduate Tutor) workshops: former graduates advise on getting an academic job and finding a publisher; a commissioner from an academic press is invited to advise on submitting the thesis for publication; current graduates advise current MA students in the department on applying for the MPhil/PhD. Also in the second term, UCL graduates, supported by the department, organise a one-day conference at the Institute of English Studies. The IES also organises seminars, symposia, conferences, and skills training

courses, which UCL graduate students are entitled, and encouraged, to attend ([www.sas.ac.uk/ies](http://www.sas.ac.uk/ies)).

## **XVI. Teaching**

Students, generally in their second year, may be invited to become ‘teaching assistants’ in the department. This usually involves tutorial teaching, generally to first-year undergraduates. Students who are interested in such teaching should apply to the Department Tutor at the same time that they submit the material for their progress review (see section IX.1), and should notify their primary supervisor. Account will be taken both of the student’s progress, and of their ability to teach the undergraduate syllabus. The Department Tutor is responsible for information and advice to new teaching assistants, but students may also consult their own supervisors and their mentors.

## **XVII. PART-TIME STUDENTS**

### **Skills Training**

All graduate students are encouraged to undertake skills training as appropriate (see above, section VII).

### **Research Methods**

Part-time students should attend the Research Methods classes and complete an exercise as part of their progress review (see above, section VIII).

### **Progress Review and Upgrade**

For part-time students registering in September, the arrangements for the first-year progress review are the same as for full-time students (see above, section IX), though there may be some flexibility about dates. Transferring to PhD status should normally take place by the end of the first term of the third year; the exact date is flexible and may be decided by the supervisor in consultation

with the student and, if they wish, the Graduate Tutor, to take account of the pace at which the student has been able to work. There is no fixed end-of-course review for part-time students, but a meeting between the student, their supervisors, and the Graduate Tutor should be held one year after the upgrading exercise in order to take stock of the student's further progress and in particular their timetable for completion.

### **Celia Phillips Lecture**

Part-time students are eligible to apply to give the Celia Phillips lecture, normally at the start of their third year of study (see above, section XIII).

### **Fourth-Year Fellowship**

Part-time students are not eligible for the Fourth-Year Fellowship (section XIV).

### **Teaching**

Part-time students are eligible to act as teaching assistants either in their second or third year of study as deemed appropriate by the Department Tutor in consultation with the student and their primary supervisor (see above, section XVI).

## CONTACTING MEMBERS OF STAFF

Members of staff may be contacted by dialling 020 7679 followed by the relevant extension number (see below). The UCL main switchboard number is 020 7679 2000. If you use the main UCL switchboard number, please ask for your tutor by name or extension number when you ring. Please remember that all the following extension numbers are prefixed with '3' if calling internally or via the switchboard, unless indicated otherwise.

<b>Name</b>	<b>Room</b>	<b>Tel. Extension &amp; e-mail</b>
<b>Enquiries</b>		
Department Office	225	3849
<b>Academic Staff</b>		
Prof. Bas Aarts	128	3130 b.aarts@ucl.ac.uk
Dr. Kathryn Allan	136	7653 kathryn.allan@ucl.ac.uk
Dr. Juliette Atkinson	240	7322 juliette.atkinson@ucl.ac.uk
Dr. Scarlett Baron	212	7728 scarlett.baron@ucl.ac.uk
Dr. Matthew Beaumont	129b	2567 m.beaumont@ucl.ac.uk
Prof. Rachel Bowlby	202	3138 r.bowlby@ucl.ac.uk
Dr. Marilyn Corrie	241	3131 m.corrie@ucl.ac.uk
Dr. Jane Darcy	206A	3124 j.darcy@ucl.ac.uk
Dr. Greg Dart	238	3139 g.dart@ucl.ac.uk
Dr. Paul Davis	203	3125 <a href="mailto:paul.davis@ucl.ac.uk">paul.davis@ucl.ac.uk</a>
Dr. Rachele De Felice	t.b.c.	t.b.c. t.b.c.
Dr. Beci Dobbin	242.	3121 t.b.c.
Prof Mark Ford	236	3129 m.ford@ucl.ac.uk
Dr. Linda Freedman	227	3137 t.b.c.
Dr. Lee Grieveson	122	2266 l.grieveson@ucl.ac.uk
Prof. Helen Hackett	205	3127 h.hackett@ucl.ac.uk
Prof. Philip Horne	204	3123 f.horne@ucl.ac.uk
Prof. Susan Irvine	214	3143 s.irvine@ucl.ac.uk
Dr. Natalie Jones	138	3122 t.b.c.

Dr. Chris Laoutaris	230	3145	<a href="mailto:c.laoutaris@ucl.ac.uk">c.laoutaris@ucl.ac.uk</a>
Prof. John Mullan	222	3144	<a href="mailto:j.mullan@ucl.ac.uk">j.mullan@ucl.ac.uk</a>
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Prof. Rene Weis	237	3147	<a href="mailto:r.weis@ucl.ac.uk">r.weis@ucl.ac.uk</a>

### **Administrative Staff**

Mr Stephen Cadywold (Departmental Administrator)	224	3135	<a href="mailto:s.cadywold@ucl.ac.uk">s.cadywold@ucl.ac.uk</a>
Ms Anita Garfoot (Deputy Department Administrator)	225	3134	<a href="mailto:a.garfoot@ucl.ac.uk">a.garfoot@ucl.ac.uk</a>
Ms Carol Bowen (Department Administrative Assistant)	225	3849	<a href="mailto:c.bowen@ucl.ac.uk">c.bowen@ucl.ac.uk</a>
t.b.c. (Admissions Officer)	225	7122	t.b.c.
Mrs Christine Bowles (Administrator, Survey of English Usage)	126	3119	<a href="mailto:c.bowles@ucl.ac.uk">c.bowles@ucl.ac.uk</a>
Survey of English Usage	126	3120	<a href="mailto:ucleseu@ucl.ac.uk">ucleseu@ucl.ac.uk</a>

## **LIBRARIES**

### **1 The University Libraries**

UCL LIBRARY, Gower St. WC1; 020 7679 7700 or 7679 7793.  
[www.ucl.ac.uk/Library/](http://www.ucl.ac.uk/Library/)

UNIVERSITY OF LONDON LIBRARY, Senate House, Malet St., WC1; 020 7862 8437 renewals or 020 7862 8461 enquiries. Includes an American literature collection. [www.ucl.ac.uk](http://www.ucl.ac.uk)

In these libraries you can get computer access to the current catalogues (not the complete holdings) of other London University libraries. UCL librarians can give you an Inter-Library Day ticket, with which you can walk into the library of any College or School or Institute of the University to refer to (though not borrow) books. Many of these libraries will also admit you if you turn up with your UCL ID card. They include:

BIRKBECK COLLEGE LIBRARY, Malet St. WC1; 020 7631 6239.  
<http://www.bbk.ac.uk/lib>

KING'S COLLEGE LIBRARY, Strand, WC2; 020 7848 2132.  
<http://www.kcl.ac.uk/iss/visitors/library/>

### **2 Other libraries in London**

THE BRITISH LIBRARY, 96 Euston Road, London NW1. MPhil/PhD students should register here as soon as possible. MA students can obtain a temporary pass see - <http://www.bl.uk/reshelp/inrrooms/stp/register/temp/temppass.html> . for information. The catalogue can be consulted at [www.bl.uk/](http://www.bl.uk/)

THE NATIONAL ART LIBRARY, The Victoria and Albert Museum, Cromwell Road SW7; 020 7942 2400, <http://www.vam.ac.uk/nal/>

THE WOMEN'S LIBRARY, The London Guildhall University, Old Castle St E1; 020 7320 2222, specialises in books by and about women and the campaign for female suffrage.

THE INSTITUTE OF HISTORICAL RESEARCH,  
<http://www.history.ac.uk/>

THE WARBURG INSTITUTE, <http://www.sas.ac.uk/warburg/> for the study of the classical tradition.

THE WELLCOME LIBRARY OF THE HISTORY OF MEDICINE,  
<http://library.wellcome.ac.uk/>

DR WILLIAMS'S LIBRARY, <http://www.dwlib.co.uk/> for historical and Biblical materials.

The public library system is administered by the boroughs (e.g. Westminster, Camden) and computerised so that you can normally discover if any other library in the same borough has the book you want, though some card catalogues are still in use. To borrow you need an address in the borough, but UCL will do for Camden. Some big libraries are:

HOLBORN LIBRARY 32-8 Theobalds Road WC1; 020 7413 6345.

WESTMINSTER CENTRAL REFERENCE LIBRARY,  
35 St. Martin's St. WC2; 020 7641 4636.

### **3 Other Resources**

The UCL Library web page is the gateway to a huge range of electronic resources. You could start by looking at the page on English resources at <http://www.ucl.ac.uk/Library/guides/subjeng/shtml>

Useful research links can also be found in the English Department website Resources page, at <http://www.ucl.ac.uk/english/about/resources.htm>