



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
UNDERGRADUATE HANDBOOK
2017/18

CONTENTS

Part 1: General Information

[Disclaimer](#)

[Introduction](#)

[Provost's Welcome](#)

[What we expect from you](#)

[Organisation of the Department](#)

[Email, Computer Use and Communications](#)

[Portico](#)

[Moodle](#)

[Attendance](#)

[Tutorials and Tutorial Essays](#)

[General](#)

[Grades](#)

[Essay Guidelines and Marking Criteria](#)

[Moodle Tutorial Pages: Student Tutorial Essay Submission Instructions](#)

[Guidance on choices of topics in relation to course boundaries](#)

[Plagiarism and self-plagiarism](#)

[Seminars and Lectures](#)

[Commendations and Prizes](#)

[Welfare, Disabilities and Student Mentoring Scheme](#)

[Equality and Diversity](#)

[Extenuating Circumstances](#)

[Changes to Registration Status](#)

[Data Protection](#)

[Careers](#)

[UCL Global Citizenship Programme](#)

[Student Representation and Feedback](#)

[Learning Resources and Key Facilities](#)

[Modern Foreign Language Requirements](#)

[Events](#)

[Security and Fire Safety](#)

[After Study](#)

Part 2: The First Year

Teaching in the First Year: Aims and Objectives

First Year Course Descriptions

Examinations

Part 3: The Second and Third Years

Degree Structure and Criteria

Important Dates

Second Years

Third (Final) Year

Teaching in the Second and Final Years

BA English Students

Modern Language Plus Students

Examinations

Long Essays

Research Essays

Course Essays

Presentation of Long Essays

Course Descriptions

List of courses to be taught in 2016-17, 2017-18 and 2018-19

Part 4: Affiliate Students

Part 5: Course Unit Students, including BAsc Students

Appendices

1. [Avoiding Plagiarism and Self-Plagiarism](#)
2. [Affiliate Assessment](#)
3. [Guidance on Examinations 2017-18](#)
4. [Style Sheet for Essays](#)
5. [Moodle submission instructions for Long Essays](#)
6. [Long Essay FAQs](#)
7. [Examination Descriptions, 2016-17](#)
8. [Sessional Examination Descriptions, 2016-17](#)
9. [Course Unit Information, 2015-16](#)
10. [Sample BA English options form](#)
11. [Sample Modern Language Plus options form](#)
12. [Sample Research Essay title submission form](#)
13. [Sample Course Essay title submission form](#)
14. [Sample Research Essay cover sheet](#)
15. [Sample Course Essay cover sheet](#)
16. [Sample declaration form to use with Long Essays](#)
17. [Libraries](#)
18. [English Department Staff Contact List](#)
19. [Term Dates](#)

Part 1: General Information

Disclaimer

Regulations may change over the course of the year, and the version of this handbook on the English Department website (www.ucl.ac.uk/english) will be updated accordingly. If you print a copy of this handbook, please refer to the online publication when checking for up-to-date requirements.

Every effort has been made to ensure that the information given in this handbook is accurate, but the handbook does not have the authority of official regulations. In the event of a conflict with the *UCL Academic Manual* (www.ucl.ac.uk/srs/academic-manual), the latter takes precedence.

Introduction

Welcome to the UCL English Department. This handbook is intended to supplement the information which UCL gives you when you enrol, and the UCL pages for current students (www.ucl.ac.uk/current-students) as well as the UCL Academic Manual (www.ucl.ac.uk/srs/academic-manual). It will be published on the English Department website (www.ucl.ac.uk/english) every year before the start of the autumn term.

'Doing English'

Claims have been made for the study of literature as a morally uplifting and civilising activity; objections have been made to it as a pointless self-indulgence. You are not required to believe either, and would be well advised to postpone judgment for three years (at least). It may help to remember that the study of literature is one among many forms of study in what are known loosely as 'the arts' or 'the humanities', a group which includes history, languages, and philosophy.

First, there is a *body of knowledge* to acquire - knowledge of a lot of books, of course (not all of them novels, plays and poems, incidentally), but also knowledge of language and history. Second, there are the *skills* relating to this particular body of knowledge: an understanding of literary forms, periods and movements, an ability to analyse rhetorical and narrative structures, and an attentiveness to details of language and style both in what you read and in what you write yourself. Third, there are the skills which are *transferable* into other activities and professions: skills of comprehension, critical analysis, and comparison, skills of oral and written argument and expression, and skills of research and presentation. From the use of an online library catalogue or computer database to the production of a well-presented, accurately referenced dissertation, the study of literature trains you in ways which you will find of great benefit in your subsequent career.

'Doing English', then, has several characteristics in common with other academic disciplines. Its special quality flows from the fact that its subject is literature - that students encounter, in the three years of their course, some of the most complex and interesting works of the human mind and imagination produced over twelve centuries. It is the richness and diversity of this material, and the combination of pleasure and intellectual challenge that it offers, that give 'doing English' its unique value.

What we expect from you

- Read this handbook carefully.
- Read your UCL emails daily, and check your pigeonhole and the departmental notice boards at least three times each week. Please also read your UCL emails during the holidays as often as possible.
- Attend all lectures and seminars.
- Set aside at least 40 hours each week for academic work. Do regular reading for each class, and come to seminars prepared to speak.
- Hand your essays in on time and attend tutorials at the agreed time.
- Remember to let the relevant teacher, or the Department Office, know if you are ill and so unable to attend a seminar or tutorial.
- If you have a problem, academic or personal, speak to someone about it: your Personal Tutor, seminar leader or the Department Tutor. We cannot promise that we can solve your problem, but we will do our best to help you.
- If you are a BA Modern Language Plus or BA Greek/Latin and English student, please remember that for administrative purposes the English Department is not your home department. Your home department is the department of the language you are studying alongside English.
- This department has signed up to UCLU's Zero Tolerance to Sexual Harassment Campaign (see <http://uclu.org/sexualharassment> for further details).
- Please see in addition the UCL Code of Conduct for Students (below).

Provost's Welcome

Dear students

To those of you who are returning, welcome back. To those of you who are new, congratulations for choosing UCL as your university. Great minds don't think alike and the reasons for your choice will be unique to you. But there are certain features of a UCL education that are constant, whatever your programme.

Through our Connected Curriculum, we seek to give you the opportunity to learn by participating in research and enquiry at all levels of study. You will be stretched intellectually, your programmes enriched by world-leading researchers pushing the boundaries of knowledge. You will have access to excellent digital and physical learning resources as well as a taught curriculum that makes our graduates so employable.

This doesn't mean that your journey will be the same as everyone else's. You can shape UCL and your experience within it. Take our university-wide surveys and make your voice heard. Become a ChangeMaker or a Student Academic Representative (STAR) and work in partnership with academics to make your programme even better.

You'll also have opportunities to learn outside your degree programme. Participate in our Global Citizenship Programme, exploring ways of addressing some of the world's most pressing challenges in the two weeks of summer term following exams. Get involved with amazing volunteering opportunities

(coordinated by the Volunteering Services Unit) and make a difference locally. Investigate opportunities for entrepreneurship through UCL Innovation and Enterprise.

UCL is first and foremost a community of great minds. You are a valuable member of that community. I hope you will take every opportunity to shape your time here, so that your experience is the best possible.

Professor Michael Arthur

UCL President and Provost

Student Code of Conduct

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure they read and familiarise themselves with UCL's Student Code of Conduct and be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Further information:

- [UCL Student Code of Conduct](#)
- [Student Disciplinary Code and Procedure](#)

Organisation of the Department

Responsibility for the day-to-day running of the Department lies with the Head of Department (Professor John Mullan), the Department Tutor (Dr Juliette Atkinson), the Departmental Manager (Mr Stephen Cadywold), the Deputy Departmental Manager (Miss Anita Garfoot), the Postgraduate and Admissions Administrator (Dr Clare Stainthorp), and the Departmental Administrative Assistant (Ms Carol Bowen). Professor Richard North is in overall charge of the courses taught in the first year. The Affiliate Student Tutor is Dr Chris Stamatakis.

The **Department Tutor** is responsible for such matters as the allocation of personal tutors, student welfare, disciplinary matters relating to non-attendance at classes, applications to leave or interrupt the course, etc.

The **Department Office** is on the second floor of the Foster Court building. The office is open to students daily from 9.45 a.m. until 5.00 p.m. It is closed at lunchtime between 1 p.m. and 2 p.m. Inside the office are the staff pigeon holes, where you may be asked by your tutor to leave essays, and in particular handwritten critical commentaries. Reading lists are available from the wall racks outside the office door for a limited period of time at the beginning of the year; handouts for lectures and seminars are occasionally placed there too. Hard copies of other useful documents are available inside the office. (Main course reading lists and lecture and seminar handouts are on the relevant Moodle pages; see below for details.) Spare copies of first-year (sessional) **past examination papers** are also available from the office. Second/third year examination papers are available through the UCL Library Services website (www.ucl.ac.uk/library), and copies from the previous two years are usually available from the Department Office also.

Notice Boards: Timetables and tutorial and other class lists can be found on the notice boards outside the Student Common Room. Lecturers and seminar leaders also post reading assignments here (though students should also check for email messages sent out via course pages on the Moodle site or directly to their email addresses). Urgent notices are also posted on these boards (as well as being sent out by email

where possible). Students are asked to check notice boards regularly for information, and should always do so before making enquiries at the office or by contacting teachers.

The **Students' Common Room** is also on the second floor. There are notice boards with information about student and departmental activities, and careers. Minutes of the Staff-Student Consultative Committee meetings are also posted here, as are notices about changes in departmental policy.

There are **pigeon holes** in the Students' Common Room where you will find mail which comes in to you from outside UCL, and letters from your teachers, the Department, and other parts of UCL such as the Registry, Library, etc. **PLEASE CHECK YOUR PIGEON HOLE REGULARLY**, throw away unwanted mail and leave reusable internal envelopes (empty please) in the box provided, or in the Department Office.

Emails are sent out regularly both from members of the Department and from other UCL divisions – please see our section on '[Email and Computer Use](#)'. **You must check your UCL email account daily** – including during the holidays where possible.

Department Policy is determined at Staff Meetings (twice a term) and at meetings of the Board of Studies (also twice a term), which are attended by a student representative. Student progress and welfare are regularly discussed at the former, and commendatory or disciplinary action taken; questions relating to the syllabus and to examinations belong to the latter.

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

- **The Staff-Student Consultative Committee (SSCC)** meets twice a term in the autumn and spring terms. It has about ten student representatives: at least two from each year and one or two Affiliates; volunteers are encouraged to put themselves forward to serve as reps at the beginning of each academic year, and in the event that several candidates volunteer, elections are held. Three staff members also attend. It is chaired by the Department Tutor, who reports back to the Staff Meeting. Minutes are emailed to all students and posted on a specially designated notice board in the Students' Common Room. There is also a dedicated Moodle page which all students are encouraged to join (go to www.ucl.ac.uk/moodle, and search for "English Department SSCC"; if prompted to enter an enrolment key, enter "thekey"). Even if you don't want to serve on the committee, you should keep your representatives informed of your views. Their email addresses can be found on the <http://ssc/> SSCC notice board and the SSCC Moodle page, and will be emailed to students each year. See also '[Student Representation](#)', below.
- **Annual Questionnaire:** Forms are distributed during the second half of the spring term (and at the end of the autumn term for Sept.-Dec. Affiliate students). They are filled in during the last seminar of each course, and questionnaires can also be emailed to the office. The results are analysed by the Department Tutor, who reports back to the Staff Meeting and to the SSCC. The analysis is forwarded to the Faculty Teaching Committee. The questionnaires themselves are made available for inspection to all members of staff. At meetings held by course convenors at the end of the year the results of student evaluation of the courses are discussed, and appropriate action is taken.
- **Tutorials:** A great deal of informal discussion about the syllabus as a whole, and the viability of particular courses, takes place during tutorials. Tutorials themselves are of course covered by the annual questionnaire.
- **Equal Opportunities:** Every Department has an Equal Opportunities Liaison Officer (DEOLO), responsible for advising on problems of harassment or discrimination on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or

belief (including lack of belief), sex and sexual orientation. The English Department's DEOLO is to be appointed shortly; in the meantime the Acting DEOLO is Anita Garfoot. See the 'Equality and Diversity' section, below, for further information.

- Our '[Student Feedback](#)' section gives further details of ways for students to get themselves heard.

There are several undergraduate programmes that are run either by the Department, or that the Department is involved with. The majority of undergraduate students studying with us are enrolled on the **BA English** Programme. In addition, there are **BA Modern Language Plus** and **BA Greek/Latin and English** students who take half their courses in English (their home departments are either French, German, Greek and Latin, Dutch, or Scandinavian Studies). Every year we welcome **Affiliate Students** on the UCL Study Abroad programme (either September-December, January-June, or Full Year) who study alongside our second- and third-year undergraduates. In addition, students taking the **Arts and Sciences (BASc)** degree at UCL can take courses in the English Department as part of their 'Cultures' pathway, and some full-degree students from other departments take one or more 'course units' in English as part of their studies.

The Department also runs the **MA English Linguistics** and **MA Issues in Modern Culture** programme, and has a thriving **PhD** student community (some of whom become Teaching Assistants and act as Personal Tutors). In addition, some members of staff teach on the following programmes based in other departments: **MA Early Modern Studies**; **MA in Medieval and Renaissance Studies**; **MA Comparative Literature**.

The Faculty of Arts and Humanities

The Faculty of Arts & Humanities is a renowned centre of excellence, where research of world-leading quality feeds directly into programmes of study within the departments of English, Philosophy, Classics, Hebrew & Jewish Studies, Information Studies, Modern European Languages, Fine Art, the Centre for Multidisciplinary & Intercultural Inquiry and interdisciplinary programmes such as Arts and Sciences (BASc) and European Social and Political Studies (ESPS).

The Faculty's academic and administrative management is aligned with that of the Faculty of Social & Historical Sciences and the School of Slavonic and East European Studies. The close collaboration between these areas creates a vibrant interdisciplinary culture, providing students with a vast range of opportunities to enrich their academic experience at UCL.

Most issues concerning your studies will be dealt with by your department in the first instance, but some matters, particularly those affecting your registration as a student such as a change of programme or interruption of study may need to be referred to the Faculty Office for approval. The Faculty Tutor oversees all learning and teaching matters as well as student care issues for taught degree programmes in the Faculty. The Faculty Graduate Tutor oversees research degree programmes.

Email, Computer Use and Communications

All students have access to central IT facilities, including electronic library services, email, Portico and Moodle. You will have received a UCL user id and a password to access these facilities prior to pre-enrolment. Passwords automatically expire after 150 days and you will be notified by email 30 days before your password is set to expire. You can change your password by going to <https://myaccount.ucl.ac.uk>.

If you fail to change your password online on time, or forget your current one, you will have to go to the Information Services Division (ISD) Service Desk (see below) in person to get a new one. However, if you sign up for the User Authentication Service (UAS) on <https://myaccount.ucl.ac.uk/uas-register/> you will be able to reset and obtain a new password online without having to go to the ISD Service Desk. You are strongly advised to register.

How UCL and the department will communicate with students (Central and Local)

UCL will communicate with students via:

- [UCL student email](#) – Students should check their UCL email regularly.
- [UCL Moodle](#) – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
- **myUCL** – A weekly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities.
- [UCL Instagram](#) – UCL's official Instagram channel, featuring news, events, competitions and images from across the UCL community.
- [@ucl Twitter channel](#) – Sharing highlights of life at UCL from across UCL's diverse community.

The Department primarily communicates with students via their UCL email accounts (see below), but also by notices on the second-floor notice boards and posters put up in the corridor areas.

Email (IMPORTANT!)

Important information from the Department (and the College) is relayed via your UCL email account. It will not be sent or forwarded to any private email accounts. **PLEASE CHECK YOUR UCL ACCOUNT DAILY** (including during the holidays where possible). **Before you email your tutor/administrative staff, please check that the information you require is not already available elsewhere, i.e. in this handbook, on the UCL/Department website, Moodle, or departmental noticeboards.**

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. Full instructions are available at 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.

Guidance for Social Media Use

- There should be no tweeting/other social media use during teaching occasions; there are good academic reasons for such distractions to be avoided.
- Think before you tweet, especially if your tweet reflects in any way on staff or other students. Refrain from criticisms, mockery, and personal attacks. If you wouldn't say it to the person's face, it's probably unwise to put it on social media, too, and could be seen as a form of bullying.

- Facebook groups and other similar resources are a great way to share information and build a community, but it is good practice to keep these private.
- Remember that, without the appropriate privacy restrictions, anything you post on social media can be read by anyone – not just the (un)intended target, but also tutors, future employers, colleagues, supervisors, etc.

The Department is keen to provide opportunities for students to share opinions on teaching (e.g. through the SSCC, the end-of-year questionnaires), and all staff, from the Head of Department downwards, are happy to hear your thoughts and practical suggestions at any time.

All official communications from the Department will take place only via official university channels: our Department website, handbook, notice board, Moodle pages, and messages to your university email address. Any information about regulations, assessments, or other aspects of your degree that you might come across on social media does not come from the Department and should not be considered reliable.

UCL Computer System

Students should familiarise themselves with UCL IT facilities. At enrolment every student receives information about student IT services, covering email, internet connections in halls of residence, wireless, security, training and remote desktop services. There is an online map showing where all the main computer workrooms are at <http://www.ucl.ac.uk/isd/services/learning-teaching/spaces/locations>, and the ISD Service Desk is located on the ground floor of the DMS Watson Science Library in Malet Place, opposite Foster Court.

The nearest computer workrooms to the English Department are in the basement of Foster Court and in the DMS Watson Science Library, but others may be less crowded. There are four computers for student use – checking email, Portico etc. – in the English Department Student Common Room. DMS Watson Science Library also includes a large number of printers; in Foster Court, there are also printers available for use by students on both the first and second floors.

Word-Processing and Tutorial Essays

Tutorial essays must be word-processed. You are required to keep two copies of each tutorial essay for future reference by yourself and your tutor: the paper copy of the essay with your tutor's grade and comments, and an electronic copy of the essay as submitted to your tutor via their Moodle tutorial page (see below).

You should save all important academic work (essays, essays in progress, notes etc.) onto a USB stick or your UCL file space as well as onto your own hard drive. Please be aware that a hard drive may fail with the consequent loss of all your work. Essays should be saved in a version of Word used by UCL computers.

Portico

Portico is the main UCL student information system which is used by all students for:

- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing examination timetables and results
- Pre-enrolment and re-enrolment
- Applying for graduation ceremonies

All students have access to Portico (www.ucl.ac.uk/portico), using their UCL user id and password. You will have already used Portico as part of online pre-enrolment.

You must register any change of address via Portico. You will also use Portico to register your option choices before or early on in the autumn term of both the second and final year, and to re-enrol each year. The detailed results of your second- and third-year examinations are also obtained through Portico.

Moodle

Moodle is UCL's online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

Further information:

- [Moodle](#)
- [Frequently Asked Questions](#)
- [Quick Start Guide](#)

You can access Moodle by going to <https://moodle.ucl.ac.uk/> and logging in using your UCL ID and password.

You can search for information about your courses using the course code, or the course name. For the first-year course page, enter ENGL1001. Second- and third-year course codes can be found in the Second and Final Year section of this handbook.

If prompted to enter 'the key', please note that for first-year students this is **English1** and for all other English courses it is **thekey**.

Each personal tutor has a tutorial page on Moodle as well; you will be asked to submit your tutorial essays to them using this page. To find your tutor's page, log into Moodle and then enter your tutor's name in the search box; the enrolment key for all tutorial pages is **thekey**. You will see separate sections for autumn and spring term essay submission, with numbered sub-sections to use to submit your essays in the order they are written (Essay 1, Essay 2, etc.). Students who do not write four tutorial essays per term (e.g. joint honours students and Joint Affiliates) will not need to use all of the essay submission sections. See the section on Tutorials and Tutorial Essays, below, for further information.

Long essays for examination (Course Essays and Research Essays) are also uploaded to Moodle (see the Long Essays section of this handbook).

Attendance

Students are reminded that they must be available for teaching from the beginning of the first day of term until the end of the last: absence from the Department for any other than medical reasons will be granted by the Department Tutor and by the Head of Department only in exceptional circumstances.

Unauthorised absence from the Department, repeated failure to deliver work on time and poor work will result initially in an interview with the Department Tutor and a formal written warning about which the Faculty Office will be notified. The Department Tutor will, if there is no improvement, ask the Faculty Tutor

to interview the student who may then be required to intermit for a year or to leave. Students should be aware that, because of the way courses are arranged in the Department, being asked to intermit at any stage after the beginning of their second year will have a very serious effect on their academic careers and may result in their not being allowed back into the Department for more than a year.

Attendance requirements for the First Year

Attendance at lectures and seminars is compulsory for first-year students, and the Department is required by College to confirm that the courses have been satisfactorily attended. Persistent non-attendance can lead to barring from assessment, and/or suspension/termination of study.

If you are unable to attend classes or tutorials you should e-mail your seminar leader, copying in the department tutor, in advance, or contact your tutor in the case of a tutorial. You can also inform staff of your absence by phone. All teachers have their own telephone extensions and e-mail addresses (see the list at the end of this booklet, or the information about staff at www.ucl.ac.uk/english). If you are unable to contact the particular teacher, you should leave a message in the Department Office (020 7679 3849); office staff will then add your name to an absence list which tutors check before emailing students. If you are absent from classes through illness for more than three days a medical certificate should be provided.

Your teachers will keep the Department Tutor informed of any absences, especially from seminars and tutorials, and also of any failure to hand in essays. If you miss seminars you will receive an e-mail requiring you to explain your absence to the seminar leader and to your tutor. If the number of absences becomes serious you will be asked to give an explanation to the Department Tutor.

Attendance requirements for the Second and Final Year

The UCL minimum requirement is that you attend at least 70% of each of the courses you are taking. In addition to this minimum, the Department's expectation is that you will attend all 'sign-up' seminars (i.e., those you have elected to attend out of a range of optional seminars). You should also attend the lectures for your courses regularly.

The **UCL attendance requirements** are worded as follows:

[Attendance Requirements](#)

UCL expects students to aim for 100% attendance, and has a minimum attendance requirement of 70% of scheduled learning, teaching and assessment activities. If a student does not meet this requirement they may be barred from summative assessment.

[Please note the higher attendance requirement of 100% for first-year English students.]

Further information:

- [Attendance Requirements](#)
- [Barring Students from Assessment](#)

[Tier 4 students: Absence from teaching and learning activities](#)

In line with UCL's obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities.

Further information:

- [Authorised Absence](#)
- [UCL Visa and Immigration pages](#)

Absence from assessment

Any student who is absent from an assessment must obtain authorisation for the absence by submitting a request for Extenuating Circumstances.

Further information:

- [Extenuating Circumstances](#)

Tutorials and Tutorial Essays

General

Tutorial teaching is shared between all members of academic staff of the Department and selected postgraduate students (Teaching Assistants). Students generally have three tutors, one for each year of their degree course, but sometimes different arrangements need to be made (if, for example, a particular tutor has sabbatical leave during the year, a student may have one tutor for the Autumn Term and another for the Spring term). The responsibility for assigning tutors lies with the Department Tutor. In extreme cases of difficulties between tutor and student the Department Tutor should be consulted by the student.

Students should expect the tutorial relationship to fulfil three main purposes:

- To develop their knowledge of the subject.
- To develop their skills of written and oral expression.
- To offer a personal contact within the Department for advice on academic matters (and other matters if they so wish).

Tutors expect their tutorial students to be punctual in their attendance and in their submission of written work, to be responsive in discussing their work and general academic progress, and to keep them informed of any matter which may affect their academic performance. **BA English and BA Modern Language Plus students who do not submit the requisite tutorial essays can be barred from assessment. In serious cases, this could mean that a student would not be permitted to sit the exam for the course. For more information, please consult <http://www.ucl.ac.uk/srs/academic-manual/c1/agreements/barring>.**

Students should always contact tutors in advance of a deadline to request an extension. If an essay is submitted late without an extension having been requested and approved, the tutor will mark and return the essay but is entitled to cancel the tutorial for that essay. Students who regularly submit work late without their tutor's permission, or who are failing to submit written work altogether, will be asked to meet with the Department Tutor.

Single honours students write four essays and do one handwritten commentary and analysis exercise in each of the first and second terms for their tutor. **Modern Language Plus and Greek/Latin and English students** write two essays and do one commentary exercise in each of the first and second terms of the first year, and in subsequent years write two essays on each of their optional courses.

The topics of these essays are decided by agreement between the student and tutor; normally they refer to the courses which the student is currently following. (But see also the '[Guidance on choice of topics in relation to course boundaries](#)' section, below.) The tutor discusses the essay with the student during the tutorial; this occasion also provides an opportunity for the tutor to ask about the student's general academic progress and wellbeing, and for the student to raise any academic or other matters with the tutor.

Affiliate students fall into different categories with different tutorial essay requirements. Please see the [‘Affiliate Students’](#) section of this handbook for full details. The topics of all Affiliate student essays are decided by agreement between student and tutor. *They must, however, refer to the courses which the student is currently following as they will contribute to the final assessment for that course.* After receiving and marking each essay, the tutor discusses this written work with the student during a tutorial; this occasion also provides an opportunity for the tutor to ask about the student’s general academic progress and well-being, and for the student to raise any academic or other matters with their tutor.

Second and final-year BAsc students and other course unit students write one essay in each of the first and second terms for their tutor. First-year BAsc students taking the half-unit ‘Introduction to English Literature’ course do not have tutorials or write tutorial essays.

Essay Feedback and Grades

Tutors provide both oral and written feedback on each tutorial essay, which enables students to measure their progress and define the areas in which they need to improve their knowledge or skills.

At the end of the first and second terms, the tutor writes a report on the student and gives him or her an overall grade for the term. The mark given for the critical commentary is only included if it increases the term’s average.

The same system of numerical marks is used in the marking of degree examinations, and in the classifying of degrees they are interpreted as follows:

First Class: 70-80

Upper Second: 60-69

Lower Second: 50-59

Third Class: 40-49

Fail: 0-39

For **single honours students**, the average of the two termly tutorial grades obtained during the first year is recorded as the Course Assessment mark in departmental records, alongside the examination marks, and included in results letters that are given to each student. (Please note, however, that the first-year Course Assessment mark is not recorded on the Portico system and does not form a part of the final degree profile.) In addition, the four tutorial grades obtained during the second and third years of the BA English programme form the basis of one mark in the final examination, and so form one component of the degree profile.

Students who have not completed the required number of essays by the end of each term must submit an Extenuating Circumstances form requesting an extension to Anita Garfoot, copying in the Department Tutor. Students with a Summary of Reasonable Adjustment giving permission for a week’s extension should also alert their tutor and the Department Tutor that they wish to activate their SoRA. Essays submitted after the end of term without an extension having been approved as above will be graded at 0. Any essay outstanding after the end of term will also be graded at 0.

Essay grades for full-year **Affiliate Students** contribute 70% towards the final assessment (the other 30% is the exam grade). Students attending from September-December or January-June are assessed on essay grades alone (see [Assessment of Affiliate Students](#) appendix).

Tutorial essay marking is monitored through peer observation carried out between members of staff, and the Departmental Tutor reviews all the marks given in each term.

Essays Guidelines and Marking Criteria

There is no uniform standard for tutorial essays. Critical approaches and writing styles vary widely, and different topics may require different treatments. In very general terms, however, it is possible to say what is expected from a good tutorial essay.

- The length should not be below 2,000 words and not above 4,000, including notes and excluding bibliography.
- The essay should demonstrate adequate knowledge of the subject (in other words the essay must show that the student has read a book, or researched a topic as required by the tutor).
- It should be based on the student's own response, and not primarily on that of other people; secondary criticism is an aid to thought, not a substitute for it.
- It should be as clear and coherent as the nature of the subject allows (hesitation between different points of view is one thing; blatant self-contradiction another).
- It should be correctly written and presented in terms of grammar, spelling, and layout. Students will be issued with a guide on essay conventions (the 'Style Sheet for Essays', also in the appendices of this handbook) at the start of the session.
- All quotations, whether from primary or secondary works, should be clearly marked and their sources indicated.
- There should be a booklist at the end of the essay indicating what the student has read or consulted in the writing of the essay, whether such material has been directly quoted or not.
- You are required to submit your essay via the tutor's Moodle page (at the same time as submitting the essay by email and/or hard copy if the tutor requests this too). Tutors are not able to give grades for tutorial essays unless they have been submitted via Moodle. See the section about Moodle, above, and the step-by-step guide to submitting tutorial essays via Moodle to be found at the end of this section.

Beyond these criteria, the tutor will judge an essay according to what he or she sees as its critical quality. Guidance is only possible here in very general terms. Clarity, cogency, accurate observation, informativeness, freshness, evidence of a range of reading, a sense of intellectual curiosity and stimulation, are among the qualities to which tutors are likely to respond.

When assessing tutorial essays and examination scripts, markers will pay particular attention to:

1. Accuracy and expressiveness of style
2. Engagement with the question
3. Knowledge of relevant material
4. Shape, coherence and direction
5. Referencing

Markers will also look for an awareness of one or more of the following:

1. Literary effects
2. Literary-historical contexts
3. Critical paradigms and methods

Moodle Tutorial Pages: Student Tutorial Essay Submission Instructions

1. Log into www.ucl.ac.uk/moodle, using your normal UCL user id and password.
2. If not already enrolled on your tutor's page, put your tutor's name in the 'Search for a course' box, then when the name of their tutorial page comes up as a result, click on it. If asked to enter an 'enrolment key', enter 'thekey'.
3. You will see that there are separate sections for the autumn and spring terms. In 'Autumn Essay Submissions', click on 'Autumn Submissions – Essay 1' (you will see there are a maximum of four such links to click on for each term, to submit the essays in order as you write them).
4. You are now in your 'My submissions' box. Click on 'submit paper'.
5. You are now in the 'submit paper' box, and need to type in the submission title. Please include your name at the beginning of the title so that your tutor can find your essay easily amongst other tutees' essays. Your surname followed by first name or initial is recommended, followed by all or part of the title of your essay, e.g. 'Smith J Birds in Chaucer'.
6. In the 'file to submit' section, click on the 'Add' icon which is a picture of a piece of paper with a plus sign on it.
7. Click on 'Browse', and search for the file on your computer or memory stick that you wish to upload to Moodle, then double-click on the filename to add the essay. Don't worry about completing the other fields on this page.
8. Click on 'upload this file', then on 'add submission'. The essay is then uploaded to the Turnitin plagiarism detection software. When the digital receipt box opens, click 'close' in the top right.
9. You have submitted your essay! Please remember to email your tutor to tell him/her you have done so (as Moodle will not alert them), and include the essay as an email attachment too (unless your tutor does not require this). Some tutors require the submission of hard copies of tutorial essays in addition. If you wish to view the essay you submitted in Moodle at any time, just double-click on its title.
10. You will not receive an automatic report from Turnitin; your tutor will alert you in your tutorial if you have copied any passages from elsewhere without proper citation (the judgement of your tutor is used to spot this, and Turnitin is just a helpful aid). Tutors do not mark essays via Moodle, but return a hard copy to you in the tutorial with comments added.

Guidance on choices of topics in relation to course boundaries

What falls within the scope of each course?

Students are permitted and indeed encouraged to write on materials beyond those taught in lectures and seminars, provided that these fall within the scope of each course concerned. In the case of a period course, the materials must fall within the period boundaries of the course (as stated or as generally understood); in the case of a thematic course (e.g. London in Literature, Literary Representation and the History of Homosexuality) the materials must relate to the theme of the course. If in doubt as to whether particular materials are appropriate to write on in relation to a particular course, students should consult their tutors.

Lectures and seminars are sometimes offered on materials in translation, or slightly outside the period boundaries of a course. In these cases these materials are considered as included within the scope of the course.

What about materials that fall outside the scope of particular courses?

Other materials that fall outside the scope of a particular course – e.g. because outside the period boundaries of the course, or because originally written in a language other than English – may be written on, subject to the following conditions:

- Tutorial essays: normally at least half of the essay must discuss materials from within the scope of the course.
- Research Essays: the topic you choose must relate to one of your courses (see the section on Research Essays elsewhere in the Course Guide). Normally at least half of the essay must discuss materials from within the scope of the course.
- For individual exam answers: the exam rubric must be complied with; e.g. if a question requires answer to at least two works, or at least two authors, these must fall within the scope of the course. However once rubric requirements have been fulfilled, candidates may in addition discuss works beyond the scope of the course if they wish and if relevant to the question.
- For Course Essays: at least two authors who fall within the scope of the course must be discussed. However once this requirement has been fulfilled, candidates may in addition discuss works beyond the scope of the course if they wish.

For more detailed advice on choosing a topic for a Research Essay or Course Essay, please see the relevant sections elsewhere in the Undergraduate Handbook. Proposed titles for the Research Essay and Course Essay are scrutinised by a subcommittee of the English Department Board of Studies which will ensure that the proposed essay has appropriate coverage.

If in doubt as to whether particular materials are appropriate to write on in relation to a particular form of assessment of a particular course, students should consult their tutors.

Quotations in languages other than English

If a student wishes to quote in a language other than English a translation must be provided, but will not be included in the word-count.

Plagiarism and self-plagiarism

UCL regulations strictly prohibit **plagiarism**: that is, copying another person's work and presenting it as your own. This includes copying from books or articles, from websites, from another student's work, or presenting as your own materials which someone else has written for you. It also includes paraphrasing such sources. All quotations must be presented as such, by the use of either quotation marks (for short quotations) or indentation (for long quotations). They must also be properly acknowledged by precise reference to the source from which they are taken. Failure to do this constitutes plagiarism. Cases of plagiarism will be referred to the Faculty Tutor and will be subject to disciplinary procedures. These may result in suspension or termination of your degree registration.

UCL also prohibits **self-plagiarism**: you must not reproduce material which you have already written for another assessment. The departmental rules on self-plagiarism are as follows:

- You **cannot** reuse all or part of a tutorial essay for another tutorial essay, course essay or research essay
- You **cannot** reuse all or part of a course essay or research essay in a desk exam, and similarly you cannot reuse all or part of a desk exam answer in a course essay or research essay
- You **cannot** reuse material written for one desk exam in another desk exam
- However, you **can** reuse material from your tutorial essays in desk exams

You should note that UCL is signed up to use a detection system (Turnitin) to scan work for evidence of plagiarism (including in tutorial essays on submission via Moodle). This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

It is also essential that you read and attend to the regulations concerning plagiarism found in the UCL webpages for current students at <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>.

The English Department has produced an extra guidance document, '[Avoiding Plagiarism and Self-Plagiarism](#)', which is reproduced in the appendices of this handbook.

UCL's wording on examination irregularities and plagiarism is as follows:

UCL students are expected to be aware of and adhere to UCL's referencing and examination requirements as a condition of their enrolment:

- **For examinations**, the *UCL Examination Guide for Candidates* is published annually on the Examinations and Awards website. All candidates for written examinations must ensure they are familiar with the requirements for conduct in examinations set out in this guide.
- **For coursework submissions**, students must ensure that they are familiar with the UCL Library Guide to References, Citations and Avoiding Plagiarism which provides detailed guidance about UCL's referencing and citation requirements. Students should also ensure that they are familiar with the specific referencing requirements of their discipline.

UCL will use plagiarism detection software to scan coursework for evidence of plagiarism against billions of sources worldwide (websites, journals etc. as well as work previously submitted to UCL and other universities). Most departments will require students to submit work electronically via these systems and ask students to declare that submissions are the work of the student alone.

Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification or any other form of academic misconduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment and/ or compromise the academic integrity of UCL will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/ or module. Serious or repeated offences may lead to failure of the whole year, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

Further information:

- [UCL Examination Guide for Candidates](#)
- Library Guide to References, Citations and Avoiding Plagiarism: <http://www.ucl.ac.uk/library/docs/guides/references-plagiarism> (*cut and paste this link into a separate browser window*)
- [Examination Irregularities and Plagiarism procedures](#)
- Students can also seek advice from the [UCLU Rights & Advice Centre](#)

Seminars and Lectures

Seminars

The seminars you will take part in during your three years in the Department will be broadly of two kinds: set-text seminars, and sign-up seminars. Seminars in the first-year course are all set-text, involving group discussion of works prescribed in the various parts of the first-year programmes. Many second- and third-year courses have a mixture of set-text and sign-up seminars. Numbers for sign-up seminars may be restricted, and students may be asked to make more than one choice in an order of preference.

Attendance at seminars is compulsory in the first year, and is monitored. For second and third year students, in addition to the UCL requirement of 70% attendance, the Department's expectation is that you will attend **all** 'sign-up' seminars. Punctuality and attentiveness are expected of all students.

A seminar is not a lecture given by the seminar leader, and students are not expected simply to take notes. Seminars offer an invaluable opportunity to discuss books and topics with a teacher and fellow students, and to learn and practise the skills of articulacy, coherence and persuasiveness. Students should contribute appropriately to seminars: individuals who attempt to dominate sessions may find themselves cautioned by the seminar leader and unpopular with their peers.

In order to encourage discussion, students are not permitted to use laptops or other electronic devices in seminars, unless a seminar leader has explicitly requested their use for a particular class. Students who have been given permission by UCL Student Disability Services are, however, permitted to use laptops in seminars.

You will usually be required to do preparatory reading for seminars, and you will be defeating the aims of these meetings (for yourself and your peers) if you have not done this work. You may also be asked to prepare a brief presentation on a specific topic for a seminar. Some teachers favour the use of sub-groups and pair work as a means of getting every student involved in seminar activity.

Lectures

There are many different kinds of lecture, adapted to different courses and shaped by the approach and style of particular teachers. Uniformity is neither attainable nor desirable, but some general principles apply.

The aims and objectives of lectures may include:

- Giving basic information about an author, text, topic, or period (including advice on further reading).
- Giving a critical reading of a particular work or body of work.
- Giving a historical account of critical approaches to a particular author.
- Suggesting critical ideas and methods which students may wish to follow up on their own or with their tutors.

Whatever their particular approach, lectures aim to be clear, well presented, and stimulating. In return it is expected that students be punctual and attentive.

Recording of Teaching Occasions

Please note that it is not permitted to record any teaching occasions (lectures, seminars, tutorials, etc.). Some students may be granted exceptional permission by UCL Student Disability Services and the Department Tutor to record lectures, but not seminars and tutorials.

Mobile Phones

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

Commendations and Prizes

Students who are performing particularly well may be commended in a Staff Meeting. A letter of commendation, signed by the Head of Department, is sent to the student, and a record of the commendation is kept in the Department. Commendations can be given for a range of achievements, including the following: academic achievement, oral performance in tutorials, seminar performance.

Information on scholarships and awards available to current UCL students can be found in the UCL webpages for current students here: <http://www.ucl.ac.uk/prospective-students/scholarships> .

There are a number of English Department prizes and competitions, including the Miriam Stahl Reading Prize competition in the spring term, and the John Oliver Hobbes Memorial Scholarship in Modern English Literature (Best Submitted Essay). The Department awards the Morley Prize for the top First.

Ask in the English Office for further details about prizes, and watch out for emails and posters about competitions throughout the year.

Welfare, Disabilities and Student Mentoring Scheme

Welfare

In the Department your tutor is likely to be the staff member who knows you best and is most likely to be the first person you approach for help, although you can approach any member of staff. In serious cases it might be appropriate to make an appointment to see the Department Tutor.

The UCL Registry has a Student Support and Wellbeing section; for full details of the support available to students at UCL (including the Student Psychological Services) please see the 'Student Support and Wellbeing' section below, and the support pages for current students at <http://www.ucl.ac.uk/current-students/support>.

Another source of help is the Student Union Rights and Advice Centre (<http://uclu.org/get-advice/>; email uclu-rights.advice@ucl.ac.uk) on the first floor of the UCL Bloomsbury Building (15 Gordon Street).

Information about College-supported sources of student finance may be found on the UCL webpages for current students at <http://www.ucl.ac.uk/current-students/money>.

Student Disability Services

The UCL Student Disability Services provides particular support to students with disabilities. Students are encouraged to make an appointment to see them to have their needs assessed, including for special

examination arrangements. See the 'Student Support and Wellbeing' section below, and their website at <http://www.ucl.ac.uk/disability>, for more information and contact details.

Reasonable Adjustments

UCL will make Reasonable Adjustments to learning, teaching and assessment to ensure that students with a disability are not put at a disadvantage. UCL also provides Summaries of Reasonable Adjustments (SoRAs) for students who might not consider themselves to have a 'disability' but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition. It is the responsibility of the student to request Reasonable Adjustments, and students are encouraged to make a request as early as possible.

Further information:

- [Reasonable Adjustments](#)
- [Student Disability Services](#)

Special Examination Arrangements

Special Examination Arrangements (SEAs) are adjustments to central or departmental written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances. This may include, but is not limited to extra time, a separate room, rest breaks and specialist equipment. Students must make an application to use the special examination facilities.

Further information:

- [Special Examination Arrangements](#) – guidance and forms
- [Special Examination Arrangements](#) – regulations
- [Student Disability Services](#)
- [Reasonable Adjustments regulations](#)

Support to Study Policy and Fitness to Study Procedure

Students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However there may be occasions when a student's physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

Further Information:

- [Support to Study Policy](#)
- [Fitness to Study Procedure](#)
- [Student Disability Services](#)
- [Student Psychological Services](#)
- [Student Support and Wellbeing](#)
- [Learning Agreements, Barring, Suspensions and Terminations of Study](#)
- [Student Disciplinary Code and Procedures](#)
- [UCL Student Mental Health Policy](#)

Key contacts in the Department for any of the above:

Personal Tutor; Dr Juliette Atkinson (Department Tutor); Anita Garfoot (Department Office).

Transition Mentors

The **UCL Transition Programme** supports new first-year students at UCL, helping them to settle in quickly and achieve their potential. Each first-year student is assigned a **Transition Mentor** for their first term. Transition mentors are later-year students within each department who work with small groups of students on a weekly basis to help them settle in to UCL and London as well as focussing on academic issues and topics specific to their degree programme.

First-year students meet their Transition Mentor during the first week of term at their department's 'Meet your Mentor' session.

Further information:

- [UCL Transition website](#)

Student support and wellbeing

UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student - the [Current Students Support](#) website provides more information. Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

The Student Centre

The Student Centre provides front-line administrative services to UCL students and is an excellent source of information about the services provided by Student Support and Wellbeing. They can also provide advice about a range of Student Records enquiries and fulfil requests for proof of student status.

Further information:

- [Student Centre website](#)

Student Disability Services

Student Disability Services provide a comprehensive range of support services for students who have a disability which impacts upon their studies at UCL. They support students with physical and sensory impairments, specific learning difficulties, autistic spectrum disorders, mental health difficulties, and long-term health conditions. As well as arranging for adjustments to learning environments, the team loan out specialist equipment and provide one-to-one tutoring and support for students with specific learning difficulties.

Further information:

- [Student Disability Services](#)

Student Psychological Services

Student Psychological Services is dedicated to helping UCL students with personal, emotional and psychological concerns. The Student Psychological Services Team is diverse and consists of a variety of

highly trained and experienced professionals, who offer short-term CBT and psychodynamic support. There are currently two psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Further information:

- [Student Psychological Services](#)

International Student Support and Welfare

The International Student Support and Welfare Team provide specialist support and advice for all non-UK students at UCL. As well as immigration information, they help to support students through the transition to university in the UK by organising the International Student Orientation Programme (ISOP) at the start of each term, and arranging regular workshops for international students which tackle particular issues.

Further information:

- [International Student Support and Welfare](#)

Accommodation

UCL Residences provides a range of accommodation options including three Halls of Residence, self-catered student houses and intercollegiate halls shared with other colleges of the University of London. Each Hall has a Warden and Vice-Warden to support students and foster a positive environment within the accommodation.

Further information:

- [Wardens and Vice Wardens at UCL Residences](#)

Financial support

At UCL we understand students can face a range of financial issues. We aim to help and advise students as much as possible, so that they have more control over their own financial situation. The Student Funding Team offer online information and one-to-one support through appointments as well as a drop-in service. Students with a more complex or sensitive circumstances can make an appointment with the Student Funding Welfare Adviser.

Further information:

- [UCL Financial Support](#)

Student of Concern

There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling, particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online [UCL Student of Concern Form](#). Depending on the concerns raised, Student and Registry Service may respond by offering support or advice to the student or the person who submitted the form, liaise with support services or, if necessary, work with the relevant authorities to ensure the student is safe.

Further information:

- [Student of Concern](#)

Registering with a Doctor

Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare as quickly as possible if they become ill or injured. When attending a university in the UK students are also advised to be vaccinated against Meningitis C.

The [Ridgmount Practice](#) is a National Health Service (NHS) practice providing healthcare and dental services for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a Walk-in Surgery which any UCL student can attend, even if they are not registered with the practice.

Further information:

- [Register with a Doctor](#)
- [Ridgmount Practice website](#)

Out-of-hours support and information helpline

UCL works in partnership with Care First to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

Further information:

- [Care First](#)

Crisis support - immediate help

If a student is in crisis there are a range of UCL and external sources of help such as Nightline, Ridgmount Medical Practice, Hall Wardens, Student Psychological Services and the Samaritans.

Further information:

- [Crisis Support – immediate help](#)

Equality and Diversity

UCL fosters a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL.

Departmental Equal Opportunity Liaison Officers

Departmental Equal Opportunity Liaison Officers (DEOLOs) provide support and assistance for students and staff about issues relating to equalities and diversity.

The English Department DEOLO is to be appointed; the Acting DEOLO in the meantime is Anita Garfoot (a.garfoot@ucl.ac.uk; tel. 020 7679 3134; English Department Office).

Further information:

- [Equalities and Diversity](#)
- [Support for Pregnant Students](#)
- [Support for Students who are Parents](#)
- [Religion and Belief Equality Policy for Students](#)
- [UCL LGBT Student Support Pages](#)
- [UCL Chaplain and Inter-Faith Adviser](#)
- [DEOLOs \(Departmental Equal Opportunity Liaison Officers\)](#)

Harassment and bullying

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate harassment or bullying of one member of its community by another or others and promotes an environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly.

Further information:

- [UCL Policy on Harassment and Bullying](#)
- [UCLU Rights & Advice Centre](#)

Sexual harassment

It is unacceptable for any person at UCL, whether staff or student, to be subjected to any unwanted and persistent behaviour of a sexual nature. UCL is working with UCLU to implement a two-year action plan to tackle issues of sexual harassment and make sure that staff and students have access to relevant training. Any UCL student experiencing sexual harassment may access confidential support from a range of sources including their personal tutor or any other member of staff in their department or faculty who they trust, their Hall Warden, a UCLU student officer, the trained staff in the [UCLU Rights & Advice Centre](#), or the [UCL Student Mediator](#).

Further information:

- [UCLU Zero Tolerance to Sexual Harassment](#)

Support for students who have been affected by sexual violence

UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence. If a student would like to talk to somebody at UCL, the Student Support and Wellbeing Team can offer advice on the support available both internally and externally.

Further information:

- [Support for Students Who Have Been Affected by Sexual Violence](#)

Extenuating Circumstances

If you have **extenuating circumstances** that you wish to be taken into account, please read the Extenuating Circumstances information in the UCL Academic Manual at <https://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/principles>, complete the UCL Extenuating Circumstances Request Form, available <https://www.ucl.ac.uk/srs/academic-manual/c4/annexes>, and submit it to Anita Garfoot in the English Department Office (together with appropriate evidence) so that it can be considered at a departmental/faculty level.

Extenuating Circumstances forms need to be submitted **no later than one week** after the circumstance concerned; if there is a delay in getting evidence such as a doctor's note, the form should be submitted on time with a note saying that the evidence is to follow.

Students whose home department is not English (e.g., Modern Language Plus students, BAsC students, some Joint Affiliates, and other course unit students) should submit the form to their home department instead.

The UCL wording on **illness and other extenuating circumstances** is as follows:

UCL recognises that some students can experience serious difficulties and personal problems which affect their ability to complete an assessment such as a sudden, serious illness or the death of a close relative. Students need to make sure that they notify UCL of any circumstances which are **unexpected, significantly disruptive and beyond their control**, and which might have a significant impact on their performance at assessment. UCL can then put in place alternative arrangements, such as an extension or a deferral of assessment to a later date.

Longer-term conditions

The Extenuating Circumstances regulations are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition or a disability. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they are aware of, and take advantage of, all the other support mechanisms provided by UCL such as:

- Reasonable Adjustments
- Special Examination Arrangements
- Student Disability Services
- Student Psychological Services
- Student Support and Wellbeing
- Support to Study Policy
- UCL Student Mental Health Policy

Further information:

- Extenuating Circumstances Regulations
- Grounds for Extenuating Circumstances
- Extenuating Circumstances Form

Changes to Registration Status

Changes to Registration

Students wishing to make changes to their registration status should first discuss their plans with the Department Tutor (Dr Juliette Atkinson, and also with their Personal Tutor if they wish), who can explain the options available and help students to make the right decision. Students should also ensure that they read the relevant sections of the UCL Academic Manual before making any requests to change their academic record.

Applications must be made in advance of the effective date of change.

Changing option courses

If a student wishes to make changes to their individual course choices after the start of teaching, they must seek the permission of the Department Tutor (Dr Juliette Atkinson), and then inform Anita Garfoot in the Department Office if they have approval (so that departmental and Portico records can be changed). If teaching has not yet started, students can contact Anita Garfoot directly.

The deadline for changes to exam entry in 2018 is **in January (exact date to be confirmed later in the year by email)**; students should contact Anita Garfoot who will ask the Registry's Assessment and Student Records office to make the change.

Further information:

- [Changes to Registration Status](#)

Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The deadline for change of degree programme during the academic session is **31 October** each year. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu. Students are strongly advised to discuss their plan with the departments involved before requesting a change of programme on Portico.

Further information:

- [Programme Transfers](#)
- [Changes to Registration Status](#)

Interruption of studies

If a student requires a temporary break from their studies and plans to resume their programme at a future date, they must apply for a formal Interruption of Study.

Further information:

- [Interruption of Study](#)
- [Changes to Registration Status](#)

Withdrawing from a programme

If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Once withdrawn, the student cannot return to the programme at a later date. Applications must be made in advance of the effective date of change. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu.

Further information:

- [Changes to Registration Status](#)

Key contacts in the department for assistance with any of the above

Personal Tutor; the Department Tutor (Dr Juliette Atkinson); Anita Garfoot (Department Office).

Data Protection

How UCL uses student data

UCL uses student information for a range of purposes connected with their studies, health and safety. UCL takes the protection of student information very seriously and complies with the Data Protection Act (DPA) 1988. Information about students will only be shared within UCL when necessary. UCL may also be required by law to share information with some external agencies for a variety of purposes, such as UCLU,

the Higher Education Statistics Agency and UK Visas and Immigration. After students leave UCL their data is retained in the permanent archives.

Further information:

- [UCL General Student Privacy Notice](#)
- [UCL Confidential Information Statement](#)
- [UCL Information Security Policies](#)
- data-protection@ucl.ac.uk

In addition to the student details stored by UCL on the Portico system, student photographs are stored in the Department Office for easier identification, along with confidential student files and tutorial/sessional exam mark record cards.

All staff and students are listed in the UCL Directory at <http://www.ucl.ac.uk/directory/> by name, departmental affiliation and UCL email address unless the individual concerned specifically requests that these details be withheld. No other personal information will be divulged. If you wish to have your personal details excluded from the UCL Directory, please see <http://www.ucl.ac.uk/isd/common/upi/directory/exdirectory> for details on the procedure.

Careers

UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates, and assists them through the entire job hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. These specialised services and events are available to graduates, international students and Master's students for up to two years following course completion.

UCL Careers also supports work-related learning, including internships and placements. UCL students who are required to complete a placement or internship as part of certain courses are supported in their search, application, and work by UCL Careers. Students can also sign up for UCL Talent Bank, a shortlisting service connecting students to small and medium sized organisations.

Further information:

- [UCL Careers](#)

The Careers Consultant for the English Department is Mr Colm Fallon (colm.fallon@ucl.ac.uk; tel. 020 3549 5920; UCL Careers, 4th Floor, Student Central, Malet Street).

The English Department's Careers Liaison Tutor (from April 2017) is Dr Kathryn Allan.

In addition, students can seek the advice of their personal tutors.

Entrepreneurship at UCL

UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL

offers a wide range of support to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Further information:

- [UCL Enterprise](#)

UCL Global Citizenship Programme

The UCL Global Citizenship Programme is a two-week programme for UCL undergraduates and taught postgraduates offering the chance to put their studies in a global context, learn new skills and see the world differently. The Programme runs for two weeks after summer exams have finished, providing a range of opportunities to help students boost their studies, enhance their future and make an impact on the world. Participation is free and open to all UCL undergraduate and taught postgraduate students on a first come, first served basis.

Further information:

- [UCL Global Citizenship Programme](#)

Student Representation

University College London Union (UCLU)

UCLU is the students' union at UCL. As the student representative body, it is run by students for students. UCLU is independent of UCL and a registered charity, providing a range of services to support UCL students and help them develop skills and interests while at UCL. UCL students are automatically members of UCLU (but can opt out), and the Union is run by seven full-time student sabbatical officers who are elected by cross-campus ballot each year and take a year out of their studies in order to work for the Union. These officers represent students on various UCL committees and campaign on the issues that matter to students.

Further information:

- [UCLU website](#)
- [Membership information](#) (including how to opt out)
- [Elections information](#) (including how to run for office)

Student Societies

UCL students currently run over 250 different clubs and societies through UCLU, providing a wide range of extra-curricular activities for students to get involved with during their time at UCL.

Further information:

- [UCLU Clubs & Societies](#)

In addition, the UCL English Society is a departmental society run by a team of undergraduates, and the English Department Graduate Society is run by postgraduate students.

Student Course Representatives

The principal function of UCLU is to represent the needs and interests of all UCL students at the university, regional and national level. Central to this mission are elected Course Representatives (formerly known as 'Student Academic Representatives' [StARs]).

Course Representatives are elected to represent students' views and interests. They sit on various departmental, faculty and University level committees and act as the voice of students, ensuring that UCL takes the needs of students into account in its decision-making. Course Representatives also liaise with UCLU and UCL staff to resolve issues.

Being a Course Representative is an opportunity not to be missed. Participants can gain a certificate and, if applicable, Higher Education Achievement Report (HEAR) accreditation in recognition of their contribution to students and UCL. Representatives receive training for their role and additional skill building sessions such as public speaking, assertiveness and negotiation. They work on real issues and make changes to teaching, assessment and local facilities.

Further information:

- [StARs website \(including 'Find your StAR'\)](#)
- [Become a StAR](#)

Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least twice a year. The SSCC provides a forum for discussion between staff and student representatives. This is an important opportunity for students to give feedback on their learning experience and is central to maintaining and improving the quality of education at UCL.

UCLU Rights & Advice Centre

The UCLU Rights & Advice Centre is a service available to UCL students to help with any difficulties that might occur while at UCL. The Rights & Advice Centre's trained and experienced caseworkers can give advice about:

- **Immigration** - including applying for a Tier 4 visa
- **Academic issues** - including examination irregularities and student complaints
- **Housing** - including contract checking and housemate disputes
- **Employment** - including unpaid wages and part time employment contracts
- Many other legal and university matters

Students can make an appointment or attend a drop-in session for free, confidential and independent advice and support.

Further information:

- [UCLU Rights & Advice Centre](#)

Student Complaints

UCL aims to ensure that every student is satisfied with their experience of UCL. However we recognise that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided.

Informal resolution

Many complaints can be resolved at an informal or local level without needing to submit a formal complaint. Students can speak to their Personal Tutor, Programme Convenor, Departmental or Faculty Tutor, or Student Academic Representative (StAR) if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the UCLU Rights and Advice Service. UCL strongly encourages this kind of resolution and does expect students to have attempted some form of informal resolution before making a formal complaint.

Formal complaints

If an issue cannot be resolved at a local level, students may feel they need to submit a formal complaint using UCL's Student Complaints Procedure. UCL aims to ensure that all complaints are treated fairly, impartially, effectively and in a timely manner, without fear of victimisation. The Complaints Procedure applies across all Schools, Faculties, Academic Departments and Professional Service Divisions.

Further information:

- [Student Complaints Procedure](#)
- [UCL Student Mediator](#)
- [UCLU Rights & Advice Centre](#)

UCL ChangeMakers

UCL ChangeMakers encourages students and staff to work in partnership with each other on educational enhancement projects to improve the experiences of students across UCL. **UCL ChangeMakers Projects** supports students and staff in running projects to improve the learning experience at UCL. Anyone with an idea, or who wants get involved, can submit a proposal for funding and support. **UCL ChangeMakers ASER facilitators** are students who work with Student Academic Representatives and staff in selected departments to formulate the departmental educational enhancement action plan.

Further information:

- [UCL ChangeMakers](#)

Student feedback

Student Feedback

UCL's goal is to put students' feedback, insights and contributions at the heart of our decision-making. We value students' feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we extended library opening hours, opened new study spaces and scrapped graduation ticket fees for students.

Student Surveys

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, The Postgraduate Taught Experience Survey and the Student Barometer. Whether it's about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. Each survey usually takes just a few minutes to complete, all responses are anonymous and some include a generous prize draw. Every piece of feedback

is read and the results of each survey are then shared with staff right across UCL – including President & Provost Michael Arthur.

Further information:

- [UCL Student Surveys](#)

English Department Student Questionnaires [‘Student Evaluation Questionnaires’]

Departments also run Student Evaluation Questionnaires on individual modules throughout the year. This gives students the opportunity to feedback about the teaching on their specific modules, helping departments to continuously improve learning, teaching and assessment. Feedback from SEQs feeds into the Annual Student Experience Review process.

At the end of each course, students are asked to fill in a questionnaire in one of the final seminars. In addition, there is an opportunity to fill in a questionnaire about tutorials, with space for general comments (normally filled in during final Chaucer, Shakespeare, and Narrative Texts seminars, and emailed to all students near the end of the spring term in addition). The questionnaires are read carefully by members of staff, and the feedback is discussed at the Staff Meeting, and at the end-of-year course planning meetings. The Department takes great care to consider all comments received, and often acts on suggestions.

The Annual Student Experience Review (ASER)

UCL’s Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how they plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys and student evaluation questionnaires as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps departments to understand what is working well and what might need improving. Student Academic Representatives (StARs) are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an important role in identifying and planning improvements within their department. Students can view the completed reports and action plans on the faculty/departmental intranet.

Further information:

- [Annual Student Experience Review](#)

Learning Resources and Key Facilities

See also Appendix 17, [Libraries](#).

UCL Library and Learning Resources

UCL Library Services

UCL has 19 libraries and a mixture of quiet study spaces, bookable study rooms and group work areas. Each library has staff that students can ask for help. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support.

Further information:

- [Library information for students](#)

Library Resources for English and American Literature

[Sarah Burn](#) (Subject Librarian)

[UCL Library Explore](#)

Primary works

Resource	Content	Help
British Literary Manuscripts Online: Medieval and Renaissance	British literary manuscripts dating from roughly 1120 to 1660	
Drama Online	Bloomsbury's Methuen Drama and Arden Shakespeare imprints, Faber, and modern plays from Nick Herne	Video user guides http://www.dramaonlinelibrary.com/pages/libraryresources
Early English Books Online (EEBO)	Digital images of works printed in English from 1473-1700	
Eighteenth Century Collections Online (ECCO)	Digital images of eighteenth-century works	
Historical Texts	New interface enabling cross-searching of EEBO , ECCO and British Library 19th Century Collection (1789-1914)	Quick ref guide (offline): http://historicaltexts.jisc.ac.uk/files/HT-QRGv2.pdf Video guides available under 'Support'
Literature Online (LION)	Works in English, primarily Penguin and Faber poetry (new content is added): <ul style="list-style-type: none"> • English, American, African American and Canadian poetry from the eighth century to the present day • English and American drama 1280 - 1915 • English and American prose 1500 - 1914 • Heinemann African Writers Series (AWS) 	
Oxford Scholarly Editions Online	OUP's scholarly editions of literary works, all pre-20 th Century	10 min demonstration https://www.youtube.com/watch?v=fN1MiuJC4qQ

Moving Images

Resource	Content	Help
BoBNational	Streaming database of TV and radio for education. Must Login. Does not work with Internet Explorer. Can be searched more effectively using TRILT	Video user guides http://bufvc.ac.uk/tvandradio/bob/bob-video-tutorials
BBC Shakespeare Archive	Streaming programmes and photographs from the BBC's Shakespeare archive.	
Kanopy	Streaming access to thousands of programmes and films.	
Theatre in Video	Streaming video of performances of more than 100 plays and 60 film documentaries.	

Criticism & Reference

Resource	Content	Help
American National Biography	Biographies of over 17000 Americans	
Arts and Humanities Citation Index	Fully indexes over 2300 arts and humanities journals	
Drama Online	Includes works of 'Context and criticism' and the play introductions	Video user guides http://www.dramaonlinelibrary.com/pages/libraryresources
International Medieval Bibliography	Index of literature on the Middle Ages, 400-1500 AD	
Literary Encyclopedia	Encyclopedia of global literature, includes profiles of authors, works and literary and historical topics	
Literature Online (LION)	Includes full text of journals, reference and critical works, the Annual Bibliography of English Language and Literature (ABELL) and the MLA	
MLA International Bibliography (Proquest)	International index on language, literature, linguistics and folklore	
Oxford Bibliographies	Authoritative research guides to literature	Online tours http://www.oxfordbibliographies.com/page/take-a-tour
Oxford Dictionary of National Biography	Biographies of the people who shaped Britain	3 min user guide https://www.youtube.com/watch?v=-0IK43xa3w
Oxford English Dictionary	Definitive record of the English language	3 min user guide https://www.youtube.com/watch?v=LV8Z2e1f7o Quick Start Guide http://www.oed.com/public/quick/quickstart/
Shakespeare Collection	Includes historical editions, works by contemporaries, critical works and reference materials	
World Shakespeare Bibliography	Annotated index of all important works and theatrical productions related to Shakespeare published 1960 - 2016	

For a complete list of the databases available at UCL, see: <http://www.ucl.ac.uk/library/database/>

Websites (freely available)

[British Library: Discovering Literature](#) BL digitised items, articles, short documentaries.

[Copac](#) Union catalogue of major research libraries in the UK.

[Cambridge Literature Timeline](#) Visual Literary Timeline which links to academic sources.

[The First World War Poetry Digital Archive](#) Text, images, audio, and video for teaching and research.

[Folger Shakespeare Library](#) Digital Image collection and [Folger Digital Texts](#) downloadable source code

[Nineteenth-Century Studies Online \(NINES\)](#) Scholarly organization.

[Palaeography: reading old handwriting 1500 - 1800](#) A practical online tutorial from The National Archives.

[Six Degrees of Francis Bacon](#) Digital reconstruction of the early modern social network.

UCL Information Services Division (ISD)

The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers IT learning opportunities for students and staff in the form of 'How to' guides which provide step-by-step guidance to all of ISD's key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks. There are also opportunities for [digital skills development](#) through face-to-face training in areas such as data analysis, programming, desktop applications and more, along with individual support through drop-ins and via the ISD Service Desk. UCL also has a licence for [Lynda.com](#) which provides thousands of high quality video-based courses from programming to presentation skills. Learning on Screen provides students with access to an archive of 65 free-to-air channel programming for educational usage. In addition, Kanopy is available to UCL students, and offers a wide range of movies.

[E-learning services](#) available to students include Moodle, Turnitin and Lecturecast and allow students to access online course materials or take part in online activities such as group work, discussions and assessment. Students can re-watch some lectures using the Lecturecast service and may also use interactive tools in the classroom.

ISD provides desktop computers and laptops for loan in a number of [learning spaces](#). A [map of computer workrooms](#) is available on the ISD website. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students. It is also possible to access a large range of applications remotely, from any computer, using the [Desktop@UCL Anywhere](#) service.

All students are encouraged to download the UCL-Go app, available for iOS and Android devices. The app gives access to Moodle and timetabling and shows where desktop computers are available on campus.

UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) offers courses in over 17 foreign languages (including English), along with teacher training courses, across a range of academic levels to support UCL students and staff and London's wider academic and professional community. CLIE provides degree preparation courses for international students, courses satisfying UCL's Modern Foreign Language requirements and a range of UCL summer school courses. Students can also access a database of language-learning resources online through the CLIE Self-Access Centre, including film and documentary recommendations and books for self-study.

Further information:

- [CLIE website](#)
- [CLIE Self-Access Centre](#)

UCL Global Citizenship Programme

The UCL Global Citizenship Programme is an optional two-week programme for UCL undergraduates and taught postgraduates offering the chance to put your studies in a global context, learn new skills

and see the world differently. The Programme takes place every year after the summer term examination period.

In each year of the Programme, students will follow different journeys – academic courses for first- and second-year undergraduates, and practical, real-world projects for second- and final-year undergraduates and taught postgraduate students. For further information, please see <http://www.ucl.ac.uk/global-citizenship/programme>.

Modern Foreign Language Requirements

UCL is committed to Modern Foreign Language education and requires all UK Honours Degree students to enter UCL with, or have developed by graduation, a basic level of language competence. Students who fail to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree. Students should speak to their personal tutor or programme leader in the first instance if they have any questions about the requirement.

Further information:

- [Modern Foreign Language Requirements](#)

Events

Departmental Events

First-year students are invited to attend a two-day visit to Cumberland Lodge (Windsor) in the Autumn term. In the past, events run by staff have included ‘You must read this book!’, a poetry workshop, a session on ‘The Politics of Language’, a film screening, and a quiz. The trip is a valuable opportunity for students and staff to get to know each other better.

The Department usually has a couple of talks a year from a **Visiting Fellow**; this year the visiting fellow is the novelist Professor Tessa Hadley. Watch out for emails, and posters around the Department advertising her talks.

In addition to the induction programme for new students at the beginning of each year, the Department holds a **Christmas Party** for all students and staff in the final week of the autumn term, and a **Finalists’ Party** for third years just after the last exam in the summer term. Dates will be emailed when they are fixed.

The Graduate Society, together with the Graduate Tutor, runs a series of **Research Seminars** throughout the year which undergraduate students are also welcome to attend. Please look out for posters around the Department, or online at <http://www.ucl.ac.uk/english/current-students/postgraduate> .

The **UCL English Society**, run by undergraduate students of the Department, runs a series of events, socials and talks throughout the year. Watch out for emails and posters about their activities, or join their facebook group.

Faculty-Level Events

Inaugural Lectures

A series of free evening lectures, delivered by recently promoted professors across the arts, humanities and social sciences, runs from November to June.

IAS Events

The Institute of Advanced Studies (IAS) harnesses UCL's extensive expertise across the humanities and social sciences to investigate received wisdom and to address the most urgent ethical and intellectual challenges of today. It is a research-based community, comprising colleagues and doctoral students from across UCL, as well as visiting fellows and research collaborators from the UK and around the world.

Based in the Wilkins Building, the IAS runs a vast and varied range of conferences, talks and seminars throughout the year. See what's on at www.ucl.ac.uk/institute-of-advanced-studies.

Festival of Culture

UCL's Festival of Culture takes place in term three. It is an exciting, week-long showcase and celebration of the quality, diversity and relevance of scholarship across UCL's Faculties of Arts & Humanities and Social & Historical Sciences. Find out more at www.ucl.ac.uk/festival-of-culture.

UCL Events

UCL holds regular **Lunch Hour Lectures** during term-time, and many other events open to all. See the online UCL Events Calendar for details: <http://events.ucl.ac.uk/calendar/>. It is possible to sign up to the events newsletter on this page, and to follow UCL Events on social media.

Security and Fire Safety

Health, Safety and Security at UCL

UCL's overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL's activities are managed and conducted. The UCL Safety Services webpage includes further information about health and safety policies and useful guidance and tools for risk assessment. The UCL Security Services webpage includes information regarding security operations, emergency contacts and tips for staying safe at UCL.

Further information:

- [UCL Health and Safety Policy](#)
- [UCL A-Z Safety Guidance](#)
- [General Fire Safety for UCL Students](#)

- [UCL Security Services](#)
- [Staying Safe at UCL](#)

Fire Safety

You should make yourself familiar with fire exits on the first and second floors of Foster Court (and in any other UCL building you use), and with 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 Andrew 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.

UCL emergency number

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). Dialling this number instead of 999 when on campus will enable UCL Security staff to best direct emergency services to the exact location. **You can also dial 020 7679 2222 from an outside line.**

First Aid

The nearest Foster Court **First Aid points** are rooms 135 and 337 (1st and 3rd floor respectively).

Security of belongings, and lost property

As Foster Court is open to all during office hours on weekdays, please do not leave your belongings unattended in communal areas. If you do lose (or find) something on UCL premises, the **UCL Lost Property** service is located in the Security Operations Centre on the ground floor of Foster Court (just inside the north entrance; further details are available here:

<http://www.ucl.ac.uk/estates/security/lost-property/>).

After study

Transcripts

All graduating students will receive an official transcript, detailing examinations taken and results achieved. Transcripts are issued automatically and sent to the contact address held on Portico. Additional transcripts are available via the UCL Transcript Shop.

Affiliate students

Transcripts for affiliate students are issued automatically upon completion of study at UCL and are issued to the student's home university or posted to the student's contact address.

Further information:

- [Transcripts](#)

Higher Education Achievement Report (HEAR)

The Higher Education Achievement Report (HEAR) is an electronic transcript of a student's verified academic results and approved non-academic achievements whilst at UCL. Students who commenced their studies in or after September 2011 will have a HEAR made available to them online, via our HEAR provider, Gradintel, each summer - new students will be invited to register for this facility during their first year of study and throughout their students. Students can share their HEAR, free of charge, as a secure electronic token with third parties via their registered Gradintel account.

Further information:

- [Higher Education Achievement Report](#)

UCL Alumni Community

The UCL Alumni Online Community is a global network of more than 200,000 former students of UCL. Alumni can take advantage of a wide range of benefits, services and discounts – on campus, across the UK and globally – including the Alumni Card, access to thousands of e-journals and library services and a free UCL-branded email service. The UCL Alumni Online Community also posts information about events and reunions happening around the world and other ways to get involved, including the UCL Connect professional development series.

Further information:

- [UCL Alumni](#)

The English Department sends invitations to events, and departmental newsletters, to alumni, using the UCL Alumni database.

Part 2: The First Year

Teaching in the First Year: Aims and Objectives

The first-year course consists of four components which, taken together, constitute a foundation for the further study of English Literature: Narrative Texts; Introduction to Medieval Language and Literature; Intellectual and Cultural Sources; Criticism and Theory. Single honours (BA English) students follow all these courses. Modern Language Plus students follow the Narrative Texts course and **either** Criticism and Theory **or** Introduction to Medieval Language and Literature. Greek/Latin and English students follow Narrative Texts and Intellectual and Cultural Sources.

The **Introduction to Medieval Language and Literature** and **Narrative Texts** courses taken together act as a sampler of English Literature from the ninth century to the present day. UCL English remains more historically based than English in many other universities, and we aim to give students an informed sense of the chronology and development of the subject. We see medieval literature as very much a part of this chronology, but teach Old English and Middle English in a course of their own because of the extent of linguistic and cultural difference in these periods.

English Literature has always been less insular than the name might suggest, and the **Intellectual and Cultural Sources** course introduces students to works of world literature and thought which have widely influenced writing in English.

Criticism and Theory aims to instruct students in what has been thought, in different places and at different times, to constitute the methodology of the discipline, and to encourage the development of their own literary-critical skills. These four courses give all students, by the end of their first year, a common background and body of knowledge which enables them to make an informed choice from the options available for the final two years of their course.

All four courses are taught by lecture and seminar. A tutorial essay is written on most of the narrative texts, and one of the eight essays should be a comparative commentary responding to two passages taken from the Narrative Texts course. Students are also encouraged to make use in their tutorial essays of what is read and learned in the other courses. Students are also expected to do a commentary and analysis exercise each term as an additional part of their tutorial work. See the [Tutorials and Tutorial Essays](#) section in Part 1 for further information about tutorial work.

The courses run for two terms, the Introduction to Medieval Literature being divided into two parts (Term 1: Middle English; Term 2: Old English).

First Year Course Descriptions

Narrative Texts

[Course code for Narrative Texts/Intellectual and Cultural Sources combined, for BA English students: ENGL1001; course code for Narrative Texts course unit (including for Modern Language Plus students): ENGL6001]

This course aims to make sure that all students, whatever options they may later choose, have studied certain major works, and have so gained a preliminary idea of English literary history and its main movements from the early modern period to the present. In addition, the course introduces the study of narrative in the poetry and fiction of this period, and gives students experience of studying complete and complex works in a relatively short time. Works are studied in chronological order.

Introduction to Medieval Language and Literature

[Course code for BA English students: ENGL1002; course code for course unit students (including Modern Language Plus): ENGL6004; course code for half-unit Old English only course unit students: ENGL6002; course code for half-unit Middle English only course unit students: ENGL6003]

This course aims to give all students on it an introduction to the study of literature which is written in Old and Middle English, and predates the period of Narrative Texts. By the end of the course students will have an acquaintance with the range and variety of this literature and some fluency in reading it. In addition to completing the chronological range of English literature, this course prepares students for the study of Chaucer in the second year and for the optional medieval courses.

Intellectual and Cultural Sources

[Course code for Narrative Texts/Intellectual and Cultural Sources combined, for BA English students: ENGL1001; course code for Greek/Latin and English students: ENGL6020]

This course aims to give students an acquaintance with a selection of works – not necessarily ‘literary’ or originally written in English – which have been either influential in the formation of English literary and intellectual history, or articulate ideas important in that formation. A knowledge of these works is essential for all three years of the degree course. The course suggests some of the main features of the history of European ideas, and encourages students to acquire some capacity for handling conceptual argument. In addition, some, but not all, of the works in this course either actually influenced, or provide interesting comparisons and contrasts with, some of the texts in the Narrative Texts and Introduction to Medieval Language and Literature courses.

Criticism and Theory

[Course code for BA English students: ENGL1003; course code for Modern Language Plus students: ENGL6019]

This course is introductory, and aims to provide, or reinforce, a grounding in the methodology and history of the subject. The first-term lectures aim to introduce and exemplify some of the indispensable elements of a critical vocabulary. The first-term seminars offer the chance to put some of these elements into practice through commentary and analysis exercises, involving the detailed discussion of unseen passages of literature in various genres and from various periods. The second-term lectures offer a brief historical survey of different ideas of literary criticism and theory from the Renaissance to the present day; second-term seminars explore a selection of these ideas in further detail. Lectures and seminars across both terms aim to stimulate attentive and accurate close reading. Lectures focus on methodology in the first term, and history in the second; seminars in both terms aim to develop and consolidate the close reading skills crucial to the study of literature.

Examinations

At the end of the first year, around the beginning of May, all **single honours students** sit ‘Sessional Examinations’ in all the courses they have studied during the year. There are three written examination papers lasting between 3 and 3½ hours in (1) Narrative Texts and Intellectual and

Cultural Sources, (2) Criticism and Theory, and (3) Introduction to Medieval Language and Literature (covering both Old and Middle English). You are required to pass all examinations in order to progress to the second year of study; single honours students should note, however, that marks given for the Sessional Examinations **do not** form a part of the final degree profile (though passes, but not actual marks, are recorded on the Portico system). Failure in any part of the examinations could result in your being asked to resit immediately (resit examinations are normally held at the end of the term), or to resit later in the summer, or to take the following year off with the chance of resitting the examination the following summer, or to leave UCL altogether. It is important that you do not arrange to leave before the end of the summer term.

An initial letter giving further details about the Sessional Examinations is sent to students at the end of the autumn term, and a second letter with examination descriptions, along with times, dates and locations of the exams, is emailed to students in March. For last year's sessional examination descriptions, see Appendix 8 of this Handbook (but please check the new exam descriptions, when issued, for changes).

If you require **special assessment arrangements** for examinations, please apply to the Student Disability Services as early as possible in the year (www.ucl.ac.uk/disability; disability@ucl.ac.uk).

If you have **extenuating circumstances** that you wish to be taken into account, please complete the UCL Extenuating Circumstances Claim form, available at <http://www.ucl.ac.uk/srs/our-services/academic-services/ec-claim-form.docx>, and submit it to Anita Garfoot in the English Department Office (together with appropriate evidence) so that it can be considered at a departmental/faculty level. Further details about the UCL Extenuating Circumstances procedure will be emailed at relevant points in the year.

As single honours first-year examinations are internal, sessional exams only, scripts are returned to students by their tutors near the end of the summer term, together with markers' comments and results letters. However, all exam scripts related to second- and final-year examinations (desk exams, Course Essays and Special Subject Essays), and Modern Language Plus students' scripts from all years, cannot be returned as they are official College-organised exams and the marks feed into finalists' degree profiles.

Modern Language Plus Students sit course unit examinations in Narrative Texts and either Criticism and Theory or Introduction to Medieval Language and Literature. They will be required to pass the Narrative Texts examination in order to proceed to second- and third-year courses in the department (this is a local requirement). An initial letter giving further details about the first-year exams is sent to students at the end of the autumn term, and a second letter with examination descriptions, along with times, dates and locations of the exams, is emailed to students in March. For last year's sessional examination descriptions, see Appendix 7 of this Handbook (but please check the new exam descriptions, when issued, for changes). In addition, Modern Language Plus students will find some additional relevant information in the English Department '[Guidance on Examinations](#)'.

Greek/Latin and English Students sit separate course unit examinations in Narrative Texts and Intellectual and Cultural Sources. An initial letter giving further details about the first-year exams is

sent to students at the end of the autumn term, and a second letter with examination descriptions, along with times, dates and locations of the exams, is emailed to students in March. For last year's sessional examination descriptions, see Appendix 7 of this Handbook (but please check the new exam descriptions, when issued, for changes, and remember that you will be taking separate exam papers for your two first-year English courses, and not the combined Narrative Texts/Intellectual and Cultural Sources exam paper that BA English students will take). In addition, Greek/Latin and English students will find some additional relevant information in the English Department '[Guidance on Examinations](#)'.

For **grade boundaries** and **marking criteria**, please see the guidelines in the '[Essay Feedback and Grades](#)' and '[Essay Guidelines and Marking Criteria](#)' sections, above.

See also the '[Guidance on choice of topics in relation to course boundaries](#)' section in Part 1 of this handbook.

Choosing your second- and third-year options:

The Options Meeting is held in the spring term of the first year to help students select their options. It is chaired by the Department Tutor and course convenors may attend. Option choices are registered with the Department shortly after the meeting and, later in the year, via PORTICO. **It is essential that you attend this meeting.**

Part 3: The Second and Third Years

Degree Structure and Criteria

Finals results for Single Honours (BA English) students are based on 10 components. All students take a maximum of 8 desk examinations. Students may choose to write one or two Course Essays in place of one or two three-hour desk examinations. In addition, all students must write a Research Essay relating to one of the Optional Courses or Core Courses studied. A Course Assessment, derived from the termly tutorial marks awarded in the second and third year, contributes the tenth mark. The final degree profile, with its ten elements, therefore takes the following form:

1. Course assessment mark (derived from the termly tutorial marks awarded in the second and third year; second- and third-year tutorial averages are equally weighted)
2. Research Essay
3. Commentary and Analysis Exam **OR** optional course if taking 3 or more Medieval and Language optional courses
4. Chaucer
5. Shakespeare
6. Optional course
7. Optional course
8. Optional course
9. Optional course
10. Optional course

At the end of their second year, BA English students will be expected to take the Chaucer examination, and either a three-hour paper or a Course Essay. **All other written examinations are taken in the summer term of the third year.** Students who withdraw from or fail in a paper or papers taken in the second year may re-enter for that paper or papers in their final year. However, please note that where a resit is required without extenuating circumstances, the mark will be capped at 40 – see the ‘Guidance on Examinations’ appendix for further details.

For **Modern Language Plus** and **Greek/Latin and English** students, the English component for the second and third years consists of four written papers, two of which are taken at the end of the second year and two at the end of the fourth year. The two first-year papers also count towards the final degree profile for students on these programmes. Students may choose to write **one** Course Essay in place of one three-hour desk examination, either in their second year or in their final year. (Please note that as the Literary Linguistics and Literary Representation and History of Homosexuality courses are both examined by Course Essay, only one of these courses can be chosen as part of the Greek/Latin and English BA.) For regulations concerning failure in one or more papers and those governing withdrawal from one or more papers, and for degree classification criteria, you should consult your home department (in SELCS, or Greek and Latin).

Degree criteria for BA English students are currently as follows:

First	3 marks above 69 and numerical aggregate of at least 666
Upper Second	6 marks above 59 and numerical aggregate of at least 590
Lower Second	8 marks above 49 and numerical aggregate of at least 520
Third	9 marks above 39 and numerical aggregate of at least 460

The **mark scheme** used for individual examination scripts and long essays is as follows:

First Class: 70-80

Upper Second: 60-69

Lower Second: 50-59

Third Class: 40-49

Fail: 0-39

The following definitions of the work characteristic of the different degree classes are intended to provide an indication of what is looked for in examinations, but they are not a definitive statement of principle:

First: First-class answers make imaginative and suggestive as well as accurate use of the relevant literary works or basic materials, and, where appropriate, articulate a sense of their larger significance (i.e. of how these might be related to their historical period, or to other ideas and works, or to critical theories and methods). They should respond creatively and thoughtfully to the complexities of the question, be stylishly expressed, demonstrate originality or independence of mind.

Upper Second: Upper-second answers demonstrate wide and accurate knowledge of the relevant literary works or basic materials, and an ability to think critically about them as opposed to merely describing them. They must see plainly the point of the question and be able to conduct an argument in response to it. Answers must be lucidly written.

Lower Second: Lower-second answers suggest that the course has been followed. They reveal familiarity with the basic materials, but may be subject to serious errors in describing or elaborating them, and may rely on cliché. The II.ii answer may not sufficiently engage with the question, and deploys only a modest range of reading.

Third: Third-class answers may be short, substantially irrelevant or inaccurate and fail to answer the question. In a desk exam setting, there may be rubric violations.

See also the English Department '[Guidance on Examinations 2017-18](#)' document, in the appendices.

Important dates for 2017-18

See also [‘Term Dates’](#)

Second Years:

September/October 2017

Course registration to be completed on PORTICO. This will include (for BA English students) the choice of an option course to be examined as a paper in advance alongside Chaucer at the end of the second year (the course code for the option course to be examined in the second year will begin with ‘ENGL3’ rather than ‘ENGL7’, to indicate that the student will be assessed in the same year, either by Course Essay or desk exam). Students are reminded that it is their own responsibility to read and take note of emails sent to their UCL accounts by the PORTICO team and other UCL Departments (these will include reminders about PORTICO deadlines).

Tuesday 23 January 2018

Deadline for submission of 2nd year COURSE ESSAY TITLE for BA English, Greek/Latin and English, and Modern Language Plus students, which must have been agreed with your tutor. The essay title should be enlarged on in an accompanying statement describing the scope of the essay. (Titles and statements will be vetted by the Department. You may be asked by the Department Tutor and Board of Studies to revise your proposed title at this stage.)

Monday 23 April 2018

Paper copy of 2nd year Course Essay (professionally bound; ring-binding is recommended) to be handed in by **4.00 p.m.** to the ENGLISH DEPARTMENT OFFICE, and submitted via Moodle.

N.B. See the section on Course Essays for further details, including the consequences of failing to hand in the Essay.

Summer Term 2018

RESEARCH ESSAY TOPIC for Single Honours students to be discussed with your tutor (after the last exam but before the end of term), and a working title noted.

UCL Undergraduate Examination Period 2017-18:

25 April 2018 – 25 May 2018 inclusive (the UCL Registry aims to make personal exam timetables available from students’ Portico accounts by the end of February 2018; exam timetables are always released on Portico by the end of the spring term at the latest).

Third (Final) Year:

Friday 6 October 2017 (BA English only)

Deadline for submission of RESEARCH ESSAY TITLE.

The final title must be discussed with, and approved by, your tutor. (At this point the titles and statements will be vetted by the Department. You may be asked to revise your title by the Department Tutor and Board of Studies at this stage.)

September/October 2017

PORTICO registration for course options. Students are reminded that it is their own responsibility to read and take note of emails sent to their UCL accounts by the PORTICO team and other UCL Departments (these will include reminders about PORTICO deadlines).

Monday 15 January 2018

Paper copy of RESEARCH ESSAY (professionally bound; ring-binding is recommended) to be handed in by **4.00 p.m.** to the ENGLISH DEPARTMENT OFFICE, and submitted via Moodle. **N.B. The date for submission of the Essay must be adhered to unless a postponement has been officially granted before the deadline. Complete failure to hand in a Research Essay is the equivalent of unexplained absence from an examination and means that a student cannot be awarded a degree.**

Tuesday 23 January 2018

Deadline for submission of 3rd year Single Honours and 4th year Modern Language Plus COURSE ESSAY TITLES which must have been agreed with your tutor. The essay title should be enlarged on in an accompanying statement describing the scope of the essay. (At this point the titles and statements will be vetted by the Department. You may be asked by the Department Tutor and Board of Studies to revise your proposed title at this stage.)

Monday 23 April 2018

Paper copy of final-year COURSE ESSAYS (professionally bound: ring-binding is recommended) to be handed in by **4.00 p.m.** to the ENGLISH DEPARTMENT OFFICE, and submitted via Moodle. **N.B. Students who fail to hand in their Course Essays by this date must present themselves for the appropriate written examination.**

The deadline for handing in a Course Essay for the Literary Representation and the History of Homosexuality course and for the Literary Linguistics course must be adhered to unless a postponement has been officially granted before the deadline. Complete failure to hand in an Essay for these courses is the equivalent of absence from an examination.

UCL Undergraduate Examination Period 2017-18:

25 April 2018 – 25 May 2018 inclusive (the UCL Registry aims to make personal exam timetables available from students' Portico accounts by the end of February 2018; exam timetables are always released on Portico by the end of the spring term at the latest).

Teaching in the Second and Final Years

BA English Students

Choosing your Courses: The lists at the end of Part 3 set out the full range of optional and compulsory courses offered by the Department. Each course is summarised in the COURSE DESCRIPTIONS section. The core courses (Chaucer and Shakespeare) are taught every year and most other courses in alternate years. You should refer to the list when deciding on your option choices and take note of any prerequisites. Most courses are taught within the Department, and the member of staff responsible for organising each course is indicated. You will also be able to see which courses are taught outside the Department.

A sample Options Form, which is given to students at the Options Meeting in March of the first year, is included in the appendices. The Department asks for options forms to be completed and handed in at the English Office in April, to assist in timetabling and course planning. In addition, second and third years will need to register for the year's courses/examinations on Portico between August and October every year (further details about Portico module registration are emailed to students towards the end of the summer).

There is always the opportunity to change English course choices (where there are no timetable clashes, and courses with capped numbers, i.e. Literary Linguistics, and Literary Representation and the History of Homosexuality, have space), before actual teaching starts. To change a course choice, it is necessary to inform English Office staff (so that departmental records can be changed), as well as getting the course registration changed on Portico if course choices for that year have already been submitted.

Students who choose to take courses outside the Department should be aware that the course work and attendance requirements may differ from those in the English Department. Some departments may exclude students from the course and the examination if they do not attend the classes and will penalise them if they fail to hand in work or hand it in late. This has serious consequences for the English degree, as failure to attend an examination in the third year may mean that you will not be able to graduate that year. (See section on Examinations.) In addition, students need to contact the teaching department concerned in the summer before the course starts, in order to check for preliminary reading and for any registration requirements (in addition to choosing the course on Portico).

The following rules govern your choice of courses:

- Single-Subject students take Chaucer and Shakespeare and choose 6 optional courses, one of which must normally be Critical Commentary and Analysis.
- However, Critical Commentary and Analysis is an optional subject for those choosing 3 or more Medieval and Language optional courses (including those taught outside the Department).

- Students choosing Old Icelandic must also take **either** Old English Literature I or Old English Literature II, and those wishing to take the Early Medieval Archaeology of Britain option must also take **both** Old English Literature I and Old English Literature II.

In addition, the Research Essay to be submitted in the third year (see the section on Research Essays, below) must be linked to one of the courses being taken in the English Department.

Modes of teaching: As in the first year, courses are taught by means of lectures, seminars and tutorials. The UCL minimum requirement is that you attend at least 70% of each of the courses you are taking.

Lectures: You should attend regularly at the lectures for your courses.

Seminars: In addition to the UCL requirement of 70% attendance, the Department's expectation is that you will attend all 'sign-up' seminars (i.e. those you have elected to attend out of a range of optional seminars). As in the first year, you must try to meet all reading requirements for seminars, and you can expect on occasion to be involved in presentations.

Tutorials: See the [Tutorials and Tutorial Essays](#) section in Part 1 for further information about tutorial work. BA English students have five one-to-one half-hour-long meetings with their tutors per term. Four of these will normally involve the discussion of a tutorial essay; students will also write a commentary each term, to which the fifth half-hour meeting will be devoted. A mark based on the marks for four essays is awarded at the end of each term. The mark for the commentary will also be included if beneficial to the overall termly mark. This mark contributes to the Course Assessment component of the final examination. Students may consult their marks in the Department Office.

If an essay is submitted late without an extension having been requested and approved, the tutor will mark and return the essay but is entitled to cancel the tutorial for that essay. Essays submitted after the end of term without an extension having been approved as above will be graded at 0. Any essay outstanding after the end of term will also be graded at 0. In addition, students who do not submit the requisite tutorial essays can be barred from assessment.

UCL regulations strictly prohibit plagiarism and self-plagiarism; please see the 'Plagiarism and Self-Plagiarism' section of this handbook, above, for further details.

Each essay should be submitted to your tutor as an email attachment (preferably in Word) and as a paper copy, if your tutor requires it. All essays should be dated. The Word file name should be in the following form: surname, initial, number of essay, e.g., SmithJ4. You should keep marked copies of all your tutorial essays in a safe place, for future reference by both yourself and your tutor.

Discipline and Attendance: Students are reminded that they must be available for teaching from the beginning of the first day of term until the end of the last: absence from UCL for any other than medical reasons will only be granted by the Department Tutor and the Head of Department in exceptional circumstances. Attendance of all students is monitored at key points of the year and a register kept by Student Records.

Unauthorised absence from the Department, repeated failure to deliver work on time and poor work will result initially in an interview with the Department Tutor and a formal written warning about which the Faculty Office will be notified. The Department Tutor will, if there is no improvement, ask the Faculty Tutor to interview the student who may then be required to intermit for a year or to leave. Students should be aware that, because of the way courses are arranged in the Department, being asked to intermit at any stage after the beginning of their second year will have a very serious effect on their academic careers and may result in their not being allowed back into the Department for more than a year.

Modern Language Plus Students, and Greek/Latin and English Students

Choosing your Courses: For the English half of the degree, students choose four courses from the core courses (which are taught each year) and the option courses offered in their second and fourth years, subject to the approval of the departments concerned. Modern Language Plus and Greek/Latin and English students may not take Critical Commentary and Analysis. Courses chosen for the English half of the degree must be those taught in the English Department, i.e. not the medieval options taught in other departments. **N.B. Modern Language Plus students are normally required to spend the third year of their course abroad. You should note that because most of the option courses are taught in alternate years, when you return from spending your third year abroad, the same list of courses will be on offer in the fourth year as was offered in the second year of your degree.**

The lists at the end of Part 3 set out the full range of courses offered by the Department. Each course is summarised in the Course Descriptions section of this guide, and the member of staff responsible for each of the courses is indicated. All except the core courses (Chaucer and Shakespeare) are taught in alternate years, so you should refer to the list when deciding on your option choices.

Students should refer to information provided by the home language department for information on course unit choices offered for the language part of the degree.

Discipline and Attendance: Students are reminded that they must be available for teaching from the beginning of the first day of term until the end of the last: absence from UCL for any other than medical reasons will only be granted by the Department Tutor and the Head of Department in exceptional circumstances. Attendance of all students is monitored at key points of the year and a register kept by Student Records.

Unauthorised absence from the Department, repeated failure to deliver work on time and poor work will result initially in an interview with the Department Tutor, who will consult with your home department and the Faculty Tutor so a decision can be made as to what further action can be taken.

Tutorials: The same conventions apply to tutorials as in the first year. See the [Tutorials and Tutorial Essays](#) section in Part 1 for further information about tutorial work. Combined-Studies Students receive about half as many tutorials as Single-Subject students. Students would normally be

expected to do two essays a year on each course being studied in that year. A mark based both on tutorial essays is awarded at the end of each term. These marks do not contribute to Modern Language Plus or Greek/Latin and English students' final degree profiles, but completion of the tutorial essays is a required component for the successful completion of the course.

If an essay is submitted late without an extension having been requested and approved, the tutor will mark and return the essay but is entitled to cancel the tutorial for that essay. Essays submitted after the end of term without an extension having been approved as above will be graded at 0. Any essay outstanding after the end of term will also be graded at 0. In addition, students who do not submit the requisite tutorial essays can be barred from assessment.

UCL regulations strictly prohibit plagiarism and self-plagiarism; please see 'Plagiarism' section of this handbook, above, for further details.

Each essay should be submitted to your tutor via his/her Moodle tutorial page, and, if your tutor requires it, as an email attachment (preferably in Word) and as a paper copy. Instructions about submitting essays via Moodle can be found above. All essays should be dated. The Word file name should be in the following form: surname, initial, number of essay, e.g., SmithJ4. You should keep marked copies of all your tutorial essays in a safe place, for future reference by both yourself and your tutor.

Seminars: In addition to the UCL requirement of 70% attendance, the Department's expectation is that you will attend all 'sign-up' seminars (i.e. those you have elected to attend out of a range of optional seminars). As in the first year, you must try to meet all reading requirements for seminars, and you can expect on occasion to be involved in presentations.

Lectures: You should attend regularly at the lectures for your courses.

Examinations

All students are subject to the examination regulations issued by UCL. For important information on all examinations (both desk exams and long essays), including the mark scheme, regulations, degree classification criteria and information about getting results, see the '**English Department Guidance on Examinations 2017-18**' document in the appendices.

In addition, students must ensure that they are aware of the regulations governing written examinations detailed in the *UCL Examination Guide for Candidates* on the [Examinations and Awards website](#). Students should pay particular attention to the regulations around examination irregularities. Students who are suspected of any form of cheating or of breaching the Examination Regulations will be investigated under UCL's Examination Irregularities and Plagiarism procedures.

Further information:

- [Examinations and Awards website](#)
- [Examination Regulations](#)
- [Examination Irregularities and Plagiarism procedures](#)

Desk Examinations: Most of these are three-hour examinations. In the six-hour examinations (Commentary and Analysis, Chaucer, Shakespeare), you are expected to take advantage of the extra time chiefly to plan and prepare your answers (you will have a substantial sheaf of passages to read and to choose from in the first of these exams, and complete texts of Chaucer and Shakespeare in the other two). A non-compulsory break to eat lunch is included in the six hours. You should not write substantially more in these papers than you would in a three-hour examination.

Descriptions of each paper, as set for that year, are issued in the second half of the spring term. Last year's 'Examination Descriptions' document is in the appendices of this Handbook; please check for updates to rubric when the 2017-18 version is circulated by email. The Exam Descriptions will indicate how many questions must be answered (usually three), and the broad categories involved (passages for comment, single- author questions, etc.). The exams are designed to allow you to deploy the results of your independent study and tutorial preparation, as well as to write about topics covered in lectures and seminars. They are therefore not confined to the formally taught programme of a course, and will cover a wide range of topics relevant to a given course title.

You can gain an idea of the coverage for each exam by consulting previous years' papers in the UCL Main Library and on the UCL Library Services web site. Hard copies of past papers from the last two years are usually available, in addition, from the English Department Office on request.

BA English Students (Second and Third Years)

N.B.: Please also refer to the English Department 'Guidance on Examinations 2017-18', in the appendices, for further important information.

Finals results for BA English students are based on 10 components, as outlined above. All students take a maximum of 8 desk examinations. Students may choose to write one or two Course Essays in place of one or two three-hour desk examinations. In addition all students must write a Research Essay relating to one of the Optional Courses or Core Courses studied. Further information about Research and Course Essays is given in the Essays section of this handbook. A Course Assessment, derived from the termly tutorial marks awarded in the second and third year (equally weighted), contributes the tenth mark.

At the end of their second year, students will be expected to take the Chaucer examination, and either a three-hour paper or a Course Essay. All other written examinations are taken in the summer term of the third year. Students who withdraw from or fail in a paper or papers taken in the second year may re-enter for that paper or papers in their final year.

EXAMINATION ENTRY: At the beginning of the session all students must confirm their options and examination choices for the coming year on PORTICO. Second-year students will need to decide, at this stage, which option paper in addition to Chaucer they would like to be examined in at the end of the second year. Students will be notified by email of the deadline for doing this.

Later in the autumn term all students must confirm their examination entry details on PORTICO by the deadline set by the Registry (students will be emailed by the Registry's Assessment and Student

Records section, who organise the second- and third-year exams, when it is time to complete this task).

All students should note the regulations governing withdrawal from examinations in the appendix '[Guidance on Examinations 2017-18](#)'.

Modern Language Plus Students, and Greek/Latin and English Students

N.B.: Please also refer to the English Department '[Guidance on Examinations 2017-18](#)', in the appendices, for further important information.

The English component consists of four written papers, two of which are taken at the end of the second year and two at the end of the fourth year. Students may choose to write **one** Course Essay in place of one three-hour desk examination, either in their second year or in their final year. Further information about Course Essays is given in the Essays section in this handbook. For regulations concerning failure in one or more papers and those governing withdrawal from one or more papers, and for degree classification criteria, you should consult your home department (in SELCS, or Greek and Latin).

MODERN LANGUAGE PLUS / GREEK/LATIN AND ENGLISH STUDENTS' EXAMINATION ENTRY: At the beginning of the session all students must confirm their options and examination choices on PORTICO. Students will be notified by email of the deadline for doing this. Later in the autumn term, all students must confirm their examination entry details on PORTICO by the deadline set by the Registry.

External Examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner's report and departmental response via their Portico account or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk.

Long Essays

You may find it helpful to consult the documents [Long Examined Essays: Frequently Asked Questions](#), in the appendices. See also the English Department [‘Guidance on Examinations, 2017-18’](#), in the appendices.

Research Essays (BA English students only)

All BA English students must submit a Research Essay on a topic related to one of the courses taught wholly in the English Department. The Research Essay should be not more than 6,000 words long.

The topic you choose must relate to one of the courses you have taken, or are taking, in the English Department.

A Research Essay must not reuse material already submitted in a tutorial essay, course essay, or desk exam. Similarly, you cannot reuse material written in your research in a later course essay or desk exam. Please see the statement on [‘Plagiarism and Self-Plagiarism’](#) above, as well as in the [‘Guidance on Examinations 2017-18’](#) appendix to this handbook.

Once an essay title has been finally submitted and approved, there can be no communication on any aspect of the writing of a long essay with any member of staff, and no tutorial work relating to the subject of the essay. Tutors and other teachers can, however, give advice on reading at any stage.

Choosing a Research Essay Topic

The topic you choose must relate to one of your courses. For example, to do an essay on Jane Austen or the Jacobin novel you must be taking Romantics. You may not do an essay on Paul Auster or post-modern science fiction if you are not taking Moderns II. Everyone may do an essay on Shakespeare or Chaucer. Write your essay about works or a topic that you are really interested in.

The essay will be a maximum of 6,000 words, the equivalent of 1.5-3 tutorial essays, so don’t choose too wide a topic. References and quotations (apart from translations of quotations) should be included in the word count. The bibliography should not. (See the *Presentation of Essays for Examination* section of this handbook, the *Style Sheet for Essays*, and *Long Examined Essays: Frequently Asked Questions* (the latter two documents are contained in the appendices).

See also the [‘Guidance on choice of topics in relation to course boundaries’](#) in Part 1, above.

Your title (both provisional and actual) should not mimic an exam question, e.g. not ‘Jane Austen’s novels are triumphs of repression. Discuss’ but ‘Repression and expression in some novels by Jane Austen’. You may address a topic relating to works by a single author – ‘“Settle on him a thousand a year”: Money in the novels of Jane Austen’ – or relating to a theme: ‘Nightingales in Romantic poetry’. Your title, when finally submitted and accepted, **must not be changed**.

Students should take care to note the following and to refer to the list of dates for handing in work at the beginning of this handbook.

1. In the summer term all second-year students should arrange a meeting with their tutors to discuss the topic of the essay, and the texts to be covered, and arrive at a working title or topic (see 'Choosing a Research Essay Topic', above). The latter should be recorded by both tutor and student. This allows students to make an informed start on researching and drafting the essay in the summer term after exams are over and indeed in the summer vacation.

2. In the first week of the autumn term, you should discuss your essay title with your new tutor. The essay title you have agreed with your tutor should be handed in to the Department Office on a special form, which you and your tutor will both sign, by Friday of the second week of term. Your title will be looked at by a sub-committee of the Board of Studies. At this stage you may be asked to review your title. The essay title will then be finally approved by the English Department Board of Studies after which no change may be made to the wording of the title.

3. Two copies of the finished and bound essay (professional binding is required; ring-binding is recommended) must be handed in to the English Department Office (with the exact title as earlier approved) by 4.00pm on the first day of the second week of the spring term. You must keep an additional copy of your final essay.

4. You will also be asked to submit an electronic version in Moodle by the deadline, for all essays to be run through 'Turnitin' plagiarism detection software. Instructions and further details will be emailed at appropriate points of the year (see also the appendices).

The date for submission of the Essay must be adhered to and you will normally be penalised for late submission of the hard copies unless a postponement has been officially granted before the deadline.

Any penalty may have serious consequences; it could affect the class of your degree. Please see the statement on late submission penalties, below. You may not hand in any supplementary materials (such as errata or missing bibliographical information or any other materials) after the deadline for submission of the essay. Complete failure to hand in a Research Essay is the equivalent of absence from an examination; see the 'Guidance on Examinations' appendix for the implications of fail marks and absences.

Extensions to the deadline can only be given where an Extenuating Circumstances application has been made, and accepted. Please see the [Extenuating Circumstances](#) section of this handbook, above.

Whether you are using a computer to write your essay directly or to type it out, you should save your material frequently and also copy it on to a memory stick or some other external source at regular intervals.

You should also refer to the statement on 'Plagiarism and Self-Plagiarism' in the 'Guidance on Examinations '2017-18' document contained in the appendices.

For details of **penalties for late submission, going over the word limit, and unauthorised changes of title**, please see the departmental 'Guidance on Examinations' document in the appendices.

Course Essays

You may find it helpful to consult the documents [Long Examined Essays: Frequently Asked Questions](#), in the appendices. See also the English Department '[Guidance on Examinations, 2017-18](#)', in the appendices.

BA English students may submit up to two Course Essays in place of three-hour written papers. One Course Essay may replace the three-hour written paper normally taken at the end of the second year and a second may replace one of the three-hour papers taken at the end of the third year. Students may choose to submit an essay at either or both of these times. Students may not submit two essays at the end of the third year. Students taking Literary Representation and the History of Homosexuality or the course on Literary Linguistics **must** submit an essay for the course at the end of either the second or the third year (but should note that no more than one Course Essay may be submitted in any one year).

Modern Language Plus and Greek/Latin and English students may choose to write one Course Essay in place of one three-hour desk examination, either in their second year or in their final year.

Please note that it is **not** possible to write a Course Essay in place of three-hour written papers for the following courses: Old Icelandic, Old English Literature I, Old English Literature II and Modern English Language. It is also not possible to write a Course Essay in place of six-hour Chaucer, Shakespeare or Critical Commentary and Analysis written papers.

Course Essays should cover some general aspect of the literature covered by the appropriate course and should not exceed 8,000 words. Such an essay will be counted as equivalent for assessment purposes to the corresponding desk exam. A Course Essay is meant to be a broad test of the candidate's knowledge, and requires coverage **of at least two authors**. Hence, it must **not** be confined to an individual work, or to the works of a single author. (See specific guidance for Literary Linguistics and History of the Language course essays, for which this rule may not apply.)

Particular advice will be given to students writing a Literary Linguistics course essay or a History of the Language course essay. At least two passages, included as an appendix, should be used as a starting point or point of reference for a Literary Linguistics course essay; further guidelines will be issued to students taking the course. A course essay proposal meeting will be held for students taking the Literary Representations and the History of Homosexuality course.

A Course Essay must not reuse material already submitted in a tutorial essay, course essay, or desk exam. Similarly, you cannot reuse material written in your research in a research essay, another

course essay or a desk exam. Please see the statement on '[Plagiarism and Self-Plagiarism](#)' above, as well as in the '[Guidance on Examinations 2017-18](#)' appendix to this handbook.

Those concerned should take care to note the following and to refer to the dates for handing in work given at the beginning of this booklet:

1. The title and coverage of essays:

The title and coverage of a course essay should be discussed with the student's tutor. To ensure that Course Essays are sufficiently broad, each candidate is required to submit, together with his or her title, a short account of the material each essay will cover, and of the approach to be adopted. See also the '[Guidance on choice of topics in relation to course boundaries](#)' in Part 1, above. (Of course, candidates will not be expected at this stage to state the conclusions they will draw about their chosen topic in actually working on the essay.) Titles of second year essays should be submitted by the Tuesday of the third week of the spring term. At either point you may be asked by the Department Tutor and Board of Examiners to revise your title.

The essay title will then be finally approved by the English Department Board of Studies. Your title, when finally submitted and accepted, **must not be changed**. You will receive a confirmation letter, to be collected from the Department Office. Once an essay title has been finally submitted and approved, there can be no communication on any aspect of the writing of a long essay with any member of staff, and no tutorial work relating to the subject of the essay. Tutors and other teachers can, however, give advice on reading at any stage.

2. Two copies of course essays are to be submitted (with the exact title as earlier approved) to the English Department Office on or before the first day of the summer term, by 4pm (professionally bound; ring-binding is recommended). You must keep an additional copy of your final essay for your own records.

3. You will also be asked to submit an electronic version in Moodle by the deadline, for all essays to be run through 'Turnitin' plagiarism detection software. Instructions and further details will be emailed at appropriate points of the year, and are included in the appendices to this handbook.

The date for submission of hard copies of the Essay must be adhered to unless a postponement has been officially granted before the deadline.

Any penalty may have serious consequences; it could affect the class of your degree. Please see the statement on penalties in the '[Guidance on Examinations 2017-18](#)'. You may not hand in any supplementary materials (such as errata or missing bibliographical information or any other materials) after the deadline for submission of the essay.

Extensions to the deadline can only be given where an Extenuating Circumstances application has been made, and accepted. Please see the [Extenuating Circumstances](#) section of this handbook, above.

Whether you are using a computer to write your essay directly or to type it out, you should save your material frequently and also copy it on to a memory stick or other external source *at regular intervals*.

BA English students who fail to hand in their second-year Course Essays by the required date, without satisfying the above conditions, must sit the desk examination at the end of either their second or third year. Alternatively they may present the essay as a third-year Course Essay in the following year (please note you may only do one Course Essay in your third year). The topic and title must be resubmitted for approval according to the third year Course Essay timetable. Modern Language Plus and Greek/Latin and English students must either submit the essay or sit the exam in the same year.

Students who choose to hand in the essay but fail to meet the deadline without satisfying the above conditions will be penalised.

Students taking the courses *Literary Representation and the History of Homosexuality and/or Literary Linguistics*, which are examined by Course Essay and for which there are no written papers, should note that failure to hand in the Course Essay by the published deadline in their final year will incur a penalty for late submission. Any penalty may have serious consequences; it could affect the class of your degree. Please see the statement on Penalties for late submission of Long Essays in ‘Guidance on Examinations’ document in the appendices. Complete failure to hand in a *Literary Representation and the History of Homosexuality* or *Literary Linguistics* course essay is the equivalent of an absence from an examination; see the ‘Guidance on Examinations’ appendix for the implications of fail marks and absences.

For details of **penalties for late submission, going over the word limit, and unauthorised changes of title**, please see the departmental ‘[Guidance on Examinations](#)’ document in the appendices.

Presentation of Long Essays for Examination

[Note: See also the *Style Sheet for Essays*, which is available from the Department Office and in the appendices to this handbook.]

Essays must be typed or word-processed.

In writing and presenting Research Essays and Course Essays, students are required to conform to the following instructions:

1. You must make clear acknowledgement of all works that you have used in writing your essay, and your attention is drawn to the UCL’s plagiarism guidelines for students, online at <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>, which forbids plagiarism and self-plagiarism in all its forms. All Long Essays should be submitted with a statement signed and dated by the student that the work in question is the student’s own work (see below). Quotations from the published or unpublished works of other persons must be duly acknowledged. This includes books

and websites. Failure to give precise acknowledgement of such sources constitutes plagiarism. See the statement on [Plagiarism and Self-Plagiarism](#), above.

Hence, sources for any of the following kinds of material must be cited precisely in essays: facts that are not widely known, opinions directly due to a secondary work, paraphrase of any part of a primary or secondary work, and quotations, unless they are very familiar, or brief, and not substantial to your argument. One purpose of citing sources precisely is to refer the examiner unequivocally to a particular place in a work or collection of works; without proper citations the examiners may not be able to assess your essay adequately.

2. The title **must** be the same as that which was officially approved by the department, as stated on your confirmation letter.
3. Course Essays should be on a **minimum of two authors**. (See special guidance for History of the Language and Literary Linguistics.)
4. It is important that you do not exceed the required length of 6,000 words in the case of the Research Essay and 8,000 words in the case of the Course Essay.
5. All quotations should be included in the word-count. Quotations longer than one and a half lines should be indented. Translations of quotations are not to be included in the word-count.
6. References should be included in the word-count. The bibliography should not.
7. You may not include any appendix or appendices without first securing approval from the Chair of Exams. Appendices may only include pictures, or source materials that are otherwise inaccessible. Appendices are not included in the word-count. (For the Literary Linguistics course, different rules apply to appendices; please refer to the specific guidelines for that course.)
8. For the title-page, please use the relevant cover sheet (available from the Department Office, from <http://www.ucl.ac.uk/english/current-students/undergraduate> and emailed at appropriate times in the year), on which you are required to write the word-count, the title of the essay, programme/course title, and student candidate number. The cover sheet should be bound together with the essay.
9. Essays should be professionally bound before handing in (ring-binding (i.e. comb or spiral binding) is recommended); this can be done at the Student Centre on Malet Street, Rymans in the basement of the Gower Street Waterstones, or at any other print shop of your choice.
10. Two copies are required of the essay must be submitted to the office.
11. Your name should not appear anywhere on your essay. A statement that the essay is your own work should appear on a separate, loose page (which is not given to the examiners). This might simply take the form: 'I certify that this essay [give title] is my own work' with your signature, name and date. Only one declaration is needed for both copies of the essay.

12. You must keep a copy of your final essay in its finished form, whether as an additional hard copy or in electronic format, in case you wish to refer to it once the Moodle submissions page is archived at the end of the year.
13. Students must not repeat material which they have used in any other part of the examination for their degree (whether in a desk exam, long essay, or a tutorial essay).
14. Manner of presentation will be taken into account when the essay is marked.
15. You will be asked to submit an electronic version in Moodle by the deadline as well as handing in the two hard copies, for all essays to be run through 'Turnitin' plagiarism detection software. Instructions and further details will be emailed at appropriate points of the year, and are included in the appendices to this handbook.
16. The essay must be word-processed, double-spaced, on one side of standard size (e.g. A4) paper. Leave generous margins (at least 1"/2.5cms).
17. It is permissible but not necessary to divide your essay into several sections or chapters.

You may find it helpful to consult the document *Long Examined Essays: Frequently Asked Questions*, contained in the appendices to this handbook.

Course Descriptions

These descriptions are intended to provide a brief guide to the scope and content of all the courses available to students. In the case of optional courses, it is hoped that the descriptions may be of some help to students when making choices, but wherever fuller information is needed, it can be obtained from the course convenor or from the appropriate department in the case of courses not taught in the English Department. **Reading lists** for all options taught in the Department will be available from the English Department Office at the end of the summer term before courses begin; many will also be available on individual course Moodle pages.

The enrolment key for all second- and third-year **Moodle course pages** (where students can view previous reading lists, seminar/lecture lists, and possibly hand outs and other resources) is 'thekey'.

PORTICO codes are given after the title of each course. Codes are given in the form in which they will appear on PORTICO if you are choosing to take the examination in the current year: as '3' codes i.e. ENGL3006. When you come to register your courses on PORTICO at the start of the second year, courses which will be followed in your second year but examined in your final year will have '7' codes, e.g. ENGL7006. Chaucer is an exception as it is a compulsory second year course for BA English students.

Chaucer and his Literary Background ENGL2001 **(Course Convenor: Dr Marilyn Corrie)**

Chaucer is the first authorial celebrity to have been working in, and with, the English language. Chaucer's status – to some extent contrived and political – as *the* originator of a literary tradition in English, and, initially, of rhetorical and philosophical traditions as well, developed almost immediately after his death. His writings have remained influential through virtually all subsequent periods of English literature, and have fascinated many of the greatest English writers in these periods (and some of the greatest filmmakers of the twentieth and twenty-first centuries too). For all of these reasons, Chaucer is the subject of a core course in the UCL English Department.

To some extent, Chaucer instigated the myth that quickly came to surround him, through his awareness of the celebrity that other authors, ancient and much more recent, had already acquired. Chaucer was steeped in the works of classical writers, especially Ovid, as well as of medieval French poets such as Guillaume de Lorris and Jean de Meun, the joint authors of the seminal thirteenth-century text *Le Roman de la rose*, and Guillaume de Machaut, a prolific author of the fourteenth century. Chaucer also knew the writings of Dante, Petrarch and (especially) Giovanni Boccaccio, whose works were the springboard for some of Chaucer's greatest literary compositions. In the first term of the course, lectures consider what many of these writers, and others, gave Chaucer, and what use he made of their works. This is best seen in his early and later dream vision poems, *The Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls* and *The Legend of Good Women*, and in what is in many ways Chaucer's masterpiece, the philosophically grounded love story *Troilus and Criseyde*.

Writing in the Middle Ages took many different forms, and in his best-known work, *The Canterbury Tales*, Chaucer puts its variety on display. Chaucer's tales include romances and fabliaux, saints' lives and tragedies (in the medieval understanding of the term); the tales are told using a range of different poetic media, as well as, in some cases, prose. In composing examples of almost every genre of narrative known to the Middle Ages, in a medley of forms, Chaucer showcases his own virtuosity as a writer. The second term of the course is devoted to *The Canterbury Tales*, which opens up the richness of medieval literature, together with the new possibilities for writing in English that Chaucer introduced.

Teaching is through weekly lectures plus four two-hour seminars in each of the autumn and spring Terms. By the end of the course, students will have acquired a comprehensive knowledge of Chaucer's *œuvre*, an awareness of the dimensions of Chaucer's reading, and familiarity with the generic and formal variety of medieval writing, as mediated through the English language. Students will also have gained fluency in reading Middle English.

The Final examination is an open-book paper lasting six hours. A plain text of Robinson's second edition of the complete works of Chaucer is provided for each candidate. In the examination, students are expected to spend much of their time preparing their answers, and are not required to write more than they would for a three-hour paper.

Shakespeare ENGL3002 **(Course Convenor: Prof René Weis)**

The aim of this third-year core course is to introduce students to the study of Shakespeare at a high level. Its objectives are to cover as many plays and poems as is consistent with some depth.

Weekly lectures are supported by fortnightly seminars which investigate individual plays in detail. Four set plays are set for special study each year: these form the basis of the autumn term seminars and are examined in a separate section on the Finals examination paper. The spring term seminars are sign-up, offering students a choice from five or six topics. These sign-up seminars offer opportunities for teachers to share their specialist interests, and for students to develop their own personal expertise.

An introductory lecture sets out the chronology and canon of Shakespeare's work, and basic textual and editorial information. Lectures on each of the four set plays are given in the autumn term; the rest of the lectures in both terms cover further plays, poems, and a variety of critical methodologies for studying Shakespeare. By the end of the course students should feel that they have substantial knowledge of a range of Shakespeare's works and are familiar with key topics in current Shakespeare studies.

A basic reading list is issued at the start of the course, and lecturers and seminar-leaders recommend further reading. The Final examination is an open-book paper lasting six hours, with a copy of the complete works (Arden edition) provided for each candidate. The aim is to encourage candidates to give considered answers, to show how they can work closely with Shakespeare's works, and to show

how their work on the course has equipped them to think on their feet about Shakespeare. There are commentary as well as essay questions on the set plays in the first section of the exam.

Critical Commentary and Analysis ENGL3004

(Course Convenor: Dr Eric Langley)

(This course is not available to Modern Language Plus students)

This course, consisting of two general lectures and four small-group compulsory seminars each term, offers third-year students the opportunity to practise their critical skills in preparation for the exam which most will be sitting at the end of their final year. Students will be reacquainted with a range of issues and approaches pertaining to the close reading of literature, and have occasion to hone their critical and technical skills.

Small-group seminars will invite responses to passages in prose, poetry, and drama spanning a variety of periods. Lectures will provide an overview of productive approaches to unseen texts.

By the end of the course, students will have developed greater skill and confidence in their ability to analyse passages in detail and to organize their observations into orderly and effective critical essays.

Examination is by means of a six-hour paper, calling for comment on passages of prose, poetry, or drama, taken from any period of writing in English. Critical Commentary and Analysis must be followed in the third year, unless a student takes advantage of the allowance to choose an alternative course if taking three or more medieval or language-related optional courses.

Old English Literature I and Old English Literature II

Old English Literature I: Stories from the Heroic Age and **Old English Literature II: Books from the Era of Invasion and Reform**, to give them their full titles, are two separate, self-contained courses running in alternate years. They can be taken either independently or in combination.

Few western European literatures go back as far as English does. Yet few universities, whether in the UK or US, offer students the opportunity to engage with the earliest form of our language and literature. In doing so, students will enter an ancient world that is both startling and reassuring, alien and familiar. They will traverse five hundred years of a rich and evolving literary culture. Both options build on the introduction of the first year. Through small-group teaching, students who take either or both courses will benefit from close supervision in small groups, assistance with linguistic challenges, and the opportunity for extensive interaction. **Old Icelandic literature** may additionally be studied over a period of two years.

Old English Literature I: stories from the heroic age ENGL3009
(Course Convenor: Prof Richard North)

The earliest English literature was written in Anglo-Saxon England from the late 600s to the reign of King Alfred the Great (871-99). Between faction-fighting at home and Viking invasions from abroad, an evolution took place in these centuries in which many warring aristocracies from Northumbria to Kent were slowly reduced to a smaller number of kingdoms with Wessex at their head. This course gives an opportunity to study the rich variety of the Old English poetry and prose of the earlier period in which tribal warfare, fierce Christianity and tangled politics are reflected in traditional and contemporary tales of mortal combat, spiritual ecstasy and the love of dangerous men and women. Poems including *Beowulf*, *The Wanderer* and *The Seafarer*, are read in full or in extract alongside Bede's account of Cædmon, the earliest named poet in the English language, stories involving ambush and assassination from *The Anglo-Saxon Chronicle* and some of the earliest English prose from the reign of King Alfred. The aim of this course is to provide students with sufficient knowledge of Old English language and the background to the period to enable them to analyse these texts in terms of both their literary value and their social and cultural context.

Teaching consists of twice-weekly one-hour seminars. The course is examined by a three-hour written paper containing translation and commentary of texts already studied in class, and essay questions.

(NB: it is not possible to be examined by Course Essay for this course.)

Old English Literature II: books from the era of invasion and reform ENGL3010
(Course Convenor: Prof Richard North)

Taking the reign of King Alfred as its starting point, this course covers a period where the identity of the English nation is slowly emerging. Students will encounter a body of prose literature of the highest quality. Along with its artistic richness, much of this literature has a political and didactic agenda. In Alfred's Preface 'On the State of Learning in England', for example, we will see how English literature became a vehicle to promote the identity and prestige of the nation. The ninth-century literary renaissance also witnessed an interest in translating various classical works into English. The Old English *Boethius*, with its far from literal translation of its source, will give students an insight into the preoccupations of contemporary readers and writers.

From later in the period, we will study lives of English saints – a sort of celebrity culture for its age, but with a moral slant – for example the Life of St. Æthelthryth, by Ælfric, abbot of Eynsham. Dazzling rhetorical richness can be found in the *Sermo Lupi* 'Sermon of the Wolf' written during the final Viking War as a public address by the fire-eating Archbishop Wulfstan of York.

Amongst the poetry on offer, *Judith* imaginatively retells the apocryphal tale of the woman who seduces then beheads a general to save her town. *The Battle of Brunanburh* (the defeat of Vikings from Ireland near the Wirral in 937) and *The Battle of Maldon* (an English defeat followed by suicide action in a battle with Norwegian raiders in 991) reflect the impact of the Viking invasions, exploiting heroic culture in the context of contemporary historical events.

The course assumes some prior knowledge of Old English (such as the first-year Old English course). Teaching consists of twice-weekly one-hour seminars. The course is examined by a three-hour written paper containing translation of and commentary on texts already studied in class, and essay questions (NB: it is not possible to be examined by Course Essay for this course).

Old Icelandic ENGL3018
(Course Convenor: Prof Richard North)

Gods and heroes, Eddas and Sagas: written by and large in the twelfth and thirteenth centuries by a mixed Irish and Norse population on the edge of the then known world, Old Icelandic literature is a striking phenomenon of its time, comparable in depth, range and importance to the great literatures of medieval Europe, English, French, German or Italian. The heroes of Old Icelandic literature are the Vikings, some of whom terrorized England in the ninth to eleventh centuries; the geographical spread is as wide as their ships could take them: Vínland in North America; the rivers of Russia; Constantinople and the cities of the Mediterranean; the British Isles. This course will appeal to any reader with the same spirit of adventure.

Preliminary training in Icelandic takes place in Term 1 and the first half of Term 2 in the student's second year, enabling him or her to read without difficulty major extracts from sagas already read fully in translation, such as *Egils saga* (the biography of a warrior poet who fought for King Æthelstan in *Brunanburh* and later saved his head from King Eiríkr Bloodaxe with a poem in York), *Njáls saga* (a tale of a femme fatale, warring wives and repressed homosexual husbands in SW Iceland), *Hrafnkels saga* (a stallion sacred to the god Freyr as the starting point of a political essay in narrative form on what makes a chieftain) and Old Norse mythology in extracts from *Gylfaginning* 'the beguiling of Gylfi' in the Prose *Edda* of Snorri Sturluson (politician, poet and historian, killed in his home in 1241). Norse poems on gods such as Óðinn, Þórr and Freyja, and heroes such as Gunnarr, Guðrún and Attila the Hun, datable to the pagan tenth century, will also be read from the Poetic *Edda*.

The aim of this course is to provide students with sufficient knowledge of the Icelandic language and background to the period to enable them to analyse the texts in terms of both their literary value and their social and cultural context. The long-term objective of this course is to produce graduates with a knowledge of some of the greatest works of Old Icelandic literature.

Students choosing Old Icelandic study this course **over two years**, starting the course in their second year and completing it in their third, when it is also examined. For purposes of registering options, **the Old Icelandic course should be entered as a third-year option on the form**, even though teaching begins earlier. **Either Old English I or Old English II is a pre-requisite for this course.** Students who want to do this course should aim to contact Richard North (richard.north@ucl.ac.uk). Course availability may depend on the take-up rate.

The course is taught at one hour per week each week of the teaching terms for the two years and is examined at the end of the third year in a 3-hour written examination containing seen translations and essay questions. (NB: it is not possible to be examined by Course Essay for this course.)

MIDDLE ENGLISH LITERATURE I and MIDDLE ENGLISH LITERATURE II

The period of Middle English – a term coined by nineteenth-century historians of the English language – extends from approximately 1100 to 1500. Given the very large amount of literary writing in English that was produced over these four centuries, and the cultural shifts that took place during the period also, Middle English literature at UCL is distributed between two courses. **Please note that you can take either one course or the other: each course is autonomous, and offers wide-ranging study of medieval literature in English.** However, you can also specialise in Middle English literature, by taking both courses (which run in alternate years).

Each course is taught by means of weekly two-hour classes, which typically combine instruction by the seminar leader with class discussion. Examination is by means of a three-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

Middle English Literature I ENGL3022 **(Course Convenor: Dr Natalie Jones)**

This course focuses on literature in English from the time of the Norman Conquest up to and including the period in which Chaucer was writing, the second half of the fourteenth century. One of its aims is to contextualise Chaucer's achievement by looking at writing in English in the centuries and decades that preceded his literary career. It also aims to situate Chaucer in the great flourishing of English literature that was taking place in his day: to look at some of the other great 'Ricardian' literature (literature written during the reign of Richard II) that was produced even as Chaucer was writing. It therefore forms an excellent complement to the core course 'Chaucer and his Literary Background'.

The course considers such matters as treatments of the British past in romances and poetic histories that were composed in the Middle English period, including texts that debut the story of King Arthur and his Round Table in English; the writing of fabliau in English before Chaucer; and English writing for female religious in the early thirteenth century – writing that is fully conscious of the gender of its audience. Works of the so-called 'Alliterative Revival' – poetry that developed insular traditions of verse – will also be studied, including *Sir Gawain and the Green Knight* and other writings thought to have been written by the author of *Sir Gawain*, including *Pearl*, a moving dream vision poem in which the narrator tries (with only partial success) to come to terms with the death of his infant daughter, and *Patience*, the *Gawain*-poet's unique take on the Old Testament story of Jonah and the whale. The *Confessio Amantis*, a great treasure-book of tales by Chaucer's contemporary John Gower, is another component of the course.

By the end of the course, students will have been made aware of the diversity of writing in English in the Middle Ages, and of many of the literary traditions from which English writing that was produced in the period grew. They will also have extended their competence in reading Middle English.

Middle English Literature II ENGL3023
(Course Convenor: Dr Natalie Jones)

The particular focus of this course is literature in English that was composed in the later part of the Middle English period. One of its aims is to explore writing that was produced in the wake of Chaucer's literary achievement, and that was influenced by this. But it also explores writing that was produced outside the sphere of influence of Chaucer's works: devotional and dramatic literature, for example. For both of these reasons, the course extends material studied for the core course 'Chaucer and his Literary Background'.

In addition to looking at such writers as Thomas Hoccleve and William Dunbar, admirers but also potentially questioners of Chaucer's poetic *œuvre*, the course examines some of the works produced by female authors in England in the late-fourteenth and the fifteenth centuries: the *Revelation of Love* of the woman visionary Julian of Norwich, for example, and the equally remarkable *Book of Margery Kempe*, which presses the claims to sanctity of one serial pilgrim, and mother of fourteen children, from East Anglia. A major component of the course is medieval drama, both the mystery cycles that were performed in prosperous English towns in the late Middle Ages, and 'morality plays', much more cerebral and stylised examples of dramatic writing that continued to be produced in the 'early modern' era, and that were influential on the playwrights of other forms of drama that were written then. Late-medieval England was a place of protest against authority, both political and religious, as well as deference to it, and the course also looks at, for example, the challenges to the official doctrines of the Church issued by the followers of the Oxford theologian John Wyclif.

By the end of the course, students will have been made aware of the variety of both writing and the individuals who produced it in England in the Middle Ages. They will also have extended their competence in reading Middle English.

Renaissance Literature, 1520–1625 ENGL3003
(Course Convenor: Dr Chris Stamatakis)

This course, focusing on literature written between 1520 and 1625, covers one of the most innovative periods in English literary history. This century or so of literature – witnessing a frenzy of formal experimentation and literary achievement – looks backwards to its classical and medieval inheritance, glances sideways to daring new developments in continental literature, and in its remarkable inventiveness reaches forwards to leave its stamp on the genres, styles, and idioms of future centuries. This paper, along with those for Seventeenth Century Literature and Eighteenth Century Literature, is one of a suite of courses covering a period of literature that critics increasingly label "early modern", in recognition of its formative role in shaping later literary and intellectual culture. Renaissance Literature 1520–1625 stretches from the Tudor Reformation to the birth of science writing, and it sees the emergence not only of new literary forms but also of English literary theory itself, as writers like Sir Philip Sidney began to consider – and sculpt – a distinctly English vernacular literature. Beyond producing Shakespeare (who has his own paper) and a wealth of contemporary luminaries who hold their own against him, the period flaunts an embarrassment of forms and genres: in poetry, sonnets, pastoral, epic romance, elegies, epyllia, and epigrams; in drama, Elizabethan revenge tragedy, Jacobean tragicomedy, domestic tragedy, city comedy, and

masques; and in prose, utopian literature and travel writing, sermons and satires, scientific and philosophical writing, letters and diaries, rogue literature, the essay, romances, novellas, and proto-novels.

The course is taught through a combination of lectures, seminars, and tutorials. Some lectures will discuss single authors, and others will address specific genres, intellectual and cultural contexts, or literary themes and movements. Autumn seminars will cover a range of set works, and in the Spring students may choose from a number of more specialized sign-up seminars. In recent years, scholars and students have produced exciting work on rhetoric, eloquence, and inarticulacy; plainness and linguistic excess; restraint and wantonness; crises of identity, perception, and conscience; the history of subjectivity, emotions, and memory; cultural identity, nationhood, and transnationality; scepticism, magic, and the supernatural; the city, travel, and discovery; literary fame and the birth of "the author"; types and habits of reading; history and historiography; responses to classical literature and myth; original performance and early audience responses ... to name but a few. Students are encouraged to engage with any writers or works from the period that appeal to them, but authors receiving particular attention on the course will include: Thomas More; Thomas Wyatt; Philip Sidney; Mary Sidney; Edmund Spenser; Queen Elizabeth I; Isabella Whitney; Christopher Marlowe; Robert Southwell; Thomas Nashe; Samuel Daniel; Michael Drayton; John Donne; Ben Jonson; Elizabeth Cary; John Webster; Thomas Middleton; Mary Wroth; and Francis Bacon.

Examination is by means of a 3-hour written paper, or by Course Essay if preferred and if no other Course Essay is being submitted by the candidate in that year.

The Seventeenth Century ENGL3005

(Course Convenor: Dr Paul Davis (Acting Convenor for the autumn term: Prof Helen Hackett))

The course addresses the literature of the seventeenth century, tightly defined as the period running from the accession of Charles I in 1625 through the Civil War (1642-9) and the Restoration of the monarchy under Charles II (1660) to the end of the so-called 'early-modern' era in 1700. This was an age of political and cultural revolution and counter-revolution, and its literature is equally searching and seismic. Towering over the century as its literary colossus is the figure of Milton whose forty-year career encompassed, in addition to *Paradise Lost*, conceptually and generically radical variants of the entire gamut of the period's poetic, dramatic and prose modes. The period's other major geniuses include: Herbert, Marvell, Dryden, Rochester and Congreve. Beyond these familiar names, recent scholarship has significantly expanded and diversified the seventeenth-century literary canon, in particular calling attention to the achievements of the pioneering women writers of the age, Margaret Cavendish, Lucy Hutchinson and Aphra Behn, and recovering the work of visionary extremists such as the 'Ranter' Abiezer Coppe and eccentrics like Sir Thomas Browne, arguably the most singular stylist in the history of English prose. This diversity will be fully reflected in the course, whose manageable chronological span will ensure that students can encounter the literature of the seventeenth century in all its fertile variousness.

Seminars in the autumn term will address the four 'set texts', chosen to introduce students to the principal genres and styles of the period across its full chronological range. In the spring term,

students will have the opportunity to choose from a range of optional seminar courses, focusing either intensively on a single major author (e.g. Milton or Dryden) or else exploring the development of a particular literary mode (e.g. drama) or recurrent preoccupation within the period (e.g. revolution or sexuality).

Lectures in the course will alternate between treatments of single authors and more broad-based accounts of schools or movements (e.g. 'Civil War literature'; 'Restoration Comedy'). The key historical divide of the Restoration will provide a natural hinge between the two terms, with lectures in the autumn concentrating on writers and topics from before that divide, and those in the spring addressing authors and themes from after it.

Examination is by means of a 3-hour written paper, or by Course Essay if preferred and if no other Course Essay is being submitted by the candidate in that year.

Eighteenth-Century Literature ENGL3031 **(Course Convenor: Dr Charlotte Roberts)**

The course focuses on literature written between 1700 and 1789: from the turn of the eighteenth century to the eve of the French Revolution. This period was a time of extraordinary experimentation in literature, culture and the arts and of revolutionary development in the study of humankind (a process sometimes referred to as 'the Enlightenment'). The literature of this period includes the very first examples of genres, modes and processes that now dominate our literary scene: the rise of the novel, for example, provides a unique opportunity to study a major genre from its inception, while the establishment of professional authorship permanently altered the dynamics of literary production. At the same time, innovation resulted in works that defy definition. Students will have the opportunity to study texts that transcend generic categories, are intellectually and formally subversive, and which challenge the standards and assumptions of the culture in which they were produced (including works by Swift, Fielding, Sterne and Johnson).

The course is taught by means of a combination of lectures, seminars and tutorials. Some lectures will focus on single authors; others may consider larger themes or literary groupings, such as 'peasant poets', journalism or the essay. Seminars in the autumn term will cover a range of set texts, and in the spring term students may choose from a number of 'sign-up' seminars which may include topics such as 'the novel', 'satire', 'comedy', 'prose' or 'women writers'. Students are encouraged to study any literature from the period that appeals to them, but authors that may receive particular attention on the course include: Addison, Steele, Defoe, Leapor, Gay, Fielding, Pope, Swift, Montagu, Haywood, Richardson, Sterne, Sheridan, Goldsmith, Thomson, Gray, Burney, Johnson, Boswell, Cowper, and Burns.

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate that year.

The Romantic Period ENGL3006
(Course Convenor: Prof Gregory Dart)

The Romantic period was a time of profound social change and of an extraordinary richness in writers of genius. The course attempts to do justice to both aspects, with an approximate alternation of lectures on individual writers and wider topics. It begins by situating the literature of the period historically, outlining its inheritance from the eighteenth century as well as its central importance for all that follows. Subsequent lectures introduce a number of crucial cultural issues: the impact of revolutionary politics, constructions of gender, understandings of sexuality, the role of literature in times of crisis, satirical reaction against Romanticism; and a number of genres: ballads, Jacobin novels, Gothic novels, autobiographical writings. The remaining lectures will be on some of the major writers of the period.

In the autumn term each seminar leader runs an individually chosen programme of four seminars selected from the writings of a number of centrally important writers, such as Blake, Godwin, Wollstonecraft, Wordsworth, Coleridge, Scott, Byron, Austen, Shelley and Keats. Students are encouraged to use the seminars as a basis for exploring the period more widely, and to read in *Romanticism: An Anthology* (edited by Duncan Wu), as a good sampler and guide to further reading. Seminars in the second term are of two kinds: investigations of genre (such as Gothic novels) and in-depth studies of single authors (such as Keats and Austen).

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

The Victorian Period ENGL3007
(Course Convenor: Dr Juliette Atkinson)

This course explores the literature as well as the cultural, historical, and socio-political contexts of the period ranging from 1830 (when Tennyson's first volume of poems was published) to 1900 (the last months of Queen Victoria's reign before her death in January 1901). Often described as 'the Age of the Novel', the course naturally devotes considerable space to nineteenth-century fiction, but also pays close attention to the directions taken by poetry and non-fiction.

In the Autumn term, lectures include some overviews of the period as well as, principally, lectures on all the set texts. Seminar groups study at least four of the set texts. (In 2016-17, the seven set texts were Tennyson's *Selected Poems*, Brontë's *Villette*, Dickens's *Great Expectations*, Browning's *Selected Poems*, Eliot's *Middlemarch*, Christina Rossetti's *Selected Poems*, and Hardy's *Tess of the D'Urbervilles*. Set texts are subject to change.)

In the Spring term, lectures cover a wide range of authors (such as Henry James and Oscar Wilde), genres (such as sensation novels and science fiction) and topics (such as sexuality, the railway, and Empire). Spring term seminars are sign-up options; options in the past have included 'Victorian Poetry', 'Great Victorian Novels', 'The Victorians and Art', 'Dickens', 'The Brontës', 'HG Wells', 'The Fin de siècle', 'Sensation and Crime Fiction', 'The Big Smoke' and 'Exoticism and the Supernatural'.

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

American Literature to 1900 ENGL3008
(Course Convenor: Dr Linda Freedman)

From the early days of colonisation and captivity narratives to the extraordinary literary renaissance of the nineteenth century, American literature grappled with issues of race, gender, democracy, consciousness, vision, urban life, national identity, power and trauma which remain deeply relevant to American culture and society today. This course begins with the Jamestown colonists and the Puritans, who envisaged their new world as a 'city upon a hill'. It gives you the chance to uncover the origins of the American autobiographical tradition and the gothic novel before focusing on the great American literature of the nineteenth century. In 1838, Ralph Waldo Emerson proclaimed to Harvard's Divinity School that: 'always the seer is a sayer'. This was a period in which the role of the writer took on new significance in contexts of Transcendentalism, social utopianism and restless spiritual quest. Abolitionism gained new energy and purpose as fugitive slaves like Frederick Douglass revealed the unmitigated horrors that continued to dominate in the South. In its middle decades, the country exploded in civil war and the world watched, entranced, to see if the fragile experiment of American democracy would survive and whether it would be slaveholding or free. Walt Whitman and Emily Dickinson produced strikingly original poetry profoundly engaged with their own historical moment, *Moby-Dick* and *The Adventures of Huckleberry Finn* laid an early claim to the status of the Great American Novel and unprecedented levels of immigration swelled the cities and gave rise to a particularly urban fiction in which, by the end of the nineteenth century, everyday life on the streets became, for the first time, something which might be seen to matter.

Each term consists of lectures on six set texts and related topics and authors plus seminars on four of the six set texts. One of the set texts for the Autumn term is a selection of emancipation narratives, some of which are in the Norton Anthology, one of which is available as a book and the rest on a PDF on moodle. The course engages with a range of writing, including political writing, oratory, poetry, prose, the short story and the novel. Authors include John Smith, Mary Rowlandson, Benjamin Franklin, Jonathan Edwards, Thomas Jefferson, Charles Brockden Brown, George Moses Horton, Nathaniel Hawthorne, James Fenimore Cooper, Sojourner Truth, Frederick Douglass, Margaret Fuller, Henry Wadsworth Longfellow, John Greenleaf Whittier, Horace Greeley, Abraham Lincoln, Frances Dana Barker Gage, Edgar Allan Poe, Ralph Waldo Emerson, Harriet Beecher Stowe, Walt Whitman, Emily Dickinson, Herman Melville, Mark Twain, Kate Chopin, Henry James, Charles Chesnutt and Stephen Crane. There is an extensive online reading list of set texts and further reading which you are encouraged to browse in order to get a sense of the range and scope of this course.

Examination is by means of a 3-hour written paper or by course essay, if preferred, and no other course essay is being submitted by the candidate in that year.

Modern Literature I ENGL3025
(Course Convenor: Dr Hugh Stevens)

In 1900, various European countries – Britain, France, Germany, Austria – were competing with each other for imperial supremacy. Over the next five decades (as W. B. Yeats wrote in ‘Easter 1916’), ‘All changed, changed utterly’. In 1950 these European Empires had collapsed, or were in the process of collapsing, and Europe was divided by the ‘iron curtain’. Between 1914 and 1945 there were two world wars, the Bolshevik Revolution in Russia, the Wall Street Crash and the Great Depression, the rise and fall of Fascism, aerial bombardment and destruction of cities, atom bombs dropped on Hiroshima and Nagasaki, and the Holocaust. World War Two was followed by the ‘Cold War’, and the world was still troubled by what Sigmund Freud, in a famous letter to Einstein, called the ‘well-founded dread of the form that future wars will take’.

The literature of this period is remarkable for its exciting explorations of race, gender, sexuality, nationalism, and conflict. The first three decades of the century saw the emergence of ‘modernism’, a difficult, self-consciously experimental literature. This course puts modernism at its centre, but also explores the ‘margins’ of modernism, and asks what happened after modernism. In the Autumn term lectures discuss our eight set texts: we study four literary figures who are absolutely central to modernism - W. B. Yeats, T. S. Eliot, James Joyce and Virginia Woolf - but we also enlarge our modernist map, reading works by Jean Toomer, Jean Rhys and Elizabeth Bowen, and Orson Welles. Autumn term seminar groups will study four of these eight set texts (chosen by the seminar leader). Spring term seminars are sign-up options: topics for this year will be finalised and announced in October. Lectures in the Spring term continue to explore aspects of modernism, and of ‘counter-modernism’, and introduce some of the drama and film of the period.

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

Modern Literature II ENGL3026
(Course Convenor: Prof Philip Horne)

This period is notable for the sheer volume and diversity of writing; no course can do it more than selective justice.

In the post-war period the experiments of ‘modernism’ have continued, in forms sometimes dubbed ‘postmodern’, in the work of such writers as Beckett, Nabokov, and Coetzee. Yet such categories do not satisfactorily cover the work of many other writers of considerable power and scope whose writing works in different ways. The course aims to give the student guidance in tracing some of the traditions taking shape or breaking down in the period. It seeks to provide the student with a critical and historical understanding of the most important literary tendencies, paying some attention to the relations between literature and other cultural forms (especially cinema) in a period of immense change.

Lectures establish the main terms of analysis and provide background knowledge, while a great variety of seminars concentrate on particular writers, movements, genres, or themes.

Lectures are offered on specified texts by set authors in various genres, including film, chosen to represent dominant strands of artistic production. There are introductory general lectures on these 'set' genres – these delineate crucial intellectual, historical, and artistic contexts – and lectures on other writers and issues essential to an understanding of the period.

Spring-term seminars cover areas of special interest. Recent topics have included: post-war fiction, the contemporary one-day novel, postmodern American fiction, beat writers, film and alienation, experimental writing, post-war thrillers, and motiveless evil in film and fiction.

Examination is by means of a three-hour written paper, or by Course Essay if preferred and if no other Course Essay is being submitted by the candidate in that year.

London in Literature ENGL3013 **(Course Convenor: Prof Matthew Beaumont)**

London is both market-place and theatre, a centre of display and consumption, a festive place but also a site of alienation and loss of identity. The aims and objectives of the course are to define the imaginative opportunities this great and contradictory city has afforded; to evaluate the literary uses to which writers have put these opportunities; and to guide students in thinking about urban literary culture both historically and theoretically: historically, in terms of the way London itself, and representations of London, have changed over time; theoretically, in terms of some of the genres through which London has been mediated ('city comedy', Grub Street journalism, detective fiction) and the conceptual 'frameworks' which have shaped interpretation (e.g. the recurring association of urban experience with positive or negative ideas of modernity).

Because the representation of the city has an important visual dimension, the course makes room for a significant amount of visual material (painting, photography, prints and book illustration, film).

The first term will consist of a programme of lectures and seminars on set works and authors from different historical periods. In 2016-17 the set texts were: Middleton, *A Chaste Maid in Cheapside*; Gay, *Trivia: or, the Art of Walking the Streets of London*; Boswell, *London Journal*; Hazlitt and Lamb, selected essays; Dickens, *Oliver Twist*; Conrad, *The Secret Agent*; Selvon, *The Lonely Londoners*. (These texts are subject to change.) In the second term there will be further lectures on historical and thematic subjects, and sign-up seminars on topics chosen by individual teachers. Past seminar options have included: London in 21st-century Novels; London Poetry; Criminal Minds; Re-imagining London.

An annotated reading list will guide students in their choice of works and topics for individual study (including tutorial essays). Students are also encouraged to visit the Museum of London and other museums and galleries, and to bring their own experience of London's topography, architecture, and culture to their work on the course.

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

Literary Representation and the History of Homosexuality ENGL3021
(Course Convenor: Prof Peter Swaab)

This course is taught in twenty two-hour seminars, and examined by an 8,000 word Course Essay. Enrolment will be limited to 30 students in all (approximately 15 from each year). The course will be equally open to all students regardless of sexual orientation.

The seminar format will probably vary from week to week, but typically the first hour will include a lecture-type presentation, followed by a group discussion based on a particular literary work. For some meetings, students may be asked to give 5-10 minute presentations. Bibliographical information will be provided each week by seminar leaders.

Gay and lesbian studies, like their main critical precursor feminism, are an important part of the contemporary practice of literary criticism. This course aims to survey and introduce the field, and to foster a critical understanding of its main tools of analysis and interpretation.

The course is partly historical, investigating different constructions of same-sex attachment in different periods, and partly literary critical, considering and exemplifying various methods of interpretation of literary texts (including those associated with queer theory). The inquiry will be shaped by such questions as these: Should this subject be studied in a compartment of its own, or is it a neglected part of the subject we already study and teach? Why have queer theory and gay and lesbian studies become so important in contemporary literary criticism? What's the difference between the two? How and why has homosexuality been differently stigmatised at different cultural moments? How have lesbianism and male homosexuality made common cause? What links homoeroticism and homophobia? What is the relation between minority sexuality and political power? Where might gay and lesbian literature go next? What issues shape current ideas around gender fluidity and transgender identity?

The course will consider literature from classical times to the present day, probably including films, opera and drama. Male and female authors will be studied, probably including the following: Marlowe, Shakespeare, Wroth, Katherine Philips, Pope, Charles Churchill, Byron, Whitman, Edward Lear, Pater, Michael Field, Wilde, Carpenter, Lawrence, Forster, Stein, Auden, Cather, Woolf, Hellman, Larsen, Langston Hughes, Ginsberg, Hollinghurst and Maggie Nelson.

(NB: it is not possible to be examined by desk examination for this course.)

History of the English Language ENGL3011
(Course Convenor: Dr Kathryn Allan)

The course traces the growth of a standardised variety of English since the Anglo-Saxon period and considers how and why Standard English and other varieties have changed and continue to change. Classes will explore the social and cultural factors that have shaped English in different periods, and examine past and present attitudes to aspects of language (such as grammar, lexis, spelling and accent) and language change.

The structure of the course is broadly chronological. It will begin by considering the nature of different types of language change, and exploring the characteristic features of the language in the medieval, Early Modern and Late Modern periods. It will then trace the development of English from the Late Middle period to the present day, and examine the impact of events such as the Norman Conquest, the introduction of printing, and the spread of English around the world. Students will be strongly encouraged to think about the relationship between a language and its speakers, and to make connections between changing literary and linguistic conventions and preoccupations.

Among the topics studied are the 'hows and whys' of language change; the emerging awareness of regional and social dialect differences and of the need for grammars and dictionaries; the development of English lexicography from the sixteenth to the twenty-first centuries; Shakespeare's language; and changes in the origin and meaning of English words.

Students will be taught by weekly two-hour seminars which will be a mixture of lectures and workshops.

Examination is by means of a 3-hour written paper, or by Course Essay, if preferred and if no other Course Essay is being submitted by the candidate in that year.

Literary Linguistics ENGL3027
(Course Convenor: Dr Kathryn Allan)

This course foregrounds the relationship between language and literary and non-literary texts, and considers language use from particular perspectives. Students will be encouraged to think about the difference between written and spoken language in a detailed and systematic way, and to analyse different text types from a linguistic perspective, paying attention to grammatical, lexical and phonological features.

The first part of the course will introduce students to approaches from within stylistics and discourse analysis, and will examine the ways in which specific linguistic choices create variations in style and meaning. The questions of what makes a text, and what makes a text 'cohesive', will be explored, and the language associated with different discourse types such as politics, advertising and humour, will be examined. The course will go on to explore the way in which linguistic choices can be evaluated from different theoretical positions. Topics will include Critical Discourse Analysis, Raymond Williams' *Keywords*, Marxist and feminist perspectives on language, and intertextuality.

The course will be taught in twenty two-hour seminars, and examined by an 8,000-word Course Essay.

(NB: it is not possible to be examined by a desk exam for this course.)

Modern English Language ENGL3012
(Course Convenor: Prof Bas Aarts)

This course covers the major fields of the study of the English language, including grammar (how words and phrases are combined to form sentences), morphology (the study of the structure of words), lexicology and lexicography (the study of the meaning of words and how they are described in dictionaries), semantics (the study of meaning in language) and pragmatics (the study of language in use).

Aims:

- To teach students about the workings of language and communication, focusing on English.
- To teach students the fundamentals of English grammar, morphology, lexicology, lexicography, semantics and pragmatics.

Objectives:

At the end of the course students will have acquired a solid knowledge of the major concepts that play a role in the study of grammar, morphology, lexicology, lexicography, semantics and pragmatics, and will be able to analyse language from these perspectives using argumentation skills.

The course is useful for students contemplating a career in writing, journalism, publishing, or the teaching of English as a native or foreign language. It is taught over two terms in the form of weekly two-hour seminars based on a textbook and on handout materials.

As with other courses, students write one essay per term for this course; unlike other courses, Modern English Language tutorial essays are marked by one of the course seminar leaders, who then give the tutorial for that essay.

The course is examined by a three-hour written paper. (NB: it is not possible to be examined by Course Essay.)

Medieval Options taught in other departments: general information
(not available to Modern Language Plus students)

Students wishing to take medieval options taught in other departments must study for the equivalent of 1.0 course unit for each course.

Students should be aware that the course work and attendance requirements may differ from those in the English Department. Some departments may exclude students from the course and the

examination if they do not attend the classes and will penalise them if they fail to hand in work or hand it in late. This has serious consequences for the English degree, as failure to attend an examination in the third year could prevent graduation that year.

The options are listed below. **Students must consult the relevant department to check availability as we cannot guarantee the courses will be running each year; this can be done in the summer term or vacation before the start of each course. Up-to-date course descriptions are also available on departments' own websites.**

BA English Students wishing to take Early Medieval Archaeology of Britain must also be taking both Old English Literature I and Old English Literature II.

MEDIEVAL FRENCH ENGL3014 ***(Department of French)***

Pre-requisite: A level French

The course runs over two years. In the first year students will take the 0.5 c.u **FREN2102 (The Medieval Period)**, and in the second year they will take the 0.5 c.u. **FREN4115 (Legendary Histories)**.

See <http://www.ucl.ac.uk/selcs> for details. Some or all of the modules mentioned above have not been running in recent years, but they are listed here as courses that can be included as part of the BA English programme.

EARLY ITALIAN ***(Centre for Languages and International Education / Department of Italian)***

The course runs over two years. In the first year students will take the 0.5 course unit Italian language course **LCIT6001, LCIT6002, LCIT6003, or LCIT6004** in the UCL Centre for Languages and International Education (this is modern Italian – see <http://www.ucl.ac.uk/clie/CourseUnits> for details), and in the second year follow **ITAL4116 Dante: Divina Commedia** (also a half-unit course - see <http://www.ucl.ac.uk/selcs> for details). It is therefore necessary to check with the Italian Department for availability of their course and to register with them (*in the spring or summer term of your second year*), and also to go to the Centre for Languages and International Education [CLIE] to register for LCIT6001, LCIT6002, LCIT6003, or LCIT6004 (depending on your ability as assessed by CLIE staff) yourself (*later in the summer vacation before your second year*). **Please note that the half-unit taken with CLIE will not count towards your final degree; the half-unit course taken in the Italian Department (Dante: Divina Commedia) will count as one element of your final degree.**

MEDIEVAL GERMAN
(Department of German)

Prerequisite: A level German.

The course runs over two years. In the first year students will take the 0.5 c.u. **GERM2106**. In the third year they will take one 0.5 c.u. on a medieval topic, to be chosen from **GERM4103**, **GERM4104** and **GERM4122** (course availability for these final-year courses will depend on student take-up rates).

Second year option:

GERM2106 Love, Violence and Laughter: Medieval and Early Modern German Literature and Culture up to 1740

Final year options:

GERM4103: Wolfram von Eschenbach: *Parzifal*

GERM4104: Gottfried von Strassburg and the Medieval Tristan Legend [currently not available; this option may return in the future]

GERM4122: Wolfram von Eschenbach, *Wilehalm, Titurel* and the Songs
[currently not available; this option may return in the future]

See <http://www.ucl.ac.uk/selcs> for details. Some or all of the modules mentioned above have not been running in recent years, but they are listed here as courses that can be included as part of the BA English programme.

EARLY MEDIEVAL ARCHAEOLOGY OF BRITAIN
(Institute of Archaeology)

ARCL2018 (ENGL3024) Value: 1 course unit.

Students wishing to take the Early Medieval Archaeology of Britain option must also take **both** Old English Literature I and Old English Literature II.

See <http://www.ucl.ac.uk/archaeology/studying/undergraduate/courses> for details.

List of courses to be taught in 2017-18, 2018-19 and 2019-20

2017-18 (and again in 2019-20*)

Chaucer
Shakespeare
Critical Commentary and Analysis
Old English II
Old Icelandic
Middle English II
History of the English Language
Romantics
Seventeenth Century
Modern Literature II
American Literature
Modern English Language
Literary Representation and the History of Homosexuality

2018-19*

Chaucer
Shakespeare
Critical Commentary and Analysis
Old English I
Old Icelandic
Middle English I
Renaissance
Eighteenth Century
Victorians
Modern Literature I
London in Literature
Literary Linguistics

Courses taught outside the Department

Early Medieval Archaeology of Britain (a one-year course); Medieval French, Early Italian, Medieval German (all taught over two years).

Modern Language Plus Students: due to the year abroad, Modern Language Plus students can only choose from the list of courses taught in their second year of study (as the same list of courses will be running again in their fourth year, due to the 'flip-flop' nature of the course chronology), excepting Chaucer and Shakespeare which run every year.

BA English Students: Chaucer must be followed in the second year, and Shakespeare must be followed in the third year. Critical Commentary and Analysis must be followed in the third year, unless a student takes advantage of the allowance to choose an alternative course if taking three or more medieval or language-related optional courses.

*Course offerings in 2018-19 and 2019-20 may be subject to change.

Part 4: Affiliate Students

Affiliate Students, mostly on a Junior Year Abroad, study courses alongside second- and third-year BA English students (either for September-December, or for January-June, or for the full year).

Affiliates should refer to the general information in Part 1 of this handbook, and to the **appendix on Affiliate Assessment**; in addition, Full-Year Affiliates should refer to the 'Guidance on Examinations' document in the appendices, and the information about Course Essays in Part 3.

Full-year Single-Subject English Affiliate Students sit the same exams as full degree students. It is possible to write one Course Essay instead of a three-hour desk exam (where that mode of assessment is offered for a particular course). The examination result will constitute 30% of the final mark for a particular course. The other 70% is based on grades obtained for tutorial work.

Full-Year Joint Affiliates, like full-year Single-Subject English Affiliates, sit the same exams as full degree students. It is possible to write one Course Essay instead of a three-hour desk exam (where that mode of assessment is offered for a particular course). The final marks for courses taken in the English Department are computed as described above. Examination of courses taken in other departments is the responsibility of the departments in question.

September-December and January-June students are assessed on the basis of tutorial essays for each of the two courses (if Joint Affiliates) or four courses (if Single-Subject Affiliates) that they take (50%), as well as on a portfolio of essays submitted at the end of their term of study (50%).

A transcript listing all the courses taken in the Department together with the marks obtained will be sent out by the UCL Registry to students' home institutions at the end of their course. Students who do not complete all, or any, of the work that is required of them will be given reduced credit, or no credit at all. Please note that portfolio essays will *not* be returned, because they count as examination scripts.

When sitting desk examinations, all students are asked to pay particular attention to the instructions on the examination paper about the number of questions to be answered, repeating material in any part of the examinations, etc. It is also essential that you read and attend to the regulations concerning plagiarism found in the UCL webpages for current students at <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>.

Part 5: Course Unit Students, including BAsc Students

BAsc Students: First-year UCL [BAsc](#) students can take the designated half-unit 'Introduction to English Literature' (ENGL1004) as part of the BAsc 'Cultures' pathway. This is examined by two final essays, and in addition there is one formative tutorial essay to write, which does not count towards the final mark. Much information about the course, and the assessment, is to be found on the course Moodle page for ENGL1004.

BAsc students who achieve a mark of 60 or more in **each** of the two assessed essays for ENGL1004 can continue in subsequent years to take full-year courses (one or more, depending on their degree structure) alongside second- and final-year BA English, Modern Language Plus, and Greek/Latin and English students. Continuing BAsc students receive one tutorial per term with a personal tutor (in the autumn and spring terms) for each of their English courses. One essay is written for each tutorial; these are a requirement for the course, though tutorial essay marks do not contribute to the final assessment for the course. Second/Final Year BAsc students will find information relevant to them in Part 1 of this Handbook, and should also refer to the 'Guidance on Examinations 2017-18' and 'Style Sheet for Essays' documents in the appendices.

BAsc students do not have the option of writing a Course Essay in the place of a desk exam.

The English Department BAsc Tutor (who convenes the ENGL1004 course) is Dr Kathryn Allan.

Course Unit Students from other UCL departments: A small number of full-degree undergraduate students from other UCL departments take one or more English courses as part of their degree. Each year, prospective course unit students need to refer to the list of courses available in the annual English Department 'Course units available in the English Department' document (which contains full information, including an application form – see the 2017-18 version in the appendices). The version for the following academic year is posted on the English Department website in the summer term (at <http://www.ucl.ac.uk/english/current-students/undergraduate>, under 'Course Units'). Course unit students are allocated a personal tutor, and receive one tutorial per term (in the autumn and spring terms) for each English course taken. One essay is written for each tutorial; these are a requirement for the course, though tutorial essay marks do not contribute to the final assessment for the course.

Course unit students will find information relevant to them in Part 1 of this Handbook, and should also refer to the 'Guidance on Examinations 2017-18' and 'Style Sheet for Essays' documents in the appendices.

Course unit students do not have the option of writing a Course Essay in the place of a desk exam.

Appendices

Appendix 1: Avoiding Plagiarism and Self-Plagiarism

What is plagiarism?

The Oxford English Dictionary defines plagiarism as follows:

“The action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own; literary theft.”

The current UCL definition of plagiarism, and the general advice given to students about it, are as follows:

“Plagiarism is defined as the presentation of another person’s thoughts or words or artefacts or software as though they were a student’s own. Any quotation from the published or unpublished works of other persons must, therefore, be clearly identified as such by being placed inside quotation marks, and students should identify their sources as accurately and fully as possible. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if a student summarises another person’s ideas, judgements, figures, software or diagrams, a reference to that person in the text must be made and the work referred to must be included in the bibliography.

“Recourse to the services of ‘ghost-writing’ agencies (for example in the preparation of essays or reports) or of outside word-processing agencies which offer correction/improvement of English is strictly forbidden, and students who make use of the services of such agencies render themselves liable for an academic penalty.

“Use of unacknowledged information downloaded from the internet also constitutes plagiarism.

“Where part of an examination consists of ‘take away’ papers, essays or other work written in a student’s own time, or a coursework assessment, the work submitted must be the candidate’s own.

“It is also illicit to reproduce material which a student has used in other work/assessment for the course or programmes concerned. Students should be aware of this ‘self-plagiarism’. If in doubt, students should consult their Personal Tutor or another appropriate teacher.

“Failure to observe any of the provisions of this policy or of approved departmental guidelines constitutes an examination offence under UCL and University Regulations. Examination offences will normally be treated as cheating or irregularities under the Regulations in respect of Examination Irregularities. Under these Regulations students found to have committed an offence may be excluded from all further examinations of UCL or the University or of both.”

What does this mean in practice for you, as a student in this Department?

It means you **CANNOT** do the following:

- Cut and paste from electronic journals, websites or other sources to create a piece of work.
- Use someone else's work as your own.
- Recycle essays of other people
- Reuse your own work (this is self plagiarism). (The single exception to this is that you can make use of tutorial work in desk exams only.)
- Employ a professional ghostwriting firm or anyone else to produce work for you.
- Produce a piece of work based on someone else's ideas without citing them.

"It doesn't matter if you intend to plagiarize or not! In the eyes of the law, most publishers and academic institutions, any form of plagiarism is an offence that demands punitive action. Ignorance is never an excuse."

Turnitin

You should be aware that UCL subscribes to a sophisticated detection system (Turn It In[®]) which scans work for evidence of plagiarism. This system has access to billions of sources worldwide (websites, journals, books, etc.) as well as work previously submitted to UCL and other universities. Turn It In[®] is a plagiarism detection system run in the UK by Northumbria Learning. www.turnitin.com

Why do students plagiarise?

There are two main types of plagiarism – intentional and unintentional. The list below is not exhaustive but contains the most commonly encountered reasons:

On the whole unintentional:

- Misunderstanding about citation
- Over-reliance on the original source material
- Following practices encouraged or accepted in previous educational experience or culture
- Compensating for poor English language skills
- Poor note-taking practice

On the whole intentional:

- Leaving the work to the last minute and taking the easy option
- Needing to succeed
- Sheer panic
- Thinking that it is easy to get away with it
- Having problems with the workload
- Copying others or reusing one's own work because this is easier than original work.

If you are tempted to plagiarise or self-plagiarise because a deadline is looming, DON'T – speak to your tutor instead.

So what CAN you do?

1. You can quote from sources providing you use quotation marks and cite the source (this includes websites).

For example:

Indeed, 'Dickens' main comic characters are magnificent performers, but have no emotions' (Carey, 68).

Or:

Carey argues that 'Dickens' main comic characters are magnificent performers, but have no emotions' (68).

The bibliography should then contain the following listing:

Carey, John, *The Violent Effigy: A Study of Dickens' Imagination* (London: Faber and Faber, 1973; repr. 1991).

2. You can paraphrase (take information from a piece of work and rewrite it in a new form) but you must still mention the source.

For example:

Dickens' comic characters have been described as emotionless performers (see Carey, 68).

For more information on giving references correctly, see the English Department document 'Style Sheet for Essays' (available as an appendix to this Handbook).

Keeping essays

You must keep copies of all examinable work that you submit, and you must be prepared to produce these copies on demand. In addition, you must submit all tutorial essays and examined long essays to Turnitin via Moodle (see the sections on tutorial essays and Course/Research Essays in this Handbook).

The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document).

You should be aware that failure to produce copies of past work on demand may place you under suspicion of plagiarism.

More information on plagiarism and how to avoid it is available from <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>.

Appendix 2: Affiliate Assessment

Dear Affiliate Student,

This part of the Handbook is very important for you, as it tells you what work the department requires you to have completed in order for you to be graded and receive credit for the courses you are taking here.

First of all, please see your personal tutor at the time stipulated. You will find details on the noticeboard headed 'Tutorials' on the second floor of the English Department.

With regard to your assessment, please refer to the section below that applies to you.

Full year 'English only' students

The requirement for **full year English only students** (i.e. single-subject students, registered in the English Department only) is that you take *four* courses and write *one essay per term for each of these courses*, i.e. a total of *eight* essays over the year. These essays should each be 2,000-4,000 words in length: each one is marked by your tutor, and then discussed with you in a one-to-one tutorial (roughly every fortnight). In addition, full-year Affiliate students sit the same exams as UCL degree students. Assessment is based for 70% on term essays, and for 30% on the exam result. *Make sure that you do not write tutorial essays on topics that are not related to the courses that you are taking.* Check with your tutor if you are unsure. Please take note of the following: you are required to sit the examinations which form an integral part of the course(s) for which you are registered. If you complete all the tutorial work, but fail to sit the final examination, a grade of FAIL will be recorded on your transcript. Similarly, if you fail to hand in any required tutorial essays, a grade of FAIL will be recorded on your transcript. All marks are scrutinised by the Department's Board of Examiners.

It is possible for full-year Affiliates to write a Course Essay (with a maximum word count of 8,000) instead of taking one three-hour desk examination; if you are interested in doing this you will need to submit a form proposing your title to the English Office by Tuesday 23rd January 2018 (more information will be emailed at appropriate points of the year), and you will need to refer to the section on [Course Essays](#) in Part 2 of this handbook.

Full year 'joint' students

If you are a **full year joint student** (i.e. registered as a Joint Student, partly in the English Department and partly in another department), you take *two* courses and write one essay per term for each of these courses, i.e. a total of four essays over the year. These essays should each be 2,000-4,000 words in length: each one is marked by your tutor, and then discussed with you in a one-to-one tutorial (two per term). Inform your tutor that you are taking only two courses in the English department. Full-year joint Affiliates sit the same exams as UCL degree students. Please note that examination of courses you take in other departments is the responsibility of the department(s) in question, so make sure that you know what is expected of you in the other department. 70% of the

assessment for each English Department course is based on term essays, and 30% on the exam result. *Make sure that you do not write tutorial essays on topics that are not related to the courses that you are taking.* Check with your tutor if you are unsure. Please take note of the following: you are required to sit the examinations which form an integral part of the course(s) for which you are registered. If you complete all the tutorial work, but fail to sit the final examination, a grade of FAIL will be recorded on your transcript. Similarly, if you fail to hand in any required tutorial essays, a grade of FAIL will be recorded on your transcript. All marks are scrutinised by the Department's Board of Examiners.

It is possible for full-year joint Affiliates to write a Course Essay (with a maximum word count of 8,000) instead of taking one three-hour desk examination; if you are interested in doing this you will need to submit a form proposing your title to the English Office by Tuesday 23rd January 2018 (more information will be emailed at appropriate points of the year), and you will need to refer to the section on [Course Essays](#) in Part 2 of this handbook.

September-December students

The requirement for English-only **students who are here from September to December** is that you write **four** tutorial essays of 2,000-4,000 words, **one** for each course you are taking. If you are an October-December Joint Student, then you submit a total of *two* tutorial essays, again **one** for each course you are taking. These essays will be graded by your personal tutor during the autumn term: each one is marked by your tutor, and then discussed with you in a one-to-one tutorial. In addition, you write four further essays if you are an English-only student (or two if you are a Joint Student) which will be assessed by teachers other than your own tutor at the end of the autumn term. **All eight essays, if you are an English-only Student, or four if you are a Joint Student, should be submitted in the form of a portfolio to the English Department Office.** In sum: if you are an English-only student, you should hand in four graded tutorial essays with your tutor's comments and four new essays. If you are a Joint student, you should hand in two graded tutorial essays and two new essays. Tutorial essays may **not** be rewritten before being submitted in the portfolio.

Please write your name and email address on each essay and the course for which it was written, and staple each essay.

For your portfolio, do **not** put your essays in a folder or ring binder of any type. Just keep your essays together with a paperclip. Your final mark for each course will be based on your tutorial marks (50%) and on the marks you obtain for the new essays (50%). *Make sure that you do not write essays on topics that are not related to the courses that you are taking.* Check with your tutor if you are unsure. Please take note of the following: the requirement to hand in a portfolio of essays forms an integral part of the courses for which you are registered. If you complete all the tutorial essays, but fail to hand in a complete portfolio, a grade of FAIL will be recorded on your transcript for the relevant courses. Similarly, if you fail to hand in any of your tutorial essays, a grade of FAIL will be recorded on your transcript. Unauthorised late submissions will be penalised. Because they have the status of examination papers, portfolio essays will **not** be returned to students, so please **keep photocopies as well as electronic copies of all your essays.**

Deadline for submission of portfolio essays for October-December students: Monday 11 December 2017, 2 p.m.

Extensions to this deadline must be applied for using the Extenuating Circumstances Request Form, accompanied by a medical or other certificate. See the section on [Extenuating Circumstances](#) in Part 1 for details.

January-June students

The requirement for English-only **students who are here from January to June** is that you write **four** tutorial essays of 2,000-4,000 words, **one** for each course you are taking. If you are a January-June Joint Student, then you submit a total of *two* tutorial essays, again **one** for each course you are taking. These essays will be graded by your personal tutor during the spring term: each one is marked by your tutor, and then discussed with you in a one-to-one tutorial. In addition, you write four further essays if you are an English-only student (or two if you are a Joint Student) over the Easter break which will be assessed by teachers other than your own tutor. **All eight essays, if you are an English-only Student, or four if you are a Joint Student,** should be submitted in the form of a portfolio **to the English Department Office**. In sum: if you are an English-only student, you should hand in four graded tutorial essays with your tutor's comments and four new ones. If you are a Joint student, you should hand in two graded tutorial essays and two new essays. Tutorial essays may **not** be rewritten before being submitted in the portfolio.

Please write your name and email address on each essay and the course for which it was written, and staple each essay.

For your portfolio, do **not** put your essays in a folder or ring binder of any type. Just keep your essays together with a paperclip. Your final mark for each course will be based on your tutorial marks (50%) and on the marks you obtain for the new essays (50%). *Make sure that you do not write essays on topics that are not related to the courses that you are taking.* Check with your tutor if you are unsure. Please take note of the following: the requirement to hand in a portfolio of essays forms an integral part of the courses for which you are registered. If you complete all the tutorial essays, but fail to hand in a complete portfolio, a grade of FAIL will be recorded on your transcript for the relevant courses. Similarly, if you fail to hand in any of your tutorial essays, a grade of FAIL will be recorded on your transcript. Unauthorised late submissions will be penalised. All marks are scrutinised by the Department's Board of Examiners. As they have the status of examinations, portfolio essays will *not* be returned to students, so please **keep photocopies as well as electronic copies of all your essays**. The requirement for **students who are here from January-June** is that you write **four** essays of 2,000-4,000 words, **one** for each course you are taking. (If you are a Joint Student you submit a total of *two* essays, again **one** for each course you are taking.) These essays will be graded by your personal tutor during the spring term. In addition, you write four further essays (two if you are a Joint Student) over the Easter break which will be assessed by teachers other than your own tutor. **All eight essays (four if you are a Joint Student)** should be submitted in the form of a portfolio **to the English Department Office**. In sum: you should hand in four graded essays with your tutor's comments + four new ones. (Or two graded tutorial essays + two new essays if you are a Joint Student.) Tutorial essays may **not** be rewritten before being submitted in the portfolio

Please write your name and email address on each essay and the course for which it was written and staple each essay together.

Do **not** put your essays in a folder or ring binder of any type. Just keep your essays together with a paperclip. Your final mark for each course will be based on your tutorial marks (50%) and on the marks you obtain for the new essays (50%). *Make sure that you do not write essays on topics that are not related to the courses that you are taking.* Check with your tutor if you are unsure. Please take note of the following: the requirement to hand in a portfolio of essays forms an integral part of the course(s) for which you are registered. If you complete all the coursework, but fail to hand in a complete portfolio, a grade of FAIL will be recorded on your transcript for the relevant course(s). Similarly, if you fail to hand in any of your tutorial essays, a grade of FAIL will be recorded on your transcript. Unauthorised late submissions will be penalised. All marks are scrutinised by the Department's Board of Examiners. As they have the status of examinations, portfolio essays will *not* be returned to students, so please **keep photocopies as well as electronic copies of all your essays.**

Deadline for submission of portfolio essays for January-June students: Tuesday 1 May 2018, 2 p.m.

Extensions to this deadline must be applied for using the Extenuating Circumstances Request Form, accompanied by a medical or other certificate. See the section on [Extenuating Circumstances in Part 1](#) for details.

Late submission of portfolios (for September-December and January-June Affiliates)

You will be penalised for the late submission of all or part of an essay portfolio, unless an Extenuating Circumstances application is made, and an extension is granted by the English Department Undergraduate Extenuating Circumstances Panel.

While working on your essay you should save your material at regular intervals, both directly onto your computer and in a back-up format such as a memory stick or sky drive.

The following penalties will apply if you fail to submit any portfolio essay on time:

Submission Time	Penalty
Up to 2 working days late	10 marks (but no lower than the pass mark (which is 40))
More than 2 but less than 5 working days late	Mark capped at a pass (40)
More than 5 working days late but before the 2 nd week of the summer term	Mark of 0 but complete

From this table it should be clear that any penalty may have serious consequences.

As noted above, it is essential that the courses you write essays for should correspond to the courses you have registered for (in the Department and on the Portico system). It is *your* responsibility to make sure they correspond. If they do not, there could be serious consequences.

Your attention is drawn to UCL's policy on plagiarism:

<http://www.ucl.ac.uk/current-students/guidelines/plagiarism>

Results

Results will appear on electronic Portico system over the summer (normally not before the end of July), and sent from the UCL Registry to students' home institutions about 8 weeks after that (with transcripts for October-December Affiliates being posted out earlier, usually in March). Please do not contact the English Department as it is not authorised to send out results, but email the Registry using their transcripts@ucl.ac.uk email address if there are any issues.

Please let me know if you have any questions about these requirements. I hope you will enjoy your time at UCL!

Chris Stamatakis, Tutor for Affiliate Students
September 2017

ENGLISH DEPARTMENT

GUIDANCE ON EXAMINATIONS 2017-18

It is important that all students taking English examinations should read and take note of the guidance printed below.

This document should be read in conjunction with general UCL information on Examinations and Awards, including the important UCL Examination Guide for Candidates, available at http://www.ucl.ac.uk/current-students/exams_and_awards and in the online UCL Academic Manual at <http://www.ucl.ac.uk/srs/academic-manual/overview>.

1. Plagiarism and Self-Plagiarism

UCL regulations strictly prohibit plagiarism, that is, copying another person's work and presenting it as your own. This includes copying from books, from websites, or from another student's work. It also includes presenting work that has been written for you as your own.

In tutorial essays, Research Essays and Course Essays all quotations must be presented as such, by use of either quotation marks (for short quotations) or indentation (for long quotations). All quotations must also be properly acknowledged by precise reference to the source from which they are taken. Cases of plagiarism will be subject to disciplinary procedures. These may result in deduction or cancellation of marks and/or suspension or termination of your degree registration.

UCL also prohibits **self-plagiarism**: you must not reproduce material which you have already written for another assessment. The departmental rules on self-plagiarism are as follows:

- You **cannot** reuse all or part of a tutorial essay for another tutorial essay, course essay or research essay
- You **cannot** reuse all or part of a course essay or research essay in a desk exam, and similarly you cannot reuse all or part of a desk exam answer in a course essay or research essay
- You **cannot** reuse material written for one desk exam in another desk exam
- However, you **can** reuse material from your tutorial essays in desk exams

Tutorial essays, Research Essays and Course Essays are submitted via the Turnitin electronic plagiarism detection system. For more information on UCL's plagiarism policy and on avoiding plagiarism, please see <http://www.ucl.ac.uk/current-students/guidelines/plagiarism>. For additional departmental guidance, please see the document '[Avoiding Plagiarism](#)' in the appendices of this Handbook.

2. Duplication

The rubric on duplication runs as follows:

Candidates may not present substantially the same material in any two answers, whether on this paper or in other parts of the examination.

Common sense should be exercised in this area. The rubric does *not* forbid you to mention an author twice, or even to write on the same work twice, but it does forbid you to do so *in substantially the same way*. You would not, in general, be well advised to base your examination essays on a very limited range of material, no matter how variously you treated it; but that is a different consideration from the one which governs the duplication of material in two or more parts of the examination.

Please remember that Research Essays and Course Essays are parts of the examination, and are covered by the rubric in the same way as examination papers. Desk exam essays may, however, make use of work done for tutorials.

Duplication of material also involves duplication of critical arguments. Again, common sense should guide you here: it is permissible to mention an argument which forms the basis of another answer, but not to have two answers based on an identical argument (even if they use quite different works to illustrate it).

If you are in any doubt about these matters (as you begin revising for a paper on which you have done a Research Essay, for example), consult your tutor, who will advise you or get advice for you; but remember that the responsibility for conforming to the rubric is yours.

If you do duplicate material your work will be penalised. The repeated material (that which is written later, either in the same paper or in a subsequent part of the examination) will receive no marks.

3. Research Essays and Course Essays

(i) Unauthorized changes of title

If you submit a Research and/or Course Essay with a different title from the one already approved by the Department, you risk having your work penalised. The penalty will be more or less severe depending on the difference between the two titles and the consequences of that difference for the content or method of the essay.

(ii) Length

You will be penalised if your Essay exceeds the stipulated length: *not more than 6,000 words* for the Research Essay, and *not more than 8,000 words* for the Course Essay. There is a penalty of 5 marks for exceeding the word limit for Research Essays and Course Essays by up to 10%, and a penalty of 10 marks for exceeding the word limit for Research Essays and Course Essays by more than 10% (however, the penalised mark will not be reduced below the pass mark, assuming the work merits a pass).

In cases where coursework is submitted that is both late and over-length, the greater of the two penalties shall apply.

(iii) Late submission

The UCL wording on late submission penalties is as follows:

Late Submission Penalties

Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied.

If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances (EC) Form. If the request is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

Further information:

- [Late Submission Penalties](#)
- [Extenuating Circumstances](#)

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

While working on your essay you should save your material at regular intervals, both directly onto your computer and in a back-up format such as on a USB stick.

Submission Time

Up to 2 working days late

Penalty

10 marks (but no lower than the pass mark)

More than 2 but less than 5 working days late

Mark capped at a pass (40)

More than 5 working days late but before the 2nd week of the summer term

Mark of 0 but complete

From this table it should be clear that any penalty may have serious consequences: it could affect the class of your degree.

If you are a final year student and fail to meet the deadline for your Course Essay, you will be required to sit the examination paper for that course. If you are a second year student and fail to meet the deadline for your Course Essay, you may either sit the examination paper for that course, or re-enter for the Course Essay the following year. Your Course Essay title would then have to be re-submitted and re-approved in your final year. Furthermore, you are reminded that you can only submit one Course Essay in each year.

Final year students taking the Literary Representation and the History of Homosexuality course and/or the Literary Linguistics course, which are both examined by Course Essay, and for which there is no desk exam, should note that failure to hand in the Essay is the equivalent of unexplained absence from an examination.

4. Six-hour papers

You are not required or expected to write more than you would in a three-hour paper. The extra time is to allow you to consult the copy of Chaucer or Shakespeare provided for you, or, in the case of the Critical Commentary paper, to read carefully and thoroughly the passages for commentary. There is provision for a supervised refreshment interval in the examination. This interval is not compulsory, but you are strongly advised to take advantage of it.

5. Extenuating Circumstances and Special Examination Arrangements

(i) Extenuating Circumstances Claims

For the UCL Extenuating Circumstances Claim Form, and UCL Extenuating Circumstances Guidance for Students, please see the online UCL Academic Manual at <http://www.ucl.ac.uk/srs/academic-manual/c4/annexes>. Undergraduate students should hand completed claim forms, together with any evidence, to Anita Garfoot (the departmental Exams Liaison Officer) in the English Department Office, who will then arrange for the claim to be considered by the English Department Extenuating Circumstances Panel (and referred to Faculty and/or College Panels if necessary). Claim Forms must be submitted no later than a week after the circumstance concerned.

Students must read the UCL Extenuating Circumstances Guidance for Students before completing a Claim Form. Please note that the UCL Extenuating Circumstances procedure is designed to cover sudden, severe occurrences; allowances for long-term conditions should instead be applied for by the student in consultation with Student Disability Services (see (ii) *Special Examination Arrangements*, below).

(ii) Special Examination Arrangements

There is provision for you to take your examination in special places or by special means (e.g. if you are unable to write by hand); students should contact Student Disability Services for an assessment as early as possible in the year and not later than 6 weeks before the first exam. See <http://www.ucl.ac.uk/disability/special-examination-arrangements/how-to-apply> for further information.

If there is a sudden emergency closer to the time of the exams (e.g. a sudden injury) that means you require special examination arrangements, you may need to submit an Extenuating Circumstances Claim Form (see (i), above). However, please consult with Student Disability Services first, in case they are able to make a late arrangement without the need to submit the form.

6. Possible overlap between papers

The work of some authors crosses the period boundaries of courses (e.g. Henry James), or may figure in a period course and another kind of course (e.g. Middleton figures in both the Renaissance and the London in Literature courses).

With regard to authors whose work crosses period boundaries, or figures in different kinds of course, examination questions will usually address those parts of the author's work which come within the scope of the course being examined. If you choose to answer on an author's work in more than one examination, you should observe the general rubric about not repeating material. See also the 'Guidance on Choice of Topics in Relation to Course Boundaries' (below).

The following list gives the period courses in which some of these 'overlap' authors may figure. Remember that some authors also figure in non-period courses (e.g. London in Literature).

Authors	Course or Courses
W. H. Auden	Moderns I and Moderns II
Samuel Beckett	Moderns I and Moderns II
Frances Burney	Eighteenth Century and Romantics
Robert Burns	Romantics
Joseph Conrad	Moderns I
William Cowper	Eighteenth Century
T.S. Eliot	Moderns I and Moderns II
William Faulkner	Moderns I
Graham Greene	Moderns I and Moderns II
Thomas Hardy	Victorians (Novels); Moderns I (Poetry)
Ernest Hemingway	Moderns I
Henry James	Moderns I, Victorians, and Americans
George Orwell	Moderns I and Moderns II
Ezra Pound	Moderns I
Evelyn Waugh	Moderns I and Moderns II
Orson Welles	Moderns I and Moderns II
H. G. Wells	Victorians and Moderns I
William Carlos Williams	Moderns I and Moderns II
Virginia Woolf	Moderns I

You should ask your tutor for advice about any author not mentioned in the list.

Guidance on choices of topics in relation to course boundaries

What falls within the scope of each course?

Students are permitted and indeed encouraged to write on materials beyond those taught in lectures and seminars, provided that these fall within the scope of each course concerned. In the case of a

period course, the materials must fall within the period boundaries of the course (as stated or as generally understood); in the case of a thematic course (e.g. London in Literature, Literary Representation and the History of Homosexuality) the materials must relate to the theme of the course. If in doubt as to whether particular materials are appropriate to write on in relation to a particular course, students should consult their tutors.

Lectures and seminars are sometimes offered on materials in translation, or slightly outside the period boundaries of a course. In these cases these materials are considered as included within the scope of the course.

What about materials that fall outside the scope of particular courses?

Other materials that fall outside the scope of a particular course – e.g. because outside the period boundaries of the course, or because originally written in a language other than English – may be written on, subject to the following conditions:

- Tutorial essays: normally at least half of the essay must discuss materials from within the scope of the course.
- Research Essays: the topic you choose must relate to one of your courses (see the section on Research Essays elsewhere in the Course Guide). Normally at least half of the essay must discuss materials from within the scope of the course.
- For individual exam answers: the exam rubric must be complied with; e.g. if a question requires answer to at least two works, or at least two authors, these must fall within the scope of the course. However once rubric requirements have been fulfilled, candidates may in addition discuss works beyond the scope of the course if they wish and if relevant to the question.
- For Course Essays: at least two authors who fall within the scope of the course must be discussed. However once this requirement has been fulfilled, candidates may in addition discuss works beyond the scope of the course if they wish.

For more detailed advice on choosing a topic for a Research Essay or Course Essay, please see the relevant sections elsewhere in the Undergraduate Handbook. Proposed titles for the Research Essay and Course Essay are scrutinised by a subcommittee of the English Department Board of Studies which will ensure that the proposed essay has appropriate coverage.

If in doubt as to whether particular materials are appropriate to write on in relation to a particular form of assessment of a particular course, students should consult their tutors.

Quotations in languages other than English

If a student wishes to quote in a language other than English a translation must be provided, but will not be included in the word-count.

7. Examination Descriptions

Brief descriptions of every paper are made available each year. These indicate the length of the examination, what kinds of questions to expect (e.g. translation, essay), how many questions must be answered, and whether any questions are compulsory. There is no guarantee that a paper will follow the format of previous years' papers.

8. Papers in Advance

All single-honours students in their second year are expected to register for two papers in advance, Chaucer and one of their second-year option papers. Registration does not mean that you are then compelled to sit the papers (provided you withdraw formally before the end of the spring term), but you are strongly advised to do so unless there are very good reasons not to. Doing papers in advance gives you practice in taking examinations, allows you to assess your progress, and most important of all eases the burden of preparation in your final year. You should consult your tutor if you have any doubts about taking papers in advance.

Withdrawal:

In the second year you may withdraw from either or both of your papers, provided that you notify the English Department Office before the end of the spring term (Friday 23rd March 2018). If you withdraw there will be no consequences, and you will simply be required to sit the papers in your final year.

If you decide not to hand in a second-year Course Essay and not to sit the examination at the end of your second year, you should also withdraw from that paper before the end of the spring term.

Change of examination entry:

The UCL-wide deadline for changes to examination entry is Friday 15th December 2017. If you wish to change the option course that you are being assessed in alongside Chaucer at the end of your second year so that you are entered for an alternative paper in advance, you will need to notify the English Department Office in advance of this deadline (by Wednesday 13th December would be ideal) so that they have time to request that the UCL Registry makes the change.

Limit of attempts at any one paper, and capping of re-sit marks:

If you turn up for the examination but either present a blank script, or cross out your answers before handing your script in, or fail the examination, you will be given a fail mark. This will be treated as a first attempt. You will be able to re-sit the paper in the late summer resit period; however, **the mark given for the re-sit paper will be capped at a bare pass, which is 40**. Only the mark given for the second attempt will be recorded on the degree transcript, although it will be stated that it was a second attempt. However, please note that **only two attempts at any one paper are allowed**; and if a student fails two or more papers at the second attempt they cannot be awarded a degree. Students will receive the higher of the marks achieved at the first or second attempt. The UCL wording on the capping of marks is as follows:

Capping of Reassessment Marks

The marks for modules passed at the second attempt will be capped at the Pass Mark: 40 [for undergraduate courses]. Students who defer their first attempt due to Extenuating Circumstances will not have their marks capped. Students deferring their second attempt (i.e. who have Extenuating Circumstances on a Resit or Repeat) will have their marks capped.

Further information:

- [Consequences of Failure](#)

Only students with significant Extenuating Circumstances can withdraw from their Finals examinations.

9. Procedures of examination

All examination papers and essays are presented anonymously and double-marked. For the procedure to follow in respect of Research Essays and Course Essays, please refer to the relevant sections in Part 3 of this Handbook.

Two External Examiners are involved in all stages of the examining procedure. These include the scrutinising of question papers, the assessment of borderline cases and the award of recommended degree classes.

It is very important to realize that you *cannot miss out, or be absent without good reason from, any part of the examination.*

Good reasons for absence almost always relate to sudden illness, or to sudden severe personal difficulties. In these instances an Extenuating Circumstances Claim should be made; see Section 5.i, above.

Any candidate for the Final Examination who is absent from, or fails to submit a single module of his or her degree assessment, but has valid Extenuating Circumstances, will be eligible for Late Assessment. This will involve deferring the examination, to take as if for the first time, either later in the summer of the same year, or the following year, if that is considered a more practical option. The mark gained in the deferred first attempt in such a circumstance will not be capped. If the circumstances are such as to render Late Assessment inappropriate, the Department Extenuating Circumstances Panel can apply for that module to be excluded from the classification calculation, subject to the approval of the JFEC (Joint Faculty Extenuating Circumstances Panel).

Reassessment

Students who fail two modules or less will be required to Resit in the Late Summer Assessment Period (unless the student is a Finalist who has failed one module only, and the Board of Examiners for the BA in English agrees to recommend an award be made, including the failed module in the degree profile). Students failing more than two modules will be required to Repeat the module(s), with tuition, in the following academic year. There are separate provisions for students who fail due to Extenuating Circumstances - the Extenuating Circumstances Panel will determine the nature and timing of the Deferral, which may be offered with or without tuition/ attendance.

Capping of Reassessment Marks

The marks for modules passed at the second attempt will be capped at the Pass Mark: 40. Students who defer their first attempt due to Extenuating Circumstances will not have their marks capped. Students deferring their second attempt (i.e. who have Extenuating Circumstances on a Resit or Repeat) will have their marks capped.

The College wording on absence from assessment is as follows:

Absence from Assessment

Any student who is absent from an assessment will receive a mark of zero unless they obtain authorisation for the absence and formally defer their assessment to a later date by submitting a request for [Extenuating Circumstances](#). Absences from assessment need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence. If Extenuating Circumstances are not approved, the mark of zero will stand.

In line with UCL's obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence procedures.

Further information:

- [Extenuating Circumstances](#)
- [Authorised Absence Policy](#)

10. Late arrival at examinations

If you arrive up to half an hour after the time an examination starts the supervisor will normally allow you in, but you will not be permitted any additional time, and will, therefore, finish at the same time as other candidates.

If you are more than half an hour late, you should go to the Department and inform a member of the academic or administrative staff of what has happened. You will be able to sit the examination in departmental accommodation, but a standard period of 30 minutes will be deducted from the total time allowed.

Candidates arriving after the time for the normal end of the examination will not be allowed to sit the paper.

11. Modern Language Plus and Greek/Latin and English students

The English component consists of six desk exams, two of which are taken at the end of the first year, two at the end of the second year, and two at the end of the fourth year. For the courses 'Literary Linguistics' and 'Literary Representation and the History of Homosexuality', Course Essays replace these desk exams. If not taking either Literary Linguistics or Literary Representation and the History of Homosexuality, students may choose to write one Course Essay in place of one three-hour desk examination, either in their second year or in their final year. For regulations concerning failure in one or more papers and those governing withdrawal from one or more papers, you should consult your home department (in SELCS, or Greek and Latin).

12. Full-Year Affiliates

Affiliate students taking courses in English over the full academic year are examined for their courses in English according to the same procedures and criteria as single honours students with respect to the papers they sit. Their examination grades form part of their assessment in each course, the other part being made up of their tutorial work. They may, however, make use of tutorial work in the examination. For further details, see the document about affiliate assessment previously circulated to affiliate students by Dr Stamatakis (also in the appendices to this handbook).

13. Course unit students

Students from other departments who are taking a course in English as a unit in another degree programme (including continuing BAsc students) are examined according to the same procedures and criteria as single honours students with respect to the paper they sit. The grade is communicated to the department in which they are registered.

14. Marks and degree classes

When assessing scripts, examiners will pay particular attention to:

- Accuracy and expressiveness of style
- Engagement with the question
- Knowledge of relevant material
- Shape, coherence and direction

Examiners will also look for an awareness of one or more of the following:

- Literary effects
- Literary-historical contexts
- Critical paradigms and methods

The following definitions of the work characteristic of the different degree classes are intended to provide an indication of what is looked for in examinations, but they are not a definitive statement of principle.

First: First-class answers make imaginative and suggestive as well as accurate use of the relevant literary works or basic materials, and articulate a sense of their larger significance (i.e. of how these might be related to their historical period, or to other ideas and works, or to critical theories and methods). They should respond creatively and thoughtfully to the complexities of the question, be stylishly expressed, demonstrate originality or independence of mind.

Upper Second: Upper-second answers demonstrate wide and accurate knowledge of the relevant literary works or basic materials, and an ability to think critically about them as opposed to merely

describing them. They must see plainly the point of the question and be able to conduct an argument in response to it. Answers must be lucidly written.

Lower Second: Lower-second answers suggest that the course has been followed. They reveal familiarity with the basic materials, but may be subject to serious errors in describing or elaborating them. The II.ii answer may use the question as a mere peg, is not sufficiently on guard against cliché, and deploys only a modest range of reading.

Third: Third-class answers may be short, substantially irrelevant or inaccurate and fail to answer the question. There may be rubric violations.

Long Essays: The criteria for marking timed examinations and Course or Research Essays are very similar. But, given that essays are prepared and written over a long period, higher standards are expected in the following categories:

- Structure
- Depth of research
- Accurate and well-presented footnotes and bibliography

There are two types of unclassified degree available in the UCL system: the 'Ordinary' degree, and the 'Aegrotat' degree (see the [UCL Academic Manual \(Chapter 4, Section 4.7\)](#) for further details).

Examination marks are awarded on a numerical scale running from 0 to 80. The Course Assessment mark, which is a special feature of our assessment procedure, is calculated by averaging the 4 termly tutorial grades obtained in the second and third years of the course. Normally each candidate will have 10 marks in his or her profile: the tutorial mark, a Research Essay mark, and 8 others.

The system of numerical marks used in the marking of individual examination papers and long essays is the same as that used for tutorial essays, and is as follows:

- First Class: 70-80
- Upper Second: 60-69
- Lower Second: 50-59
- Third Class: 40-49
- Fail: 0-39

The criteria for degree classes are as follows:

First	3 marks above 69 and numerical aggregate of at least 666
Upper Second	6 marks above 59 and numerical aggregate of at least 590
Lower Second	8 marks above 49 and numerical aggregate of at least 520
Third	9 marks above 39 and numerical aggregate of at least 460

The work of candidates who meet one but not both of the criteria, or none of the criteria, for any one of the four possible classes is referred to our External Examiners for review. The Board of Examiners has the authority to refer any work to the External Examiners, to take certain exceptional or extenuating circumstances into account, and to make final decisions on degree classes.

15. Grievance procedure

The Department's practice in relation to complaints about the results of examinations follows UCL's Student Complaints Procedure, details of which are set out at <http://www.ucl.ac.uk/srs/academic-manual/c1/complaints>. In brief, any complaint about the conduct of an examination should be addressed in the first instance to a member of academic staff other than the Chair of the Board of Examiners, who will attempt to resolve the matter informally. If the complainant is not satisfied he or she may then take the matter to the Registrar, who will consider the complaint and the Department's response. It should be stressed that generalised complaints about examination performance not reflecting a candidate's true ability will almost certainly be rejected by both the department and the authorities. The procedures for anonymity and double marking make the system as objective as possible; these procedures are vetted every year by the external examiners. The only complaints which are likely to be considered concern errors, omissions, or bias in the setting and marking of examinations. Such complaints will be taken extremely seriously if there is evidence to support them.

16. Timetabling of examinations

The UCL Undergraduate Examination Period for 2017-18 will be from 25th April to 25th May. Students will be able to view their personal examination timetables on Portico by the end of the spring term (or possibly as early as the end of February), as soon as the examination timetable for the whole of UCL has been finalised. Within this very tight schedule every effort will be made by the Registry's Examinations Section to ensure that the examinations are evenly spread, while avoiding clashes in individual students' timetables throughout the whole of UCL and managing the available exam halls around London that have been booked.

17. Publication of results

Once the final Board of Examiners meeting has been held, after around 3pm on Friday 8th June 2018, pass lists will go up on the 2nd/3rd year notice boards in the English Department. These will take the form of provisional degree classes for graduating BA English students (but not results for individual papers), and lists of passes by individual course for second-year BA English students, and Modern Language Plus, Course Unit and full-year Affiliate students. Students will need to retain their candidate numbers in order to refer to these lists.

In addition, final-year students only (BA English, and Modern Language Plus) will receive a letter listing all provisional marks for English courses taken that year, by Monday 2nd July 2018. These will be posted by the English Department Office to students' contact addresses as entered on Portico. If, after the 2nd July, a letter has not been received, students can contact Anita Garfoot in the English Office (a.garfoot@ucl.ac.uk) and she will be able to email a scanned version (to UCL email addresses

only), or re-send the letter by post. Please note that it is not allowed to give any results over the phone.

The UCL Registry's Assessment and Student Records Section confirms actual marks for all papers, and degree classes. They expect to make official results available for students to view on PORTICO at the end of July; students are advised to keep checking their UCL email accounts over the summer and renew UCL passwords as necessary so that they can access results on their PORTICO accounts. The exact date of results publication will not be known in advance, as the results for the whole of UCL are published at once as soon as they are ready, but it is normally in the very last week of July. The Assessment and Student Records Section also organise the posting of degree certificates and the online Higher Education Achievement Record for graduates, and the communication of affiliates' results to their home institutions. Please see pages 14-15 of UCL's 'Examination Guide for Candidates 2017-18' (<https://www.ucl.ac.uk/students/sites/students/files/ucl-examinations-candidate-guide.pdf>) for full information about the HEAR, final degree certificates and transcripts, and note especially the need to update contact addresses in PORTICO in order to receive certificates. The UCL Registry text about transcripts is as follows:-

Transcripts

An official transcript, detailing examinations taken and results achieved, is issued automatically to all graduating students and sent to their contact addresses as held on PORTICO approximately 8-10 weeks after the awards have been ratified by the UCL authorities.

UCL Student Records can produce additional transcripts for students on taught programmes as well as for affiliate students via the UCL Transcript Shop.

Affiliate students

Transcripts for affiliate students are issued automatically upon the students' completion of their study at UCL and are dispatched as follows:

- JYA, Exchange and Erasmus Students – transcripts are issued to the students' home universities.
- Independent affiliate students – transcripts are posted to the students' contact addresses.

Further information:

http://www.ucl.ac.uk/current-students/exams_and_awards/qualifications/transcripts

18. Further information or questions

If you have any questions about the information and advice given in this document, or about any aspect of the examinations, you should consult your tutor or the Chair of the Board of Examiners who is **Prof Gregory Dart** (FC 238, Tel: 020 7679 3139) or the Secretary of the Board of Examiners who is **Dr Natalie Jones** (020 7679 3142).

Style Sheet for Essays

These rules apply to tutorial essays, Research Essays, Course Essays, MA Issues in Modern Culture coursework essays, and MA Issues in Modern Culture dissertations. MA English Linguistics students should refer to the style sheet issued by their Programme Convenor instead.

For full information on regulations governing undergraduate Research Essays and Course Essays, see the undergraduate Course Guide and the documents 'Guidance on presentation of long essays for examination' and 'Long Examined Essays: Frequently Asked Questions' (both available at <http://www.ucl.ac.uk/english/current-students/undergraduate> under the heading 'Examinations').

For full information on regulations governing MA coursework essays and dissertations, see the departmental Handbook for MA Students and any presentation guidelines issued by the relevant MA Programme Convenor.

If you are not sure how to do any of the word-processing procedures mentioned here (e.g. page numbers, indentation, inserting footnotes or endnotes), ask your tutor.

1. Submitting Essays and Keeping Copies

Undergraduate Tutorial Essays

Each essay should be submitted to your tutor via his/her Moodle tutorial page, and, if your tutor requires it, as an email attachment (preferably in Word) and as a paper copy. (Instructions about [submitting long essays via Moodle](#) are to be found in the appendices of the Undergraduate Handbook.) All essays should be dated. The Word file name should be in the following form: surname, initial, number of essay, e.g., SmithJ4. You should keep marked copies of all your tutorial essays in a safe place, for future reference by both yourself and your tutor.

Undergraduates: Research Essays and Course Essays

Two paper copies must be handed in to the English Department office by the deadline specified in the Course Guide, and an electronic copy submitted via the Moodle Long Essay Submissions page. You must also keep a copy (paper or electronic) of your final essay, identical to the copies handed in.

MA coursework essays and dissertations

Please see the Handbook for MA Students. You should keep an electronic and paper copy of each essay submitted.

2. Format

The essay should be word-processed.

It should be on A4 paper and on one side of the paper only.

Pages should be numbered.

The essay should be double-spaced with generous margins (at least 1" / 2.5 cm).

Use a reader-friendly font (preferably 12 pt).

3. How to give titles of works

These rules apply to titles of literary works and also to films, music, works of art, etc.

Titles of whole works should be in italics. When writing longhand, e.g. in an exam, use underlining.

EXAMPLES: *Bleak House*, *Hamlet*.

The title of any work which was published as part of a collection should be in single inverted commas. This applies to short poems, short stories, articles, and essays.

EXAMPLES: 'Ode on a Grecian Urn', 'The Dead', 'Tradition and the Individual Talent'.

'The Whitsun Weddings' refers to the particular poem by Philip Larkin, whereas *The Whitsun Weddings* refers to the collection as a whole.

For full details of how to refer to sources, see section 5 below.

4. Presentation of quotations

a. Short quotations

Short quotations can be left as part of your text.

EXAMPLE:

In the opening paragraph of *Paradise Lost*, Milton claims his poem will pursue 'things unattempted yet in prose or rhyme'.

Where a whole sentence is quoted in full, without any interruption, the final full stop in the sentence comes before the closing inverted comma.

EXAMPLE:

'In *Bleak House*, I have purposely dwelt upon the romantic side of familiar things.'

Use single inverted commas – except for a quotation within a quotation, which has double inverted commas.

EXAMPLE:

Donald Davie, for instance, has argued that ‘despite such incidental, characteristically audacious felicities as “the pestered sea”, this is surely not a poem we can admire’.

b. Longer quotations

Quotations of more than one-and-a-half lines should begin on a new line and should be indented and single-spaced. A passage of prose should be indented by 5 spaces, and a passage of verse should be indented by 10 spaces. Do not use inverted commas. The sentence before the quotation will often end in a colon.

EXAMPLE:

Book V of *Paradise Lost* opens with a Homeric invocation to the dawn:

Now Morn her rosy steps in the eastern clime
Advancing, sowed the earth with orient pearl,
When Adam waked...

Sometimes the quotation can be introduced with a comma rather than a colon.

EXAMPLE:

Is this ‘the seat’, Satan asks,

That we must change for heaven, this mournful gloom
For that celestial light?

The quotation must make grammatical sense within the sentence of your own prose which introduces or encloses it.

5. Giving references

You must make clear acknowledgement of all works you have used in writing your essay. If you fail to do so, you may be penalised for plagiarism. Sources for any of the following kinds of material must be cited precisely:

- quotations
- facts that are not widely known
- opinions directly derived from a secondary work
- paraphrase of any part of a primary or secondary work.

You must cite sources precisely so as to refer your tutor or examiner to a particular place in a work or collection of works. Without proper citations your tutor or examiner may not be able to assess your essay adequately.

The following parts of this Style Sheet are based on the referencing system recommended in *The MLA Style Manual*, 3rd edn (New York: MLA, 2008). Other systems of referencing are available, and we're happy for you to use whichever system you prefer, provided that it's a recognised system and that you apply it consistently. Some scholars prefer the system recommended in *The MHRA Style Guide*, which can be downloaded for free from <http://www.mhra.org.uk/Publications/Books/StyleGuide/>.

For advice on any aspect of referencing, ask your tutor.

List of Works Cited

This list should appear at the end of your essay and should include all works referred to in the essay, listed in alphabetical order by author's surname. You may find it helpful to divide the list into Primary Works (i.e. original literary works or historical documents, e.g. Shakespeare, *Hamlet*) and Secondary Works (i.e. works of criticism and interpretation, e.g. Frank Kermode, *Shakespeare's Language*).

- a. In accordance with MLA style, a basic entry for a **book** should look like this:

Spacks, Patricia Meyer. *Privacy: Concealing the Eighteenth-Century Self*. Chicago: U of Chicago P, 2003. Print.

- b. An entry for an **anthology or compilation** should look like this:

Lonsdale, Roger, ed. *Eighteenth-Century Women Poets: An Oxford Anthology*. Oxford: Oxford UP, 1990. Print.

- c. If you're citing **more than one work by the same author or editor**, please list these in alphabetical order by title (ignoring definite and indefinite articles) (not in date order) as this will help the reader to match them to the parenthetical references.
- d. If you're citing a **work with more than one author or editor**, invert the name of the first author only, e.g.:

Gilbert, Sandra M., and Susan Gubar, eds. *The Female Imagination and the Modernist Aesthetic*. New York: Gordon, 1986. Print.

If there are **more than three authors**, you may name only the first and add 'et al.' ('and others'), like this:

Gilman, Sander, et al. *Hysteria Beyond Freud*. Berkeley: U of California P, 1993. Print.

- e. When citing a **work published before 1900**, there's no need to give the name of the publisher or a printer. If it's an early modern book with a very long title, a short form of the title is sufficient. For example:

Moryson, Fynes. *An Itinerary ... Containing His Ten Yeeres Travell*. London, 1617.

- f. For **anonymous works**, please don't use 'Anon.'; list the work under its title (ignoring definite and indefinite articles for the purposes of alphabetical ordering).

- g. An entry for **an edition of a primary work** should look like this:

Shakespeare, William. *The Winter's Tale*. Ed. Stephen Orgel. Oxford: Oxford UP, 1996. Print.

It may be helpful to add the date of first publication of the work, e.g.:

Dickens, Charles. *Great Expectations*. 1860. Ed. Charlotte Mitchell. Introd. David Trotter. London: Penguin, 1996.

An entry for **an introduction** to such an edition should look like this:

Drabble, Margaret. Introduction. *Middlemarch*. By George Eliot. New York: Bantam, 1985, viixvii. Print.

- h. An entry for **a chapter in an essay collection** should look like this:

Bordo, Susan. 'The Moral Content of Nabokov's *Lolita*.' *Aesthetic Subjects*. Ed. Pamela R. Matthews and David McWhirter. Minneapolis: U of Minnesota P, 2003. 125-52. Print.

- i. An entry for **an article in a scholarly journal** should look like this:

Piper, Andrew. 'Rethinking the Print Object: Goethe and the Book of Everything.' *PMLA* 121.1 (2006): 124-38. Print.

If you're citing **an article in a scholarly journal from an online source**, please give the full publication details as above, but instead of following these with 'Print', follow them with 'Web' and the date of access. For example:

Wood, Michael. 'The Last Night of All.' *PMLA* 122.5 (2008): 1394-402. Web. 22 Jan. 2008.

If it's a web-only publication and there are no page numbers, please put 'n. pag.' where the page numbers would usually go.

- j. An entry for a **newspaper or magazine article** should look like this:

Rubin, Gareth. 'Author's Debut Novel Inspired by a Dolls' House is Next Big Thing.' *London Evening Standard* 25 June 2014: 29. Print.

McEvoy, Dermot. 'Little Books, Big Success.' *Publishers' Weekly* 30 Oct. 2006: 26-28. Print.

- k. For **web publications**: please give as many as possible of the following items of information, in this order:

1. name of the author, editor etc.
2. title of the work (italicised if the work is independent; in roman type and quote-marks if part of a larger work)
3. title of overall website (italicised), if distinct from item 2
4. version or edition used (if appropriate)
5. publisher or sponsor of the site; if not available, use N. p.
6. date of publication, in form day, month year; if not available, use n.d.
7. medium of publication (Web)
8. date of access (day, month, year).

For example:

Committee on Scholarly Editions. 'Guidelines for Editors of Scholarly Editions.' *Modern Language Association*. MLA, 25 Sept. 2007. Web. 20 Nov. 2007.

Databases such as the OED and ODNB often include a helpful 'cite' button for each entry which should give you the information you need.

- l. For a **manuscript**, please give the following information, in this order:

1. name of author
2. title, or a description of the material
3. date of composition: at least the year; or if date is unknown, use N. d.
4. callmark
5. form of material (MS) – no need to give this if already included in the callmark
6. name and location of library, research institution, or personal collection where the manuscript is housed.

For example:

Chaucer, Geoffrey. *The Canterbury Tales*. 1400-10. MS Harley 7334. British Lib., London.

Dickinson, Emily. 'Distance is Not the Realm of Fox.' MS. Pierpoint Morgan Lib., New York.

m. Treat a **published letter** like an item in an essay collection (see e. above), e.g.:

Woolf, Virginia. 'To T. S. Eliot.' 28 July 1920. Letter 1138 of *The Letters of Virginia Woolf*. Ed. Nigel Nicholson and Joanne Trautmann. Vol. 2. New York: Harcourt, 1976. 437-8. Print.

Treat an **unpublished letter** like a manuscript (see l. above).

n. An entry for a **film** should look like this:

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

Cite a **DVD** as you would a film. Include the original release date where it's relevant. E.g.:

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. Republic, 2001. DVD.

o. An entry for a **performance** should look like this:

Hamlet. By William Shakespeare. Dir. John Gielgud. Perf. Richard Burton. Shubert Theatre, Boston. 4 Mar. 1964. Performance.

p. Entries for **sound recordings** may be given in various different forms depending on whether you wish to emphasise the composer or performer, and what information you feel is most useful to the reader. Here are two examples:

Holiday, Billie, perf. 'God Bless the Child.' Rec. 9 May 1941. *The Essence of Billie Holiday*. Columbia, 1991. CD.

Gabriel, Peter. 'A Different Drum.' Perf. Gabriel, Shankar, and Youssou N'Dour. *Passion: Music for The Last Temptation of Christ, a Film by Martin Scorsese*. Geffen, 1989. CD.

q. You do not normally need to cite lectures or seminars received as part of your course, but if you wish to cite a **public lecture, talk, or reading**, you should give as much as possible of the following information:

1. name of speaker
2. title of presentation, in quotation marks
3. name of meeting, conference etc.
4. sponsoring organisation
5. location
6. date
7. descriptive label, e.g. Lecture, Talk, Reading.

For example:

Vickers, Professor Sir Brian. 'The One *King Lear*.' Keith Walker Memorial Lecture. University College London. 14 Nov. 2013. Lecture.

Armitage, Simon. 'Walking Away.' Coleridge Cottage, Bridgwater, Somerset. 27 Aug. 2013. Poetry reading.

Parenthetical references

When using the MLA system **all references should be given in parentheses**, not in footnotes (unless there's an exceptional reason why a footnote is needed, e.g. a long list of references that would break into the text too much; but see below for more on footnotes). Once the list of Works Cited is sorted out, the parenthetical references should be straightforward. They should consist of just the author's name and the page number(s); or, if more than one work by the same author is being cited, the author's name, the short title, and the page number(s). For example:

It may be true that 'in the appreciation of medieval art the attitude of the observer is of primary importance' (Robertson 136).

This point has already been argued (Tannen 178-85).

Shakespeare's *King Lear* has been called a 'comedy of the grotesque' (Frye, *Anatomy* 237) [more than one work by Frye cited in this piece]

PLEASE NOTE in each case the absence of a comma before the page number!

Reference can also be made by mentioning the author's name in the text, in which case it shouldn't be given again in the parenthesis:

Tannen has argued this point (178-85).

It may be true, as Robertson maintains, that 'in the appreciation of medieval art the attitude of the observer is of primary importance' (136).

To cite the whole of a work, just give the author's name. To cite a work listed by title only (i.e. anonymous), just use the title, e.g.:

A presidential commission reported that recent campus protests had focused on 'racial injustice' (*Report* 3).

For a play, it may be more appropriate to give act, scene and line numbers than a page reference: e.g. (Shakespeare, *Hamlet*, 2.4.32-5).

Footnotes

As explained above, in MLA style footnotes should NOT be used for general referencing. Please avoid any other footnotes as much as possible, and try to incorporate materials in your main text if you can.

Frequently asked questions on referencing

Q.1: If I wish to cite a quotation in work originally taken from another work, do I need to give the reference for where the quotation originally came from?

A.1: This is described as citing an indirect source, and should be handled as follows:

EXAMPLE: The following sentence is taken from p. 1 of Knoepfelmacher's *George Eliot's Early Novels*:

In giving form to her ideas, she always proceeded, as Henry James shrewdly recognized, 'from the abstract to the concrete'.

If you wish to quote the phrase from Henry James, you would add Knoepfelmacher to the List of Works Cited as follows:

Knoepfelmacher, U. C. *George Eliot's Early Novels: The Limits of Realism*. Berkeley: U of California P, 1968. Print.

You would then add a parenthetical reference in the main text of your essay, as follows:

In giving form to her ideas, she always proceeded, as Henry James shrewdly recognized, 'from the abstract to the concrete' (qtd. in Knoepfelmacher 1).

Q.2: If I have quoted from more than one article in an edited collection, should I give a reference for each individual article in the bibliography, or simply one reference for the collection?

A.2: You may create a complete entry for the collection and cross-reference individual pieces to the entry.

EXAMPLE:

Hamill, Pete. Introduction. Sexton and Powers xi-xiv.

McCullers, Carson. 'Brooklyn Is My Neighbourhood.' Sexton and Powers 143-7.

Sexton, Andrea Wyatt, and Alice Leccese Powers, eds. *The Brooklyn Reader: Thirty Writers Celebrate America's Favourite Borough*. New York: Harmony, 1994. Print.

Q.3: Should the edited letters or diaries of a writer be placed under ‘primary’ or ‘secondary’ works?

A.3: This depends on how you’re using them in your essay. Use your judgement to decide, on a case-by-case basis. If in doubt, ask your tutor.

6. Illustrations

If you wish to include visual illustrations in your essay, you may either insert them at appropriate points in your text, or group them separately in an appendix, as convenient. Each illustration should be numbered in sequence (fig. 1, fig. 2, etc) and referred to by this designation in your text. Each illustration should also have a caption giving name of artist, title, date, present location, and any other useful information such as a museum reference number (if available), e.g.:

Fig. 1: Hans Eworth. *Elizabeth I and the Three Goddesses*, 1569. London, Royal Collection, RCIN 403446.

Fig. 2: Artist unknown. *An Allegory of the Tudor Succession: The Family of Henry VIII*, c. 1590. New Haven, CT, Yale Center for British Art, Paul Mellon Collection, B1974.3.7.

Appendix 5: Moodle submission instructions for Long Essays

Electronic submission of undergraduate Long Essays via Moodle:

The Department requires undergraduate students to submit Course Essays and Research Essays via Moodle, as well as handing in two bound copies. Submitting the electronic version via Moodle automatically runs the essays through the Turnitin plagiarism software (as is the case when tutorial essays are submitted via the Moodle tutorial pages).

Here are instructions for submitting long essays via Moodle:

Submitting long essays using Moodle (www.ucl.ac.uk/moodle):

- 1) Log into Moodle in the normal way, using your UCL user id and password
- 2) Search for 'ENGLISH DEPARTMENT LONG ESSAY SUBMISSIONS'
- 3) Choose the self-enrolment option, and enter 'thekey' (this is the enrolment key)
- 4) Select Course Essay or Research Essay, as appropriate
- 5) Click on 'my submissions' tab
- 6) Select submission type (probably 'file upload' in most cases)
- 7) Add your title: use all or the first part of your official essay title for this
- 8) Choose file – browse
- 9) Tick 'declaration of ownership'
- 10) Select 'add submissions'
- 11) Wait – it should work.
- 12) You will eventually see a similarity score in the essay submission box, from Turnitin; the time this takes can vary and you may need to refresh the page.

If you wish to re-submit your essay in Moodle before the deadline, you may be able to delete the original submission yourself, but if not, ask Anita Garfoot (a.garfoot@ucl.ac.uk) to delete the old version and you will be able to submit a new version (however, remember that the electronic version needs to match the hard copies submitted).

For your information, there are UCL webpages for students giving guidance about submitting essays via Turnitin in Moodle: <https://wiki.ucl.ac.uk/display/ELearningStudentSupport/Turnitin>.

Long Examined Essays: Frequently Asked Questions

This document applies to Undergraduate Research Essays and Course Essays.

It should be read in conjunction with the information on [Long Essays](#) in Part 3 of this Handbook, and the documents '[Style Sheet for Essays](#)' (Appendix 4), and '[Guidance on Examinations](#)' (Appendix 3).

Research Essays

NB - see also the section below headed 'General'.

What is a Research Essay?

A Research Essay is an independent research project on a subject that particularly interests you.

Who needs to do a Research Essay?

All Single Honours students must submit a Research Essay in their third year.

How long is a Research Essay?

It is no more than 6,000 words long. This word-limit must not be exceeded. It includes quotations and references but not the Bibliography.

How does the Research Essay fit in to my degree profile?

The mark for your Research Essay forms one of the ten elements of your degree assessment; i.e. it forms 10% of your degree assessment.

When is the Research Essay handed in?

Soon after the beginning of the spring term of your third year. See the '[important dates](#)' section in Part 3 of this Handbook for the exact date and time. This deadline will be strictly applied and you will be penalised for late submission without good reason and without having had an extension agreed after making an [Extenuating Circumstances](#) application.

When should I start thinking about a Research Essay topic?

In the summer term of your second year. During that term, you should discuss ideas for a topic with your tutor. By the end of that term you should have agreed a working title with your tutor. Both of you should keep a note of this. This is so that you can start researching and drafting the essay over the summer vacation between your second and third years.

How should I go about choosing a suitable topic?

The topic you choose must be related to one of your courses taught in the English Department. It should be something that you are really interested in. The subject should not be too broad. For further guidance, see the [Research Essay](#) section in Part 3 of this Handbook.

How do I submit the final version of my Research Essay title?

Shortly after the beginning of the autumn term, you must submit a form giving your title in its final version and an accompanying statement of about half a page in length, describing the scope of the essay. For the exact deadline for this, see the '[important dates](#)' section of this Handbook. You can obtain the form from the English Department office or website. The form must be discussed with your tutor and signed by him or her before the deadline, so make sure you allow time for this to take place. At this stage your title may be either the same as your previous working title, or a more detailed and refined version of your previous working title, or a new topic entirely, if you have changed your mind over the summer about what you would like to do.

The title submission form must be signed by you and your tutor and handed in to the department office.

What is the procedure for approval of Research Essay titles?

Your title submission form will be scrutinised by a sub-committee of the Board of Studies, who may ask you to revise your title or give more information. Once the title has been approved by the Board of Studies you will receive a letter confirming the final version of the title. This is the title against which your essay will be examined, and after this no further change to the title is possible.

What if I change my mind about my topic?

You can change your mind in the period between the agreement of a working title with your tutor in the spring term of your second year and the submission of the Research Essay Title form in the autumn term of your third year. However, after your title has been approved by the Board of Studies, no further change is possible.

What should I do if it looks as if I might have difficulty in meeting the essay submission deadline?

If you do not have a good reason for late submission, you will be penalised (see the '[Guidance on Examinations](#)' document for details of penalties for late submission). This could affect the class of your degree.

If you do have a serious reason for late submission, you need to make an [Extenuating Circumstances](#) application within one week of the circumstance concerned. A serious reason might be illness or other serious personal circumstances.

To try to avoid computer problems (which are not covered by the Extenuating Circumstances procedure), you should make back-ups of your essay at regular intervals during its composition.

What if I fail to hand in my Research Essay?

If you fail to hand in the Research Essay altogether, this is the equivalent of unexplained absence from an examination. See the '[Guidance on Examinations](#)' for the implications of this.

Course Essays

NB - see also the section below headed 'General'.

What is a Course Essay?

A Course Essay is an essay submitted in place of a three-hour written exam.

Who can do a Course Essay?

Any BA English student may choose to submit up to two Course Essays in place of written examinations, one at the end of his or her second year, and/or one at the end of their third year. Any Modern Language Plus or Greek/Latin and English student may choose to submit one Course Essay in place of a written examination, either at the end of their second year, or at the end of their final year.

Full-Year Affiliates may choose to submit one Course Essay in place of a desk examination.

What if I'm taking Literary Representation and the History of Homosexuality or Literary Linguistics?

Students taking Literary Representation and the History of Homosexuality or Literary Linguistics *must* submit a Course Essay for each of these courses, which have no other form of examination. The essay may be submitted either at the end of the second year or at the end of the final year.

No Course Essay for any other course may be submitted in the year in which the LRHH or Literary Linguistics Course Essay is submitted.

How many Course Essays can I do?

A BA English student may do no more than two in total, and no more than one in each year: one at the end of the second year (if you wish), one at the end of the third year (if you wish).

A Modern Language Plus or Greek/Latin and English student may do no more than one in total, either at the end of the second year (if you wish), or at the end of the final year (if you wish).

A Full-Year Affiliate may do no more than one in total.

How long is a Course Essay?

It is no more than 8,000 words long. This word-limit must not be exceeded. It includes quotations and footnotes but not the Bibliography.

How does the Course Essay fit in to my degree profile?

For BA English students, the mark for each Course Essay forms one of the ten elements of your degree assessment; i.e. the essay forms 10% of your degree assessment, as it would if you sat the corresponding three-hour written exam instead.

For Modern Language Plus and Greek/Latin and English students, the mark for a Course Essay has the same weighting in your degree profile as would the corresponding three-hour written exam.

What are the main differences between a Research Essay and a Course Essay?

- A Research Essay should have a specialised topic, which should not be too broad, and will be investigated in depth. By contrast, a Course Essay should show a breadth and range of knowledge, demonstrating coverage of the course for which it is serving as the sole examination. This is reflected in their different lengths (6,000 words for RE, 8,000 words for CE).
- A Course Essay must work on a minimum of two authors. (See additional guidance in the case of Literary Linguistics and History of the Language course essays.) A Research Essay can, if you wish, be on a single author or text.
- A Research Essay is compulsory for Single Honours students but a Course Essay is optional.

When is the Course Essay handed in?

It is handed in on the first day of the summer term of the second or final year. See the '[important dates](#)' section, in Part 3 of this Handbook, for the exact date and time. This deadline will be strictly applied and you will be penalised for late submission without good reason.

When do I need to propose a Course Essay title?

The deadline for submission of a Course Essay title or an LRHH or Literary Linguistics Course Essay title is early in the spring term. See the '[important dates](#)' section of this Handbook for the exact dates. You should allow plenty of time before the deadline to discuss your title with your tutor.

How should I go about choosing a suitable topic?

Course Essays are meant to be as broad a test of the candidate's knowledge as the written paper they replace, and will usually require coverage of at least two authors or topics. (See particular guidance for Literary Linguistics and History of the Language course essays.) Hence, they must not be confined to individual works, or to the works of a single author, or to a narrow topic for the non-period courses.

How do I submit my Course Essay title?

Well before the deadline for submission of Course Essay titles, you should obtain the appropriate form from the English Department office or website. After discussion with your tutor, you should complete the form, giving your proposed title, and an accompanying statement of about half a page in length, describing the scope of the essay. This form must be signed by you and your tutor and handed in to the department office.

What is the procedure for approval of Course Essay titles?

Your title submission form will be scrutinised by a sub-committee of the Board of Studies, who may ask you to revise your title or give more information. Once the title has been approved by the Board of Studies you will receive a letter confirming the final version of the title. This is the title against which your essay will be examined, and after this no further change to the title is possible.

I am a second year student writing a Course Essay (not for LRHH or Literary Linguistics) and I'm afraid I may not meet the essay submission deadline. What should I do?

You have several choices:

- 1) You should try to submit the essay by the deadline if at all possible. If you have a good reason for late submission - i.e. illness or other serious personal circumstances – you can make an [Extenuating Circumstances](#) application. You should do this no later than a week after the circumstance concerned.
- 2) You may abandon the essay and instead sit the exam for the course in question in either your second or final year (the latter option is available to BA English students only). If you decide to postpone the exam until your final year, then at this stage in your second year you should ask in the department office about withdrawing from the exam.
- 3) You may defer the essay until your final year (if a BA English student) and present it then as a Course Essay. However, this will prevent you from doing a Course Essay for any other course in your final year. You should contact the department office to withdraw from the assessment before your

second-year exams. The Course Essay title submission form must be resubmitted for approval according to the final year Course Essay timetable.

4) If you do not follow any of the above three courses of action and you submit the essay after the deadline, you will be penalised (see the '[Guidance on Examinations](#)' document for details of penalties for late submission). This could affect the class of your degree.

I am a second year student writing a Course Essay for LRHH or Literary Linguistics and I'm afraid I may not meet the essay submission deadline. What should I do?

You have several choices:

1) You should try to submit the essay by the deadline if at all possible. If you have a good reason for late submission - i.e. illness or other serious personal circumstances – you can make an [Extenuating Circumstances](#) application. You should do this no later than a week after the circumstance concerned.

2) If you are a BA English student, you may defer the essay until your final year and present it then as an LRHH/Literary Linguistics Course Essay. However, this will prevent you from doing a Course Essay for any other course in your final year. You should contact the department office to withdraw from the assessment before your second-year exams. The Course Essay title submission form must be resubmitted for approval according to the final year Course Essay timetable.

3) If you do not follow either of the above two courses of action and you submit the essay after the deadline, you will be penalised (see the '[Guidance on Examinations](#)' document for details of penalties for late submission). This could affect the class of your degree.

I am a third year student writing a Course Essay (not for LRHH or Literary Linguistics) and I'm afraid I may not meet the essay submission deadline. What should I do?

You have several choices:

1) You should try to submit the essay by the deadline if at all possible. If you have a good reason for late submission - i.e. illness or other serious personal circumstances – you can make an [Extenuating Circumstances](#) application. You should do this no later than a week after the circumstance concerned.

2) You may abandon the essay and instead sit the exam for the course in question.

3) If you do not follow either of the above two courses of action and you submit the essay after the deadline, you will be penalised (see the '[Guidance on Examinations](#)' document for details of penalties for late submission). This could affect the class of your degree.

I am a third year student writing a Course Essay for LRHH or Literary Linguistics and I'm afraid I may not meet the essay submission deadline. What should I do?

Since there is no written exam available for LRHH or Literary Linguistics, you must submit the essay by the deadline. There is no alternative. Contact the Department Tutor or English Department Office immediately, and preferably as early as possible.

If you have a good reason for late submission - i.e. illness or other serious personal circumstances – you can make an [Extenuating Circumstances](#) application. You should do this no later than a week after the circumstance concerned.

If you do not have a good reason for late submission, you will be penalised. This could affect the class of your degree. If you fail to hand in the LRHH/Literary Linguistics Course Essay altogether, this is the

equivalent of unexplained absence from an examination; for the implications of this, please see the [‘Guidance on Examinations’](#) document.

General

How can I avoid plagiarism and self-plagiarism?

Make sure you acknowledge all your sources fully and properly. See the document [‘Style Sheet for Essays’](#) (available from the Department Office and in Appendix 4 of this Handbook). For further information about plagiarism and self-plagiarism, see the [‘Plagiarism and Self-Plagiarism’](#) section of this Handbook, and the [‘Guidance on Examinations’](#) and [‘Avoiding Plagiarism and Self-Plagiarism’](#) documents in the appendices.

Can I base my Research Essay or Course Essay on a tutorial essay or essays?

No. A long examined essay must not resemble an essay or essays done for tutorials.

Can my tutor read drafts of my Research Essay or Course Essay?

No. The essay must be your own independent work. Once your title has been approved, there can be no discussion of any aspect of the writing of it with any member of staff. However, your tutor or any other member of staff can give advice on reading at any stage.

How should I lay out my essay?

See the document [‘Style Sheet for Essays’](#) (available from the Department Office and in Appendix 4 of this Handbook).

How do I give references to sources?

See the document [‘Style Sheet for Essays’](#) (available from the Department Office and in Appendix 4 of this Handbook).

What is included in the word-count?

The word-count includes quotations and footnotes but not the Bibliography. You must not exceed the word-limit, and you must state the word-count on the cover sheet of your essay.

How can I make sure I meet the deadline safely?

Every year there are some students who have difficulty in meeting deadlines for long examined essays, often because of problems with computers or printers. This creates stress for them and for the English Department office. In the case of students who fail to meet a deadline, the penalties incurred can have a serious effect on the class of their degree. To avoid this:

- a) allow yourself plenty of time in case of unforeseen problems. Plan to finish and print off the essay several days before the deadline, not on the day of the deadline.
- b) make frequent back-up copies of your work and store these in a safe place.
- c) make sure you have a clear plan as to when and how you are going to print off your essay. Bear in mind that the computer cluster rooms in college are often very busy, especially at the times of year when submission deadlines fall.

How should I present my essay for examination?

a) For the title-page, you must use the relevant cover sheet (available from the English Department Office, and emailed to students at a relevant point in the year), on which you are required to write the word-count.

b) Your name must not appear anywhere on your essay. A statement that the essay is your own work should appear on a separate, detachable page. This might simply take the form: 'I certify that this essay [give title] is my own work and I have not compromised my anonymity within it', with your signature, name and the date below.

Make sure that you allow yourself time to complete these two presentation requirements, and to get the requisite two copies professionally bound, before you hand the essay in. See the '[Presentation of Long Essays for Examination](#)' section of this Handbook for the full presentation requirements.

Can I hand in any supplementary materials (e.g. the Bibliography or an Appendix or an Errata sheet) after the deadline has passed?

No.

Will I get a copy of my essay back?

No. You should make a copy for yourself to keep, or at least keep an electronic copy, so that you will be able to refer to your essay once you no longer have access to your submission on Moodle.

If I have written about an author or work in my Research Essay or Course Essay, can I write about the same author or work in one of my other exams?

Only if you are very careful not to use the same materials and not to make the same points. Long examined essays are governed by the same prohibition on duplication of material and self-plagiarism as all your other exams. It is advisable not to refer to the same author(s) or work(s) in other exams if possible.

Appendix 7: Examination Descriptions, 2016-17

[For all undergraduate students entering for desk examinations except for first-year BA English students, who should refer to the Sessional Examination Descriptions in Appendix 8. The version for 2018 (for the exams taking place in the summer term of 2017-18) will be published in March 2018, and students will be emailed when it is ready to consult.]

Department of English University College London EXAMINATION DESCRIPTIONS 2017

These notes are provided for second- and final-year candidates in the UCL-based BA Examinations, full-year affiliate students, and students taking English course units. They are only a guide, and are not necessarily binding on examiners. They should be read in conjunction with those passages in the English Department's 'Guidance on Examinations 2016-17' (Appendix 3 of the English Department Undergraduate Handbook 2016-17, online here: http://www.ucl.ac.uk/english/current-students/undergraduate/documents/ug_handbook_english_16-17), and UCL's examination guidance (available at http://www.ucl.ac.uk/current-students/exams_and_awards), that set out the formal examination requirements.

Candidates are warned against the use of substantially the same material twice within the same paper or in the examination as a whole.

The examiners' intention in setting 6-hour papers is to give candidates additional reading time. In the case of the Chaucer and Shakespeare papers the intention is to allow time for use of the plain texts provided; in the case of Critical Commentary and Analysis the intention is to allow candidates sufficient time to read through and reflect on the set passages. There is no requirement that candidates should write longer answers than they would in 3-hour papers.

Where examinations contain questions on set works or set authors, these works or authors are named in the relevant description.

The setting, scrutinizing, and marking of all examination papers and other forms of assessment is the responsibility of the Board of Examiners of the BA in English, which consists of members of the Department of English appointed to serve as examiners and at least one External Examiner.

Chaucer and his Literary Background

Time: 6 hours. A plain text of Chaucer (ed. Robinson) will be provided.

Candidates must answer three questions: EITHER Question 1 OR Question 2 (NOT BOTH) and two others. Question 1 will require commentary on a single passage. Question 2 will require comparison of two passages. In each of these questions there will be a choice of passages for discussion. The other questions will be essay questions.

Candidates should note that the term 'work' in this paper can be applied to a part or parts of *The Canterbury Tales*. Answers addressing *The Canterbury Tales* as a 'work' need not discuss it in its entirety.

Between 1.00 p.m. and 1.45 p.m. candidates will be able, if they wish, to leave their desks to have lunch. The examination will finish at 4.00 p.m. Candidates should not discuss the paper or use mobile phones during the lunch break.

Shakespeare

Time: 6 hours. A plain text of Shakespeare's works (The Arden Shakespeare Complete Works) will be provided.

Candidates must answer three questions: one question from Section A and two from Section B.

Section A consists of questions on the set plays, and includes optional passages for commentary. The set plays are *A Midsummer Night's Dream*, *1 Henry IV*, *Macbeth* and *The Winter's Tale*.

Section B consists of general questions. Answers in Section B should, unless otherwise specified, discuss AT LEAST TWO WORKS. Any set play not used in a Section A answer may be used in answering a Section B question, but each Section B answer may discuss no more than one set play.

Between 1.00 p.m. and 1.45 p.m. candidates will be able, if they wish, to leave their desks to have lunch. The examination will finish at 4.00 p.m. Candidates must not discuss the paper or use mobile phones during the lunch break.

Critical Commentary and Analysis

Time: 6 hours

The examination will consist of passages of prose and verse for comment and comparison. Candidates must answer any three questions. None of the questions is compulsory.

Between 1.00 p.m. and 1.45 p.m. candidates will be able, if they wish, to leave their desks to have lunch. The examination will finish at 4.00 p.m. Candidates should not discuss the paper or use mobile phones during the lunch break.

Renaissance Literature

Time: 3 hours

The paper will be divided into two sections. Three questions must be answered, including at least one from each section; i.e. you must answer one from Section A, one from Section B, and a third from either section.

Section A will contain questions on the four set authors (Sidney, Spenser, Donne, and Jonson).

Section B will contain questions on a variety of authors, genres and topics. Answers in Section B should refer to AT LEAST TWO WORKS unless otherwise indicated.

Answers may refer to works by Shakespeare but should not be based on them, since there is a separate Shakespeare paper. E.g. if an answer requires reference to at least two works, a Shakespeare work may be included in the discussion as a third work, but must not be one of the two main works discussed.

The Restoration and Eighteenth Century

Time: 3 hours

Candidates must answer three questions: Question 1 and two others.

Question 1 will require commentary on a single passage. Passages will be taken from the set works: from the poems of Rochester (those included in the prescribed 'Oxford World's Classics' edition); from Pope, either *Epistle to Dr Arbuthnot* or *An Epistle to a Lady*; from Richardson, *Pamela*; and from either Johnson, *A Journey to the Western Islands of Scotland* or Boswell, *The Journal of a Tour to the Hebrides*.

The rest of the paper will contain essay questions on a variety of authors, works and topics.

Eighteenth-Century Literature

The examination will consist of two sections. Candidates must answer three questions, one from Section A and two from Section B.

Section A will consist of questions on the set works (Addison and Steele's *Tatler* and *Spectator*; Pope and Montagu's *Epistles*; Richardson's *Pamela*; Johnson's *Rasselas*; Burney's *Evelina* and Cowper's *Task*).

Section B will consist of questions on a variety of topics. 'The period' means 1700 to 1789. Unless otherwise stated, questions in Section B must be answered with reference to at least two works.

Candidates may include in their answers to Section B discussion of set works not used in answering Section A.

The Romantic Period

Time: 3 hours

The paper will be divided into two sections. Section A will contain questions on the authors of the recommended works. Section B will contain questions on authors, genres and topics which require reference to AT LEAST TWO AUTHORS, unless otherwise indicated. Three questions must be answered, including at least one from each section; i.e. you must answer one from Section A, one from Section B, and a third from either section.

The Victorian Period

Time: 3 hours

The examination will consist of two sections. Candidates must answer three questions, one from Section A and two from Section B.

Section A will consist of questions on the seven set works: Tennyson's poetry, Browning's poetry, Christina Rossetti's poetry, *Villette*, *Great Expectations*, *Middlemarch*, *Tess of the d'Urbervilles*.

Section B will consist of questions on a variety of authors, genres, and topics, and 'the period' means 1830-1900. Unless otherwise stated, each question in Section B must be answered with reference to AT LEAST TWO WORKS.

Candidates may include in their answers in Section B discussion of set works not used in answering Section A. For example, if they have not answered on *Great Expectations* in Section A, and choose to answer on Dickens in Section B, they may include *Great Expectations* in their discussion. If they have written their Section A answer on *Great Expectations*, they may refer to Dickens's works in answering a question in Section B, providing they do not base their answer primarily on Dickens. In the cases of Tennyson, Browning, and Christina Rossetti, where 'set works' refers to a volume of selected poems, they may base an answer in Section B on the work of any of these poets without restriction, provided they have not answered on that poet in Section A.

Modern Literature I

Time: 3 hours.

Candidates must answer three questions. The paper will be in two sections, Section A containing questions on each of the eight set works, and Section B containing questions on a variety of authors and topics. Candidates will be required to answer one question from Section A and two from Section B.

In Section B, 'work' and 'works' include drama and film as well as fiction and other varieties of prose and poetry; 'authors' includes those producing work in all these forms; and 'the period' means 1900 to 1950. If an author of the period produced significant works before or after the period, you may discuss those works, but you should base your answer on works produced within the period.

Candidates may include in Section B discussion of set texts not answered on in Section A. For example, if you have not answered on *To the Lighthouse* in Section A, you may make use of *To the Lighthouse* in Section B.

Modern Literature II

Time: 3 hours

Candidates must answer three questions. The paper will be in two sections, Section A containing questions on each of the twelve set works, and Section B containing questions on a variety of authors and topics. Candidates will be required to answer one question from Section A and two from Section B.

In Section B, 'work' and 'works' are to be understood as including drama, television, film, graphic novels, and song as well as fiction and other varieties of prose and poetry; 'authors' is to be understood as including those producing work in all these forms; and 'the period' means 1950 to the present day. If an author of the period produced significant works before the period, candidates may discuss those works, but should base their answers primarily on works produced within the period.

Answers to questions in Section B should make reference to at least two works of the period. Candidates may include in Section B discussion of set works not used in answering Section A. For example, if they have not answered on *Vertigo* in Section A, and choose to answer on Hitchcock in Section B, they may include *Vertigo* in their discussion. If they have written their Section A answer on *Vertigo*, they may refer to Hitchcock's works in answering a question in Section B, provided they do not base their answer primarily on Hitchcock.

American Literature to 1900

Time: 3 hours

Candidates must answer three questions. Question 1, which is compulsory, will consist of passages for comment, taken from works and authors studied in seminars. Candidates will be asked to comment on one of these passages, and relate it to other writing they have studied for the course. The remaining questions will be essay questions on authors and topics.

London in Literature

Time: 3 hours

Candidates must answer three questions; Question 1 and two others. Question 1 will require commentary on one out of six passages taken from the seven set works taught in seminars during the autumn term: Middleton, *A Chaste Maid*; Gay, *Trivia*; Boswell, *London Journal*; essays by Hazlitt & Lamb; Dickens, *Oliver Twist*; Conrad, *The Secret Agent*; Sam Selvon, *The Lonely Londoners*. The rest of the paper will consist of essay questions on works (including drama, film, song, television, and work in other media) and topics related to London.

Old Icelandic Literature

Time: 3 hours

Candidates must answer three questions, Question 1 and two others. Question 1 requires translation of three out of six passages from Old Icelandic texts studied in class. The rest of the questions are essay questions on Old Icelandic literature studied in class, and one optional question requiring critical commentary on two of the three passages which the candidate has translated in Question 1.

Old English Literature I

Time: 3 hours

The examination will consist of three sections. Candidates must answer Section A and Section B and one question from Section C. Marks will be divided equally between the three sections.

Section A will require translation of passages from Old English prose and verse studied in seminars, including at least one passage from *Beowulf*. Section B will require critical commentary and analysis of two of the passages already translated in Section A, including at least one from *Beowulf*. Answers should take the form of two separate commentaries, not a comparison. Section C will contain essay questions.

Old English Literature II

Time: 3 hours

The examination will consist of three sections. Candidates must answer Section A and Section B and one question from Section C. Marks will be divided equally between the three sections.

Section A will require translation of passages from Old English prose and verse studied in seminars. Section B will require critical commentary and analysis of two of the passages already translated in Section A, one verse and one prose. Answers should take the form of two separate commentaries, not a comparison. Section C will contain essay questions.

Middle English Literature I

Time: 3 hours

Candidates must answer three questions: EITHER Question 1 OR Question 2 (NOT BOTH) and two others.

Question 1 will require commentary on one passage. Question 2 will require comparison of two passages. There will be a choice of passages in each of these questions. The passages will be drawn from works studied in seminars. The remainder of the paper will consist of essay questions.

Middle English Literature II

Time: 3 hours

Candidates must answer three questions: EITHER Question 1 OR Question 2 (NOT BOTH) and two others. Question 1 will require commentary on one passage. Question 2 will require comparison of two passages. There will be a choice of passages in each of these questions. The passages will be drawn from works studied in seminars. The remainder of the paper will consist of essay questions.

Modern English Language

Time: 3 hours

The paper will consist of essay questions on the syntax, semantics, and lexicology of modern English. Three questions must be answered. There will be no compulsory questions.

The History of the English Language

Time: 3 hours

Candidates will be required to answer three questions. The paper will not be divided into sections and there will be no compulsory questions.

ENGL6001: Narrative Texts (1 course unit)

Time: 2 hours

Candidates must answer two questions, Question 1 and one other. You should divide your time equally between the two answers.

Candidates must not present substantially the same material in any two answers, whether on this paper or in other parts of the examination.

ENGL6004: Old and Middle English (1 course unit)

Time: 3 hours

The examination will consist of Question 1 (Old English commentary and unseen translation), Question 2 (Middle English commentaries) and a choice of essay questions (Old and Middle English). Candidate must answer Question 1, Question 2 and one essay question. Marks will be divided equally between the three questions.

Question 1 (Old English) will consist of two elements. Candidates will firstly be asked to write a commentary on a passage from *The Wanderer* (the set text) and will then need to complete a short translation of an unseen piece of Old English.

Question 2 (Middle English) will consist of four passages for commentary taken from the prescribed Middle English texts. Candidates will be asked to write on two of these passages (a separate commentary should be written for each).

The remainder of the questions (Old and Middle English) will consist of essay questions on a range of Old and Middle English topics.

ENGL6002: Introduction to Old English (0.5 course unit)

Time: 1 hour 30 minutes

Candidates must answer two questions: Question 1, and one other question.

Question 1 will consist of a commentary on a passage from *The Wanderer* (the set text) and a short unseen passage of Old English for translation. Candidates should either comment on the passage from *The Wanderer* or translate the unseen passage.

The remainder of the questions will consist of essay questions on a range of Old English topics.

ENGL6019: Criticism and Theory (1 course unit)

Time: 3 hours 30 minutes

The examination will consist of three questions. Candidates must answer all three questions.

Question 1 offers a choice of unseen passages of poetry for critical analysis.

Question 2 offers a choice of unseen passages of prose for critical analysis.

Question 3 offers passages from four of the ten set texts on the Criticism course (drawn from the *Norton Anthology of Theory and Criticism*). Candidates will be asked to choose one passage and discuss its critical ideas, methods and style.

Appendix 8: Sessional Examination Descriptions, 2016-17

[For first-year BA English students only. The 2017-18 version will be published in March 2018, and students will be emailed when it is ready to consult.]

CRITICISM AND THEORY

Time: 3 ½ hours

The examination will consist of three questions. Candidates must answer all three questions.

Question 1 offers a choice of unseen passages of poetry for critical analysis.

Question 2 offers a choice of unseen passages of prose for critical analysis.

Question 3 offers passages from four of the ten set texts on the Criticism course (drawn from the *Norton Anthology of Theory and Criticism*). Candidates will be asked to choose one passage and discuss its critical ideas, methods and style.

OLD AND MIDDLE ENGLISH

Time: 3 hours

The examination will consist of Question 1 (Old English commentary and unseen translation), Question 2 (Middle English commentaries) and a choice of essay questions (Old and Middle English). Candidate must answer Question 1, Question 2 and one essay question. Marks will be divided equally between the three questions.

Question 1 (Old English) will consist of two elements. Candidates will firstly be asked to write a commentary on a passage from *The Wanderer* (the set text) and will then need to complete a short translation of an unseen piece of Old English.

Question 2 (Middle English) will consist of four passages for commentary taken from the prescribed Middle English texts. Candidates will be asked to write on two of these passages (a separate commentary should be written for each).

The remainder of the questions (Old and Middle English) will consist of essay questions on a range of Old and Middle English topics.

NARRATIVE TEXTS / INTELLECTUAL AND CULTURAL SOURCES

Time: 3 hours

The examination will consist of three sections. Candidates must answer one question from each section.

Section A will consist of eight passages for commentary taken from any of the works in the Intellectual and Cultural Sources course and a number of essay questions; candidates will be asked either to write on two of the passages, or to answer one essay question with reference to at least two works from the Intellectual and Cultural Sources course.

Section B will consist of two pairs of passages for comparison from the Narrative Texts; candidates will be asked to write on one of these pairs.

Section C will consist of essay questions; candidates will be asked to answer one of these, referring to at least two Narrative Texts. You may also refer, if you wish, to texts from the Intellectual and Cultural Sources course.

Appendix 9: Course Unit Information, 2017-18

N.B.: This document contains information and an application form for full-degree students of other UCL departments who wish to take a course unit in the English Department starting in September 2017, and is available as a hard copy from the English Department office, as well as on the English website (at <http://www.ucl.ac.uk/english/current-students/undergraduate> under 'Course Units'). The 2018-19 version will be made available on the English Department website in the summer term of 2018.

COURSE UNITS AVAILABLE IN THE ENGLISH DEPARTMENT 2017-18

General

Although every effort has been made to ensure that the information provided below is accurate, the English Department reserves the right to vary details set out here from time-to-time.

1. **Undergraduate full-degree students from other departments who have not taken a course unit with the UCL English Department before may apply for the following:**

ENGL6001: NARRATIVE TEXTS (1.00 c.u.)
(Prerequisite for Shakespeare, History of the English Language and all post-medieval courses.)

ENGL6004: INTRODUCTION TO OLD & MIDDLE ENGLISH (1.00 c.u.)
(Prerequisite for Chaucer and for courses in Old English and Middle English.)

ENGL6002: INTRODUCTION TO OLD ENGLISH (0.5 c.u.)
Spring Term 2018
(Prerequisite for courses in Old English if not taking ENGL6004.)

ENGL6003: INTRODUCTION TO MIDDLE ENGLISH (0.5 c.u.)
Autumn Term 2017
(Prerequisite for Chaucer and for courses in Middle English if not taking ENGL6004.)

For descriptions of the above courses see pp.3-4.

There will be an additional choice of course in this category, **MODERN ENGLISH LANGUAGE** (ENGL6012; 1.00 c.u.), in 2017-18.

2. **Students who have already taken the relevant introductory course (see above) may apply for the following:**

Courses available every year:

ENGL2001: CHAUCER AND HIS LITERARY BACKGROUND (1.00 c.u.)
ENGL3002: SHAKESPEARE (1.00 c.u.)

Courses available in the 2017/18 session:

ENGL3005: THE SEVENTEENTH CENTURY (1.00 c.u.)
ENGL3006: THE ROMANTIC PERIOD (1.00 c.u.)
ENGL3008: AMERICAN LITERATURE TO 1900 (1.00 c.u.)

ENGL3026:	MODERN LITERATURE II (1.00 c.u.)
ENGL3010:	OLD ENGLISH LITERATURE II (1.00 c.u.)
ENGL3023:	MIDDLE ENGLISH LITERATURE II (1.00 c.u.)
ENGL3011:	HISTORY OF THE ENGLISH LANGUAGE (1.00 c.u.)

Courses available in the 2018/19 session:

ENGL3003:	RENAISSANCE LITERATURE 1520-1674 (1.00 c.u.)
ENGL3007:	THE VICTORIAN PERIOD (1.00 c.u.)
ENGL3025:	MODERN LITERATURE I (1.00 c.u.)
ENGL3009:	OLD ENGLISH LITERATURE I (1.00 c.u.)
ENGL3022:	MIDDLE ENGLISH LITERATURE I (1.00 c.u.)
ENGL3031:	EIGHTEENTH CENTURY LITERATURE (1.00 c.u.)

For descriptions of these courses see the 2016-17 Undergraduate Handbook for our full-time undergraduate students, available at <http://www.ucl.ac.uk/english/current-students/undergraduate> . Some course descriptions may be updated in the 2017-18 version of the Handbook, which will be online by mid-September 2017.

- Students applying to do a Course Unit in English will be expected to have A Level grades of at least AAB with **an A in English**, or an equivalent qualification.
- Students applying to do course units in English (other than those in Old English and Middle English) will be required to take the Narrative Texts course (ENGL6001) as a prerequisite.
- Students wishing to take any of these courses must be able to satisfy the English Department that they are free to attend all teaching occasions of their chosen course. A provisional timetable is available from the English Department website, at <http://www.ucl.ac.uk/english/current-students/undergraduate> . A final version of the timetable will be posted online once room bookings have been confirmed, shortly before the beginning of each term.
(Please note that the English Department doesn't assign students to seminar groups in the UCL online timetable currently, so students will need to refer instead to seminar and lecture lists on the course Moodle page, and on the English Department notice boards, for locations and times once they have a place on a course.)
- The majority of these courses are taught by weekly lecture (1hr) and four seminars a term (2hrs). Narrative Texts, Introduction to Old English, Introduction to Middle English, are taught by one lecture and a one-hour seminar per weekly. Old English I and Old English II are taught by two one-hour seminars a week, and Modern English Language, Middle English I and Middle English II are taught by one two-hour seminar a week.
- Course unit students will be expected to write two essays for their personal tutors in the English Department, one in each of the two teaching terms for any one course. Fulfilment of this obligation is a requirement for passing the course as is a satisfactory attendance record.
- The Department retains the right to refuse admission to oversubscribed courses. Especially for ENGL6001, ENGL6002, ENGL6003 and ENGL6004, it will be impossible to accept course unit students before the Friday of the autumn term induction week, as these courses are compulsory for first-year BA English students and it is sometimes found that there are no spare places in the classrooms. Students are advised to choose an alternative course in a different department on Portico, and then change to the English course if they gain a place (this is to avoid missing out on a course in another department that may be filled on a first-come, first-served basis).

COURSE DESCRIPTIONS

These descriptions are intended to provide a brief guide to the scope and content of courses available to students who have not taken a course unit with the UCL English Department before. Reading lists for all options taught in the Department are available from the English Department Office (or by emailing Anita Garfoot – a.garfoot@ucl.ac.uk).

All courses are examined by three-hour written paper unless it is indicated otherwise.

ENGL6001: NARRATIVE TEXTS (1.00 c.u.)

(Course Convenor: Prof Richard North)

The course consists of the detailed study of 8 texts, covering a chronological range from the 17th to the 20th centuries. Set texts for 2017-18 are listed in the "First-Year Book List" which is available from the English Department Office. Students are encouraged to read the whole of John Milton's *Paradise Lost* before the start of the course, and as many of the other set texts as possible. Assessment is by a two-hour written paper.

ENGL6002: INTRODUCTION TO OLD ENGLISH (0.5 c.u.)

(Course Convenor: Prof Richard North)

The aim of the course, which will run in Term 2, is to introduce students to the language and literature of the Old English period through a detailed examination of a select number of texts. As well as introducing students to the themes and contexts of Old English literature, the course also provides detailed instruction in the Old English language, allowing students to engage with the literature in the original. The course focuses specifically on two texts: Seamus Heaney's translation of *Beowulf*, and the Old English poem, *The Wanderer*. Details of editions to be used are in the "First-Year Book List", which is available from the English Department Office. Assessment is by a one-and-a-half-hour written paper.

ENGL6003: INTRODUCTION TO MIDDLE ENGLISH (0.5 c.u.)

(Course Convenor: Prof Richard North)

Taking place in Term 1, this course focuses on the literature of the Middle English period and introduces students to a range of texts written in the later Middle Ages. As well as offering instruction in the Middle English language, the course focuses on the historical, cultural and literary traditions of the period and highlights the diversity and sophistication of Middle English literature as a whole. The course focuses on four texts which will be discussed in detail in seminars; these are: *The Miller's Tale* by Geoffrey Chaucer (within *The Canterbury Tales* of the same author), *Sir Gawain and the Green Knight*, the final two books of Malory's *Morte Darthur*, and the *Wakefield Second Shepherds' Pageant*. Details of editions to be used are in the "First-Year Book List", which is available from the English Department Office. Assessment is by a one-and-a-half-hour written paper.

ENGL6004: INTRODUCTION TO OLD AND MIDDLE ENGLISH (1.00 c.u.)

(Course Convenor: Prof Richard North)

A first-year introductory course to Old and Middle English Language and Literature (as covered in the half units 6003 and 6002). The course focuses on historical and cultural background; introduction to the language; and a study of a selection of texts, the majority of which are read in the original language (see above for further details). Assessment is by a three-hour written paper.

List six texts (other than those mentioned above) which you have read in the past two years, and attach a short critical appreciation (600 - 800 words) on one or two of them. The text or texts (prose or verse) you choose should normally be English ones. *Applicants who have already taken a course in the UCL English Department do not need to provide written work.*

.....

.....

.....

.....

.....

.....

I understand that acceptance on any course in the English Department is conditional on my being available to attend all lectures and seminars and there being places available on my chosen course/s.

SIGNED DATE

Appendix 10: Sample BA English Options Form

N.B.: This the previous year's Options Form, as given to first-year BA English students at their Options Meeting in March. A revised version will be made available to current first years in March 2018.

Name (printed)

Date

ENGLISH OPTIONS REGISTRATION FORM SPRING 2017

FOR BA ENGLISH STUDENTS ONLY

List below all the English courses you will be taking in your 2nd and 3rd years.

Single Honours students take eight courses over their second and third years. These must include Chaucer (2nd year) and Shakespeare (3rd year), which are compulsory. In addition Critical Commentary and Analysis (3rd year) is compulsory except for students taking three or more medieval and language options (including those taught outside the Department). Such students may either take Commentary and Analysis or list an additional optional course. Thus all should choose either five optional courses (three in one year, two in the other) plus Commentary and Analysis or six optional courses (including at least three medieval and/or language options). Please refer to page 56 of the English Department Undergraduate Handbook 2016-17 to see which optional courses are being taught in 2017-18, and which in 2018-19.*

NB The courses in 'Literary Representation and the History of Homosexuality' and 'Literary Linguistics' will be limited to a TOTAL of around 30 students each. If you select either of these courses, please also indicate an alternative choice on the same line. Students will have their places confirmed, or otherwise, by the end of the summer term before the start of the relevant course.

Please write legibly. Please make sure your name is at the top of this form. You might need to list more than four courses in one year (in which case please use the space beneath line 4), or fewer, depending on your choices according to the above rules.

SECOND YEAR COURSES	2017/18
Course Title	
1. <u>Chaucer</u>	_____
2. _____	_____
3. _____	_____
4. _____	_____
_____	_____

THIRD YEAR COURSES	2018/19
Course Title (<i>list any two-year courses, e.g. Old Icelandic, in this section only</i>)	
1. <u>Shakespeare</u>	_____
2. <u>Please indicate whether you are taking Critical Commentary and Analysis</u>	<u>Yes</u> <u>No</u>
3. _____	_____

4.

THIS FORM MUST BE RETURNED TO THE ENGLISH DEPARTMENT OFFICE BY FRIDAY 24th MARCH 2017.

*Online at <http://www.ucl.ac.uk/english/current-students/undergraduate>

Appendix 11: Sample Modern Language Plus Options Form

N.B.: This the previous year's Options Form, as given to first-year Modern Language Plus students at the English Department Options Meeting in March. A revised version will be made available to current first years in March 2018, when a version for Greek/Latin and English students will be produced for the first time.

Name (printed)..... Date.....

ENGLISH OPTIONS REGISTRATION FORM SPRING 2017
FOR MODERN LANGUAGE PLUS STUDENTS ONLY

List below all the **English Department** courses you will be taking in your 2nd and 4th years.

Modern Language Plus students may choose any 4 of the courses listed in the English Department Undergraduate Handbook 2016-17* as being taught in 2017-18 on page 56 (2 to be taken in the 2nd year and 2 in the 4th year). Modern Language Plus students who choose Chaucer or Shakespeare may study the course in either year.

NB The courses in 'Literary Representation and the History of Homosexuality' and 'Literary Linguistics' will be limited to a TOTAL of around 30 students each. If you select either of these courses, please also indicate an alternative choice. Please remember that, as these courses are examined by Course Essay only and Modern Language Plus students may write a maximum of one Course Essay for the English element of their degree, it is not possible to choose both of these courses (however, this situation would not arise normally, unless a student took an interruption of study, as the courses are taught in alternate years).

Please write legibly. Please make sure your name is at the top of this form.

SECOND YEAR COURSES	2017/18
Course Title	
1.	_____
2.	_____

FOURTH YEAR COURSES	2019/2020
Course Title	
1.	_____
2.	_____

THIS FORM MUST BE RETURNED TO THE ENGLISH DEPARTMENT OFFICE BY FRIDAY 24th MARCH 2017.

*Online at <http://www.ucl.ac.uk/english/current-students/undergraduate>

DEPARTMENT OF ENGLISH, UNIVERSITY COLLEGE LONDON

RESEARCH ESSAY TITLE

Deadline for submission of title is **Friday 6th October 2017**

NO CHANGE OF TITLE CAN BE CONSIDERED AFTER THIS DATE

Please complete the form below, sign the declaration, and ask your tutor to endorse it before handing it in to the Department Office.

STUDENT'S NAME (block capitals please):

COURSE:

ESSAY TITLE:

DESCRIPTION:

In the space below give a short description (around 30 words) of the intended topic.

DECLARATION

TO BE SIGNED BY STUDENT

I have discussed and agreed this title with my tutor

Name:

Signature:

TO BE SIGNED BY TUTOR

I have discussed and agreed this title with the above-named student

Name:

Signature:

COURSE ESSAY TITLES for 2nd years, 3rd years and full-year affiliates

Deadline for submission of this form TUESDAY 23rd JANUARY 2018

Please complete the form below, sign the declaration, and ask your tutor to endorse it before handing it in to the Department Office.

STUDENT'S NAME (block capitals please):

COURSE TITLE:

TITLE OF ESSAY:

DESCRIPTION:

In the space below give a short description (around 30 words) of the intended topic. This should be as clear an idea as possible of the main authors and works to be considered, and of the theme or central concern of the essay.

DECLARATION

TO BE SIGNED BY STUDENT

I have discussed and agreed this title with my tutor

Signature Date

TO BE SIGNED BY TUTOR

I have discussed and agreed this title with the above-named student

Signature Date

Research Essay 2017-18
Cover Sheet

Candidate number

Title:

Title of option course:

Word count:

Course Essay 2017-18
Cover Sheet

Candidate Number:.....

Title:

Title of option course:

Word count:

Appendix 16: Sample declaration form to use with Long Essays

I confirm that [insert title(s)]

.....
.....
.....

is all my own work, and that I have not compromised my anonymity within it.

Signature:

Print name:

Date:

The University Libraries

UCL LIBRARY, Gower St., WC1E

Enquiry Desk 020 7679 7700, renewals 020 7679 7792/7795. <http://www.ucl.ac.uk/library>

UNIVERSITY OF LONDON LIBRARY, Senate House, Malet St., WC1E; 020 7862 8500 (enquiries).

Includes an American literature collection. <http://www.ucl.ac.uk>

You should get to know the resources of both these libraries. You can search the online catalogues to find what you want, but also get into the habit of browsing the shelves and dipping into the books you find. Don't limit yourself to the sections on Milton or Dickens or Old English but explore more widely in the relevant periods and look at the shelves of general criticism as well.

Online Resources

The UCL Library webpage is the gateway to a huge range of electronic resources, at <http://www.ucl.ac.uk/library/electronic-resources>. You should certainly familiarise yourself with, and get into the habit of using, the online versions of the Oxford English Dictionary and the Oxford Dictionary of National Biography.

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

A word of warning: easily accessible websites like Wikipedia need to be treated with caution, as they are not always reliable. In short, Google by all means but don't use this as your only research tool and treat the results with caution, especially if they are not from the website of a reputable academic institution. Remember to cite any webpages you may consult in the notes and bibliography of your essay.

Other libraries of the University of London

In the UCL and Senate House libraries you can get computer access to the current catalogues of other London University libraries. Many of these libraries will also admit you if you turn up with your UCL ID card. They include:

BIRKBECK COLLEGE LIBRARY, Malet St., WC1H;
020 7631 6063, <http://www.bbk.ac.uk/lib/>

KING'S COLLEGE LIBRARY, Strand, WC2;
020 7848 2424, <http://www.kcl.ac.uk/library/index.aspx>

Other libraries in London

THE BRITISH LIBRARY, 96 Euston Road, NW1;
0330 333 1144.

Undergraduates can apply to register for a Reader Pass. The catalogue can be consulted at <http://www.bl.uk/>.

THE NATIONAL ART LIBRARY, The Victoria and Albert Museum,
Cromwell Road, SW7;
020 7942 2400, <http://www.vam.ac.uk/page/n/national-art-library/>

THE WOMEN'S LIBRARY, at the London School of Economics;
020 7955 7229, <http://www.londonmet.ac.uk/thewomenslibrary/>
specialises in books by and about women and the campaign for female suffrage.

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 7974 4444.
www.camden.gov.uk/holbornlibrary

WESTMINSTER CENTRAL REFERENCE LIBRARY,
35 St. Martin's St. WC2;
020 7641 6200 (press 2).
<https://www.westminster.gov.uk/westminster-reference-library>

Appendix 18: English Department Staff Contact List

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.

Name	Room	Tel. Extension & e-mail
Enquiries		
Department Office	225	3849 / 3134
Academic Staff		
Prof Bas Aarts	128	3130 b.aarts@ucl.ac.uk
Dr Kathryn Allan	136	7653 kathryn.allan@ucl.ac.uk
Dr Juliette Atkinson	240	3146 juliette.atkinson@ucl.ac.uk
Dr Scarlett Baron	212	7728 scarlett.baron@ucl.ac.uk
Prof Matthew Beaumont	129b	2567 m.beaumont@ucl.ac.uk
Dr Marilyn Corrie	241	3131 m.corrie@ucl.ac.uk
Dr Gregory Dart	238	3139 g.dart@ucl.ac.uk
Dr Paul Davis	203	3125 paul.davis@ucl.ac.uk
Dr Rachele De Felice	125	3226 r.defelice@ucl.ac.uk
Prof Mark Ford	236	3129 m.ford@ucl.ac.uk
Dr Linda Freedman	227	3137 l.freedman@ucl.ac.uk
Dr Nik Gunn	242	3659 n.gunn@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	(5)1080 s.irvine@ucl.ac.uk
Dr Natalie Jones	138	3122 natalie.jones@ucl.ac.uk
Dr Julia Jordan	206A	3124 julia.jordan@ucl.ac.uk
Dr Eric Langley	234	3143 eric.langley@ucl.ac.uk
Prof John Mullan	222	3144 j.mullan@ucl.ac.uk
Prof Richard North	201	3142 richard.north@ucl.ac.uk
Dr Tom Owens	230	3145 t.owens@ucl.ac.uk
Dr Charlotte Roberts	230	3145 charlotte.roberts@ucl.ac.uk
Dr Michael Sayeau	249	3659 m.sayeau@ucl.ac.uk
Prof Alison Shell	228	3150 a.shell@ucl.ac.uk
Dr Matthew Sperling	232	3148 m.sperling@ucl.ac.uk
Dr Chris Stamatakis	129A	7343 c.stamatakis@ucl.ac.uk
Dr Hugh Stevens	134	2938 h.stevens@ucl.ac.uk
Prof Peter Swaab	231	3140 p.swaab@ucl.ac.uk
Dr Kristen Treen	213	1317 k.treen@ucl.ac.uk
Mr Sean Wallis	126	3120 s.wallis@ucl.ac.uk

Prof René Weis	237	3147	r.weis@ucl.ac.uk
Dr Emma Whipday	213	1317	emma.whipday.10@ucl.ac.uk

Tutorial Staff (*Teaching Assistants share offices with other members of staff listed above. Please check the Tutorial Noticeboard for Teaching Assistants' room numbers at the start of term.*)

Teaching Assistants in 2017-18 are:

Mr David Anderson			david.anderson@ucl.ac.uk
Ms Shani Bans			shani.bans.09@ucl.ac.uk
Mr Eoin Bentick			eoin.bentick.10@ucl.ac.uk
Mr Calum Cockburn			calum.cockburn.12@ucl.ac.uk
Ms Jessica Cotton			j.cotton@ucl.ac.uk
Mr Karel Fraaije			karel.fraaije.14@ucl.ac.uk
Mr Dai George			david.george.15@ucl.ac.uk
Mr Alexander Grafen			alexander.grafen.16@ucl.ac.uk
Ms Asha Hornsby			asha.hornsby.15@ucl.ac.uk
Ms Hannah Hutchings-Georgiou			hannah.hutchings-georgiou.16@ucl.ac.uk
Ms Dana Kovarik			dana.kovarik.12@ucl.ac.uk
Ms Alexandra Parsons			alexandra.parsons.10@ucl.ac.uk
Mr Luke Prendergast			luke.prendergast.16@ucl.ac.uk
Ms Christy Wensley			christy.wensley.16@ucl.ac.uk
Mr Chris Webb			christopher.webb.13@ucl.ac.uk
Mr Harvey Wiltshire			harvey.wiltshire.15@ucl.ac.uk
Mr Tymek Woodham			timothy.woodham.14@ucl.ac.uk

Administrative Staff

Mr Stephen Cadywold (Departmental Manager)	224	3135	s.cadywold@ucl.ac.uk
Miss Anita Garfoot (Deputy Department Manager)	224	3134	a.garfoot@ucl.ac.uk
Ms Carol Bowen (Departmental Administrative Assistant)	225	3849	c.bowen@ucl.ac.uk
Dr Clare Stainthorp (Admissions and Postgraduate Administrator)	225	7122	c.stainthorp@ucl.ac.uk

Faculty of Arts and Humanities Staff

Faculty Tutor: Dr Arne Hofmann

Deputy Faculty Tutor: Dr Helen Matthews

Faculty Students Officer: Claire Hartill

Faculty Support Officer: Ashley Doolan

To contact any of the above please email ah-shs-faculty@ucl.ac.uk.

Appendix 19: Term Dates

Term Dates: 2017-2018

First Term	Monday 25 September 2017 – Friday 15 December 2017
Second Term	Monday 08 January 2018 – Friday 23 March 2018
Third Term	Monday 23 April 2018 – Friday 08 June 2018

College Reading Weeks: Monday 6 November 2017, Monday 12 February 2018

UCL Examination Period 2017-18:

25 April 2018 – 8 June 2018 inclusive

[Exams for undergraduates usually finish earlier in the UCL exam period, before the end of May; the end of the undergraduate exam period will be confirmed to students by email in March]

Late Summer Exam Period: Monday 20th August – Friday 7th September 2018 [for resits/deferrals only]

Christmas College Closure

Closes 5.30pm Friday 22 December 2017; opens 9.00am Tuesday 2 January 2018

Easter College Closure

Closes 5.30pm Wednesday 28 March 2018; opens 9.00am Thursday 5 April 2018

Bank Holidays

Closed – Monday 7 May 2018

Closed – Monday 28 May 2018

Closed – Monday 27 August 2018

Further information: <https://www.ucl.ac.uk/staff/term-dates/2017-2018>