

Your studies

STUDENT HANDBOOK
DEPARTMENT OF
LITERATURE, FILM,
AND THEATRE STUDIES

Undergraduate student handbook

2016–2017



University of Essex

Section 1: Introduction and Department information

Welcome to the University of Essex and to the Department of Literature, Film, and Theatre Studies (LiFTS). We hope that you will enjoy your time at Essex and that you will find your studies with us both challenging and rewarding.

Your first port of call for any queries should be the General Office (Room 5NW.6.16) which is open daily from 10.00am until 4.00pm.

As soon as you have your e-mail address and internet access you should look at the Department's website at <http://www.essex.ac.uk/lifts/>. Take your time to learn your way around it. The site is packed with useful information about module content. Many lecturers will use ORB (online resource bank) and / or Moodle to inform you of required reading and essay titles.

Make sure you find out your tutor's office hours and come and see them freely during that time, or email them to make an appointment.

We expect you to take your academic work seriously. You must attend all classes, lectures, and screenings, and keep up to date with your coursework. There are strict deadlines for handing in coursework that, if not adhered to, will result in zero marks for your essay.

But this shouldn't stop you having an active social life: the Students' Union offers an array of services including bars, cafés, and shops. All registered students are automatically members of the Union and can take advantage of all the facilities, including the myriad of clubs and societies: see <http://www.essexstudent.com/main/student/clubsandsocieties/socs/list>

Good luck in your academic endeavours this year.

Philip Terry, Head of Department
Department of Literature, Film, and Theatre Studies

About your Student Handbook

This handbook has been designed to give you essential information about our Department and the University.

There is a range of useful information online at www.essex.ac.uk/myessex. Our friendly departmental staff are also always happy to help. You can find their contact details in this handbook.

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.

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Term dates, calendar and academic week numbers

2016-17

Autumn term	Thursday 6 October 2016	Friday 16 December 2016
Spring term	Monday 16 January 2017	Friday 24 March 2017
Summer term	Monday 24 April 2017	Friday 30 June 2017

2017-18

Autumn term	Thursday 5 October 2017	Friday 15 December 2017
Spring term	Monday 15 January 2018	Friday 23 March 2018
Summer term	Monday 23 April 2018	Friday 29 June 2018

The University Calendar is available at

<http://www.essex.ac.uk/about/governance/information/calendar.aspx>

Details of the academic week numbers can be found at

<http://www.essex.ac.uk/students/course-admin/timetables.aspx>

Departmental contact information

- **General Office**

Located in room 5NW.6.16, the General Office is staffed by Emily Banks, Deanna McCarthy and Antonio Vivas, our Student and Academic Service Administrators. The office is open from 10am to 4pm, Monday to Friday. The team are here to help you with every aspect of your course. Call in, email: liftstt@essex.ac.uk or 'phone 01206 872611

- **Departmental Administrator**

Daniela Wachsening is responsible for overall departmental administrative issues. Her office is located in room 5NW.6.19. You can email Daniela at d.wachsening@essex.ac.uk or 'phone 01206 872604

- **Deputy Departmental Administrator**

Rachele Winn, in room 5NW.6.12, looks after student administration such as change of course, module enrolment, special syllabus request. Rachele deals with student welfare and support issues such as late submissions and extenuating circumstances and pastoral care. You can call into her office, email rachele@essex.ac.uk or 'phone 01206 872611

- **Postgraduate Administrator**

Jane Thorp's area of responsibility is dealing with student queries for MA and PhD as well as Postgraduate Admissions. Jane is based in room 5NW.6.14, or you can email thorj@essex.ac.uk or phone 01206 872624

- **Finance Officer**

Emma New, in room 5NW.6.14, deals with all departmental financial issues. You can contact Emma by emailing emma.new@essex.ac.uk, or by phone on 01206 876332

- **Academic Staff and Graduate Teaching Assistants (GTAs)**

Contact details for all Academic Staff can be found at <http://www.essex.ac.uk/lifts/staff/>

Departmental Support

If you have any pastoral or academic problems or questions, the following staff are available to help or can advise you on whom to contact.

Rachele Winn	Deputy Departmental Administrator	Office: 5NW.6.12 Email: rachele@essex.ac.uk Phone: 01206 872611
John Haynes	Director of Education	Office: 5NW.5.7 Email: jhaynes@essex.ac.uk Phone: 01206 872625
John Gillies	Departmental Disability Liaison Officer	Office: 5NW.6.7 Email: jgillies@essex.ac.uk Phone: 01206 872609
Tim Fenton	Senior Tutor	Office: 5NW.6.7 Email: tfenton@essex.ac.uk

Academic Responsibilities

Phil Terry	Head of Department and Director of the Centre for Creative Writing
Owen Robinson	Deputy Head of Department
John Haynes	Director of Education
Susan Oliver	Director of Research
Nic Blower	Employability Director
Fatima El Issawi	Deputy Employability Director
Chris McCully	Director of Admissions
Adrian May	Deputy Director of the Centre for Creative Writing Creative Writing Student Recruitment contact
Jeff Geiger (Autumn and Summer)	Director of Film Studies and Screen Media Film Studies and Screen Media Student Recruitment contact
Karin Littau (Spring)	Director of Film Studies and Screen Media
Liz Kuti	Director of the Centre for Theatre Studies
Shohini Chaudhuri (Autumn)	Director of Graduate Studies
Sanja Bahun (Spring)	Director of Graduate Studies
Mary Mazilli	Theatre Studies Student Recruitment
Jonathan Baker	Journalism Student Recruitment Study Abroad Officer
Owen Robinson	Literature Student Recruitment contact Examinations Officer
Tim Fenton	Academic Offences Officer
Sean Seeger	Attendance/Progress Officer

Staff research interests

Our research is at the heart of our activities and feeds directly into to our undergraduate and postgraduate teaching. We follow a distinctly comparative approach through critical and creative work in literature, drama, film, and creative writing that extends across genres and media forms.

We have internationally-recognised expertise in literatures in English from both Europe and the Americas, and our work covers areas from Shakespeare and transatlantic romanticism to global modernism and world literature. This is combined with strengths in world cinema, film

theory and practice, contemporary theatre and poetry, as well as myth, adaptation, and translation studies. For more information visit our Research pages at <http://www.essex.ac.uk/lifts/research/default.aspx> .

Our academic staff are the authors of numerous major publications, <http://www.essex.ac.uk/lifts/research/publications/default.aspx> . See our academic staff profiles <http://www.essex.ac.uk/lifts/staff/Staff.aspx?type=academic> for full lists of individual research.

Royal Literary Fund Fellows (RLF)

The Royal Literary Fund exists to help writers, and champion good writing. It provides two resident fellows, here at Essex, to help our students with the writing of their essays, dissertations, theses, or even job and grant applications. This year, the fellows are Kate Worsley and Clare Pollard - both published authors. If you want to visit them for an hour, just book a slot in the General Office. The service is entirely free, confidential and independent of the university. Ask in the Office for directions to the RLF office.

Film Library

Our Departmental Film Library has a collection of hundreds of movies and documentaries. Students are welcome to borrow DVDs from our collection at no cost. The film library is catalogued electronically and searchable via the Department website. Please visit the General Office for more details.

Department Seminars

A programme of extra-curricular seminars will take place at 5pm on Tuesday afternoons during term time. These seminars are intended to bring our students and staff together to hear presentations of work in progress, given by our research students, staff members, and external speakers. Whatever your own interests, these occasions will be useful to you in the development of your work and you are very welcome to attend. The seminars are advertised on the Department's Facebook page <https://www.facebook.com/LiFTS.UoE/> and on our Student Noticeboards.

Location of Department, common room, noticeboards

The department is based in the 2001 Building, located on square 4, entrance 4N, next to Santander Bank. The staff offices are located on floors 4, 5 and 6.

The Department has a Common Room in 5NW.6.1. The space is open from 9.00am – 5.00pm, from Monday to Friday, for you to relax and meet informally with fellow students and staff

Noticeboards are located through the Department.

Section 2: Academic Matters

Personal Tutor

During your time as an Undergraduate Student you will be assigned to an academic member of staff who will take on the role as your Personal Tutor. Their role is to help you reflect on your skills and experience, both within and outside of your programme of study, in an academic context, and where appropriate, to use this reflection to assist you in planning for your academic development and for your life after university. Your Personal Tutor is your academic contact within your chosen discipline, helping you to maximise your academic opportunities. They will also direct you to other sources of academic guidance within or beyond the Department.

Your Personal Tutor will listen to you, providing encouragement and support. They will offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting your ability to complete your studies successfully.

You will meet with your Personal Tutor in an introductory meeting during Welcome Week.

You can book appointments with your Personal Tutor throughout the year to discuss any issues or concerns. You may ask tutors to contribute to any references you require for paid or voluntary work or internships. You will be matched to academic staff specialising in the subjects relevant to your programme of study wherever possible.

Peer Mentoring

You might be feeling confused about where to find things on campus, how to use the library, who's who in your department, or how to get to know other students. Alternatively, you might feel like just having a chat with someone who's had experience of adjusting to university life and who can give you tips about how to settle in. Your peer mentor can help you!

Your peer mentor is a fellow student who can provide informal support and information to help you settle in to student life. For more information have a look at the Peer Mentoring web page

<http://www.essex.ac.uk/students/study-resources/mentoring/peer-mentoring/default.aspx> or contact Rachele Winn, email rachele@essex.ac.uk .

In addition, our Students' Union <https://www.essexstudent.com/> co-ordinates a buddy scheme for specific groups of students including mature students and LGBT students. For more information please email vpwelfare@essex.ac.uk .

Timetables

Information about teaching timetables and your individual timetable can be found at www.essex.ac.uk/students.

Study Leave

Many of your lecturers and tutors are on job contracts which oblige them to combine teaching and research duties. You see the teaching side of things as part of the everyday life of the department in term-time; the research tends to happen out of hours, at weekends, and over the vacations, although it feeds into the Department's publications and into the innovative qualities of its teaching. Roughly every couple of years, a lecturer on a research contract can apply for a term of leave in which to carry out further research - for instance, to travel to an archive abroad. During these periods, your teaching will be covered by someone else equally well qualified, and the only issue which might affect you is if you are hoping to ask the absent scholar for a reference or for some personal advice. Bear in mind that they

might be travelling, and might not have ready access to email all the time, so you may need to plan ahead and allow extra time to receive a reply.

Reading Week

The Department does not have a reading week, but some individual modules may have an equivalent of a reading week built into their timetable.

myEssex

myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you're doing on your course, let us know if you'll miss a lecture or class, contact the Student Services Hub and much more. <https://www.essex.ac.uk/myessex/>

Communication

We use email to contact you about important information relating to your studies and other issues such as welfare. Please check your University email regularly as we will not email alternative personal addresses.

You can access your email on any lab computer using Microsoft Outlook. We also provide an Outlook Webmail service that you can access through a web browser anytime, anywhere: <https://email.essex.ac.uk/>. You can also send and receive University emails on the move by setting up your smart phone or tablet. Go to www.essex.ac.uk/it/email/access/ where you will find instructions on how to set up your mobile device with email.

Email guidance

Email will be a very important part of your university life. Information about your modules, news that a reserved book is back in the library for you to borrow, and details of internships that might launch your career will all be communicated via your inbox. **It is vital that you check your university email account daily** – even if you maintain another address or prefer to use twitter for private communications. We will only write to your Essex address and you should also only correspond with us from your Essex address. We may otherwise not be able to identify you as one of our students. The university has some general expectations about the use of emails, such as :

- **The level of formality:** Please write in a relatively formal register (i.e. no emojis*). Remember, almost all emails involve asking someone to do something for you, so please be polite, clear, and to the point in all your emails.
- **Addressing the message:** If you are writing to your lecturer for the first time, make sure you have checked their title. A doctor should be addressed as , 'Dear Dr[add: surname]'; to a professor, you'll write 'Dear Professor [add: surname]'. If your lecturer signs their reply using their first name, then you can use their first name in your next message; if not, stick with the formal address. Please do not start off your conversation without addressing your lecturer by name; 'Please also always ensure that you are writing to the most appropriate person. If your question is about the lecture, then email the lecturer rather than your tutor, even if you know your tutor quite well and you've never met the lecturer. You'll get a more useful answer from the right person!
- **Identify yourself:** In the early days of term, it is very helpful to our academic staff who will still be busy getting to you all their students by name, if you could please give your name and say 'I'm taking LT111 and was at your lecture about *Dracula* on Tuesday morning' in any email communications with your new lecturer.
- **Consider your question:** Please bear in mind that most lecturers receive a large volume of emails every day. Before you contact your lecturer, please check that your

query isn't something which you could easily resolve yourself, for example by checking the university's or your lecturer's website, or consulting ORB or Moodle, or by contacting a subject librarian.

- **Consider the likely answer:** Email should only be used for shorthand precise communications. If you have a question which is likely to require a longer or more detailed answer, it might be quicker to go and see your lecturer in person. For example, if you are planning an essay on a particular topic and want to do further research on it, but aren't quite sure how to start, why not try to see your lecturer for a personal chat during their office hours?
- **Timing:** Please allow at least **two working days** to get a response to your email.

As a student, you will be on a number of University email lists. Some are mandatory and reflect your current course, modules, department, year and so on. You cannot unsubscribe from these lists but they will primarily be used to send out important information relating to your studies. You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. To opt in or out of any lists, please visit: www.essex.ac.uk/dsh/maillinglists We do not send out marketing information unless you have opted in to it.

Reference Requests

When requesting academic references for Postgraduate Study, please contact our academic staff with your reference request at least 3 weeks before the closing date for your application. It is also important for you to include as much information as possible with your requests, and to include an up to date copy of your CV.

Prizes

- **The University of The Third Age Literature Prize**
This is a sum of money awarded each year to the best second-year student of Literature; the prize is decided by the Board of Examiners at the end of June.
- **Literature Prize**
This is a sum of money awarded each year to the best third-year student of Literature; the prize is decided by the Board of Examiners at the end of June.

Learning and Teaching

Modules are taught in a variety of ways: you will be required to attend lectures, classes, and seminars. Some modules will include workshops and involve group work. You will be given more details on the individual modules' teaching methods at the start of the term. The Module Directory <https://www.essex.ac.uk/modules/> also gives information about the teaching and learning methods used.

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is taken into account when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations. Where appropriate, reasonable adjustments will be set in place for individual students to support them through their studies

Independent Study Project

Independent Study gives you an opportunity to pursue a particular enthusiasm that might not be covered in third-year modules; and it offers you an invaluable training for graduate work.

However, Independent Study requires a high level of organisation and self-discipline; it asks for a willingness to focus quite narrowly on one subject for more than six months; it tests the ability to sustain an argument over 10,000 words, probably three times the length at which you've worked before.

All second year students have the opportunity to apply to undertake an Independent Study Project (ISP) in the third year in the following fields: Literature, Creative Writing, Film, Film Studies and Theatre.

A word of caution, you should not take this option lightly. It is the equivalent to a whole module, with a year's reading, two or three essays, and an exam, so it needs to have real substance. It's obviously in your best interest to discuss ideas with your lecturers and others as early as possible.

For more details on ISP's please contact Rachele Winn, the Deputy Departmental Administrator (rachele@essex.ac.uk)

Learning outcomes

Your course's learning outcomes are set out in Programme Specifications. They are categorised under the headings of knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes, and assessment on the modules you take. You can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study. You can find a copy of the module map showing how your course learning outcomes are connected to the modules <http://www.essex.ac.uk/programmespecs/degreeslist.asp> here. Full module outlines are available here <https://www.essex.ac.uk/modules/>.

Multimedia Journalism Course

The Multimedia Journalism course is accredited by the industry's two principal training bodies.

The National Council for the Training of Journalists was founded by the newspaper industry in 1951, but now covers all forms of media - print, broadcast online. Three-quarters of qualified journalists have an NCTJ qualification. It is recognised by hiring editors as the industry standard, a kite mark for excellence in journalism training. In some sections of the media, it is very difficult to secure a job without an NCTJ qualification. To be accredited by the NCTJ, a course has to fulfil a large range of criteria across subjects such as reporting, media law, public affairs and shorthand.

The Broadcast Journalism Training Council works in partnership with all the main UK broadcasters (including BBC, Sky, ITV, ITN, Channel 4 News) to accredit courses within high education to high standards, which are directly linked to the operational demands of today's broadcast industry. Our Multimedia Journalism course is fully accredited by the Broadcast Journalism Training Council.

Course Structures

For full details of courses available <http://www.essex.ac.uk/programmespecs/>

Within these courses you will be required to take modules. Some modules will be compulsory and core but you may be given some options.

- Core modules must be taken and must be passed;
- Compulsory modules must be taken, but some condonement of fails may be possible;

- Optional modules you have a choice of which module to take from a designated list.

You will find module descriptions, learning and teaching methods and assessment information on the Module Directory <http://www.essex.ac.uk/modules/> .

Credits

Each module is worth a certain number of credits. AU (Autumn) or SP (Spring) modules are worth 15 credits, whereas FY (full year) modules are worth 30 credits. You are required to achieve 120 credits each year in order to progress to the next stage.

Choosing your Optional Modules (eNROL)

You will need to choose your optional modules when you arrive at University. The eNROL website has all in information you need

http://www.essex.ac.uk/enrol/home/home_phase1.asp .

You may request changes until the end of Week 3, Monday 17 October at 8.59am. No changes will be considered after this date for Autumn term modules.

If you have any problems with the online web pages, please email enrol@essex.ac.uk .

If the issue is of an academic nature, e.g. your query is about a course, or a module, then please contact the Deputy Departmental Administrator, Rachele Winn, rachele@essex.ac.uk

eNROL is a secure web environment and will require you to enter some of your personal details to authenticate your access.

You will be shown a list of the modules that make up the first/next year of your course. Any core/compulsory modules are displayed for information but you cannot change them. Some programmes of study have all core/compulsory modules so there will be no action for you to take.

Essex Abroad

We value the international dimension of higher education at Essex, and we encourage our students to add a period of study abroad – either to your Essex course, or by attending Essex whilst you're a student elsewhere. Essex students can include a term or a year abroad in their courses, students from other universities can spend a term or year abroad at Essex, and we offer exchange programmes and other relationships with universities across the world. See www.essex.ac.uk/ycgdsh/essexabroad for more details, or contact the Essex Abroad Office, Professor Jonathan Baker (email jcbaker@essex.ac.uk), or call into the General Office.

Employability modules

Many of your modules here in the Department are designed to encourage you to develop a range of practical and transferable skills, through a variety of teaching and assessment methods.

These include

- Developing critical and independent thinking
- Managing your own time and acquire high levels of self-motivation and organisation
- Meeting deadlines
- Being on time
- Performing well under stress
- Collaborating with others
- Seeing projects through to their completion

You may like to refer to these skills when applying for jobs or internships.

The LiFTS Facebook page <https://www.facebook.com/LiFTS.UoE/> is an important source for finding career and work experience opportunities that may not be advertised elsewhere.

Recent opportunities for our students have included internships and paid work with theatre companies, creative writing workshops, producer training programmes and a researcher/producer runner position in the film industry.

Moodle, ORB and FASER

Our **online resource bank (ORB)**, stores important module materials such as and past exam papers.

We use **Moodle** as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our **online coursework submission and feedback system**. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

faser.essex.ac.uk

www.essex.ac.uk/it/elearning

Coursework deadline policy

We have a single policy at the University of Essex for the late submission of coursework in Undergraduate courses: all coursework submitted after the deadline will receive a mark of zero. No extensions will be granted. A student submitting coursework late will have the University's and department's arrangements for late submission drawn to their attention. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. More information about extenuating circumstances relating to late submission of coursework is available at: www.essex.ac.uk/exams-coursework .

If you have experienced extenuating circumstances immediately around the time of the deadline, which prevent you from submitting your work by the deadline, you should submit your late work along with a Late Submission of Coursework Form with supporting evidence to the General Office **within 7 days** (including weekends and/or bank holidays) of the deadline date. Your Late Submission of Coursework Form will then be considered by the Department's Late Submissions Committee.

Return of marked Coursework

University policy requires that feedback on assessed work should be provided to students within four weeks of submission. If for any justifiable and unavoidable reason the Department is unable to meet this deadline for the provision of feedback, students will be informed of this and advised of the revised arrangements.

Group work and performance

Drama practical assessment takes many different forms. Please see relevant module listing on ORB for details <https://orb.essex.ac.uk/lt/>.

Changing your degree and maximum period of study

If you want to **change your course**, you should talk to someone in our Department first. Check the deadlines for course changes with the Student Services Hub.

Investigate your potential new course by looking at course information on the department's web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you are considering changing course due to academic worries with your current course, you might find it useful to seek academic support before changing. Contact the Talent Development Centre for advice: www.essex.ac.uk/students/study-resources/tdc

If you want to make a formal request for a course change, you should do so via the online Course Change form. Go to www.essex.ac.uk/students/course-admin/changing-course for more information.

Undergraduate students have a **maximum period in which to complete their studies**. This is set at the point at which you register, and is normally the length of your programme plus two additional years. This is to allow some flexibility in cases where you find you must intermit, or you fail a stage of study and must repeat it, or you want to transfer to a new course and must retake a stage of study.

Reading Lists

Please refer to our Online Resource Bank at: <http://orb.essex.ac.uk/lt/> for reading lists. Alternatively, you can visit the Talis Aspire website which has full and comprehensive reading lists <https://essex.rl.talis.com/index.html>.

Listen Again

Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It's available in teaching rooms or lecture theatres where you see the sign.

listenagain.essex.ac.uk

Information for disabled students

We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here:

www.essex.ac.uk/students/disability/academic

UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17.

www.essex.ac.uk/students/disability/funding

Information for international students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, give advice and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international/default.

If you are studying on a **Tier 4 visa**, don't forget to read section **Tier 4 Information** of this handbook which has further information and links.

Mature and part-time students

As a mature student you'll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature

Student representation, Student Staff Liaison Committee, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is important that you are given the opportunity and that you take time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/course reps/ and the University's policy here: www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about SSLCs here: www.essex.ac.uk/quality/student_representation/sslc.asp.

Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT)**. This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we're doing and where we can make improvements. It's for all undergraduate students not covered by the NSS. The surveys are run online and you will receive a link to the survey in your email.

Library Services

The **Albert Sloman Library** on Square 5 has long opening hours, a new extension and 24 hours a day access in the weeks leading up to exam time, the library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk

Attendance monitoring (Count-me-in) and absence from sessions

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You'll need to **record your attendance** at teaching events using your registration card and the electronic reader in the teaching room. Just 'tap in' for every timetabled teaching event you attend. Your tap will count from 15mins before the start time and up to 15mins after the start time on your timetable.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This is breaking the Student Code of Conduct and you could be fined.

Attending is especially important if you are here on a Tier 4 visa.

If you **lose your card** or it is **faulty**, go to the Student Services Hub to get a new card (a small fee is applicable for lost cards).

If you need to **report an absence** from a teaching event you should do so by completing the **notified absence** on MyEssex. We will consider the reasons and may record it as an **authorised absence**. Be aware that you may need to **provide evidence**, including medical evidence if relevant. Please see www.essex.ac.uk/see/attendance for acceptable reasons to be absent.

You will be able to **check your attendance record**, and notified absences on **MyEssex**. **We are introducing this by department during the year.**

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/see/attendance

Rules of Assessment www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners, which meets at the end of the Summer Term. The Board of Examiners use the Rules of Assessment to decide:

- whether you can be awarded credit for the modules you have studied
- whether you have done enough to move on to the next stage of your course
- whether you have done enough to pass your course
- what classification you will receive
- what reassessment you could be offered
- whether you must withdraw from your course, with or without an exit award

Assessment

The majority of first year modules offered by the Department are examined by means of continuous assessment: usually assessed essays/assignments and a formal examination at the end of the year. In most cases, the final coursework mark and the final exam mark each count 50% towards the overall mark for the module.

Creative writing, practical film making and drama modules are assessed by coursework only. Some literature modules also include a presentation as a method of assessment.

The Department's methods of assessment (assessed module essays and examinations) have a number of aims and objectives. The broad aim of both assessed essays and examinations is to test students' knowledge and mastery of the relevant module material,

and their ability to argue independently about the issues which it raises. The module essays give students the opportunity to acquire a range of skills in conducting independent enquiry and research, developing and presenting arguments in written form, and exploring issues of interest to them arising from the module. Examinations give students valuable experience in responding quickly, thoughtfully, and coherently to an unseen question, and drawing on their acquired knowledge to answer it.

Class Participation

The Department dedicates 5% of the overall coursework mark for each module to class participation. Attendance at classes and seminars is not optional and we expect excellent attendance from all our students. The participation mark awarded isn't solely based on the number of classes/seminars you have attended but also appropriate contribution to class discussion and in some modules, oral presentations.

The department also expects you to take all relevant readings (or equivalents) which need to be read in advance to class, failure to do so will have a negative impact on your mark. Participation marks are awarded out of 5. 5=100%, 4=80%, 3=60%, 2=40%, 1=20%, 0=0%.

Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor's degree, you may be awarded a qualification at a lower level, if appropriate.

Extenuating Circumstances, withdrawing and intermitting

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during the examination period.

You need to submit your form by the deadline, see: www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

You will **not** get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hub, www.essex.ac.uk/students/contact/default.aspx, if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account which we will use to communicate with you and some library access.

Please see www.essex.ac.uk/students/course-admin/intermission for guidance on intermission.

You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission. You are strongly advised to discuss intermitting with your department.

You may experience doubts about continuing on your course at some point during your studies. **Withdrawing from your course** is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that's right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here: <http://www.essex.ac.uk/students/course-admin/withdrawing.aspx>

Re-marking of coursework

Where coursework has a permanent output and is single marked, you have the right to request formal re-marking of a piece of work if you disagree with the original mark.

You have 7 days from the date when the marks and feedback were released to you to apply for your coursework to be re-marked. No re-marking requests will be accepted after this time. If you wish to request a re-mark, please complete a Request for Coursework Remarking form, available from the General Office. You should note that your mark can go down as well as up.

Your work will be re-marked by a member of academic staff familiar with the subject area, but under double marking procedures so that they will have no knowledge of the mark or feedback previously given. The revised mark will be the final mark awarded.

Please note, where coursework is part of a moderated sample or has been second marked or double marked, you do not have the right to request that the piece of work is re-marked if you disagree with the original mark unless a procedural/administration error is suspected.

Your feedback sheet should make it clear, but if you are unsure whether your work has previously been single marked, part of a moderated sample, or second marked, please check with the General Office.

Students cannot request that their exams are re-marked unless a procedural/administration error is suspected.

The University Marking Policy can be found at: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy.

Moderation, second marking policies and External Examiners

The University policy on **moderation** is part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker if he or she believed that

the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

Second marking is where a second marker marks the work but has access to the first marker's marks and/or comments. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners at: www.essex.ac.uk/quality/external_examiners

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of Department or the Students' Union.

Appeals, complaints, and fitness to practise

Academic Appeals Procedure

www.essex.ac.uk/see/appeals-ug

Following the release of your end of year results, you are eligible to submit a formal appeal against the **progress decision** of the Board of Examiners that have made the decision regarding your academic progress. Formal appeals can take up to 6 weeks to be considered, however, if you are not in the final year of your programme of study, you can "Consult the Dean" before submitting a formal appeal. The Dean can take action and change the original progress decision, and can also consider requests from students who want to repeat the year rather than take reassessment across the summer. Please visit the Appeals webpage for information regarding the deadline by which you must "Consult the Dean" and/or submit your formal appeal by.

As with all appeals, you would be required to provide any relevant evidence that substantiate your claims. The main legitimate grounds for appeal are any extenuating circumstances that you could not make the Board of Examiners' aware of in advance, or procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred. Other grounds will be considered on their merits but **you may not appeal against academic judgement**. This means that you can't appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

The Appeals Procedure gives examples of grounds for appeal which are not considered legitimate. You should read these before submitting an appeal. You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances.

We strongly advise all students thinking about making an appeal to contact the Students' Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

The Complaints Procedure:

The University is a large community engaged in many activities, both academic and non-academic. If you feel dissatisfied with some aspect of your dealings with the University, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms here: www.essex.ac.uk/see/complaints

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department.

You can read the procedures on the University website at: www.essex.ac.uk/students/exams-and-coursework/ppg

Academic Offences Procedure

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn't intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to **8: Referencing and good academic practice** in this handbook.

You may also be accused of an academic offence if you repeat work previously submitted for an assessed assignment without full acknowledgement of the extent to which that previous work has been used; in other words, if you hand in the same or a very similar essay to one that you have already submitted. You should note that it is also an offence for a student knowingly to assist another student to commit an academic offence, whether in an examination, or in any other piece of work.

Sometimes students who have been working together end up submitting almost identical work and are accused of an academic offence. While we do not want to dissuade you from working with or discussing your work with another student, you must be careful that you do not collaborate too closely, and it would be wise to seek advice from your tutors on the limits of collaboration before you submit your work

If an allegation of an academic offence is made against you, we strongly advise contacting the Students' Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - www.essex.ac.uk/reo/governance/human.aspx - along with the Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements).'

Coursework

Anonymous marking in coursework policy

Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This department does not operate a system of anonymous marking. We believe that marking provides an important point of contact with the student, through which individualised and personal forms of encouragement and involvement can be fostered. We believe that the quality of formative feedback is enhanced when the marker knows the student, and current work can be seen in the context of earlier assignments and classroom interactions. The comments we provide in coursework seek to encourage students in areas where they have done well and to highlight what they could do better. We take great care to mark fairly and effectively and we feel strongly that our ability to do this is improved through knowing our students.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not, and how to submit coursework.

Examinations

Examination regulations

The General Regulations which govern examinations can be found via the website here www.essex.ac.uk/about/governance/regulations/affairs.aspx#exams.

Attendance at examinations is **compulsory**. For exams that are more than an hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is only an hour long, you will only be admitted up to ten minutes after the start of the exam.

Access to exam scripts

If you want to see your exam script, you should normally make the request within four weeks after the exam to the department which is responsible for that module. The department should either: let you see the script in the presence of one of the staff responsible for teaching the module *or* give you a copy or summary of the examiners' comments on your performance. You can find further information about Assessment Policies for Undergraduate and Taught Postgraduate Awards at: www.essex.ac.uk/quality/university_policies

General information about summer exams and examination results

You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/

You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.

You can download a guide to examinations, and watch a short video at www.essex.ac.uk/students/exams-and-coursework/default

You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: www.essex.ac.uk/students/exams-and-coursework/schedule

Anonymous marking policy in examinations

All formal examinations at the University of Essex are marked anonymously.

Reassessment in examinations

You can find information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits.

Remember that reassessment in examinations (and coursework) carries a fee.

Referencing and good academic practice

Please also see our Departmental Style Guide – at the back of this handbook. This is perhaps one of the most important texts we will give you during your time in the Department. Respecting other people's authorship through good academic referencing is one of the key values of higher education, and we take it very seriously. Poor referencing will be reflected in your marks. It also puts you at risk of charges of plagiarism. The University takes such academic offenses very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

The Talent Development Centre offers a Moodle course in referencing via their website www.essex.ac.uk/students/study-resources/tdc/writing/default.aspx. You can also find online referencing guides for the main referencing guides used by the University at: www.essex.ac.uk/students/study-resources/tdc/research/referencing.aspx and attend workshops <http://www.essex.ac.uk/students/study-resources/tdc/study/workshops.aspx> Further information relating to authorship and plagiarism is available at: www.essex.ac.uk/plagiarism/index.html

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

Section 3: You Matter

Practicalities: Getting started and IT matters Registration, enrolling and transcripts

All new and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year, getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Assessment Team will publish your results and update your record. For graduating students, Degree Certificates will be provided by the Graduation Team either for collection at Graduation, or they will be sent afterwards for students who do not attend the Graduation event. For more about registration, visit our student webpages.

www.essex.ac.uk/students/new/registration

www.essex.ac.uk/students/graduation/award-documents

Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There's also a handy web version

<http://findyourway.essex.ac.uk>

If you're looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also... if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your **IT account and password**. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

www.essex.ac.uk/it/getaccount

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at: www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

Tier 4 Students

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University's website at: www.essex.ac.uk/immigration/

On-campus facilities

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, two banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students
www.essex.ac.uk/welcome

Graduation

The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:

www.essex.ac.uk/students/graduation

Skills, Employability and Experience

Employability and Careers Centre

Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.

www.essex.ac.uk/careers

Learning Languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

www.essex.ac.uk/study/why/languages

Talent Development Centre

Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be. www.essex.ac.uk/students/study-resources/tdc/

Career Hub

Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.

www.essex.ac.uk/welcome/careerhub

Frontrunners

Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.

www.essex.ac.uk/welcome/frontrunners

Student Ambassadors

Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.

www.essex.ac.uk/careers/job_hunting/on_campus

Volunteering

There are plenty of opportunities to **volunteer** during your time at Essex. The Students' Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

www.essex.ac.uk/vteam

Big Essex Award

This is the University's **employability award** and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.

www.essex.ac.uk/careers/bige

Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.

www.essex.ac.uk/careers/internships/

Health, Welfare, Support and Safety

**Student Services Hub, including contacts for disability/SpLD
Wellbeing, counselling and confidential issues**

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you'll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk

Southend email: askthehub-sc@essex.ac.uk

Loughton email: askthehub-lc@essex.ac.uk

www.essex.ac.uk/students/health-and-wellbeing

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.

<http://www.essex.ac.uk/fees-and-funding/money/>

<http://www.essexstudent.com/advice/money/>

Harassment advisory network, dignity and respect

We are Essex. We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality

www.essex.ac.uk/equality/harassment

www.essex.ac.uk/students/new

Faith groups

We are proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

www.essex.ac.uk/students/experience/mfc/default.aspx

Nightline

Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline.aspx

Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

www.essex.ac.uk/students/experience/safety

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essex.ac.uk/students/experience/safety

www.essexstudent.com/services/safety_bus

www.essex.ac.uk/students/campus/emergency

www.essex.ac.uk/ohsas/fireSafety/peep.htm

Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents' assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.

www.essex.ac.uk/accommodation/support/reslife

Health Centre

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.

www.rowhedgesurgery.co.uk

www.nhs.uk

Students' Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.

www.essex.su/advice

suadvice@essex.ac.uk

01206 874034

University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

www.essex.ac.uk/site/privacy_policy.aspx

www.essex.ac.uk/records_management/request

Section 4: Essex Matters

The Essex Experience

The Essex Student Charter

Our **Student Charter** is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community. www.essex.ac.uk/students/experience/charter

Freedom of speech policy and the Code of Conduct

For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University's website and is updated annually.

www.essex.ac.uk/students/study-resources/handbooks

www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

Essex Spirit, social media and What's on?

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.

blogs.essex.ac.uk/essexspirit/

www.essex.ac.uk/students/new

We have more than 60 Facebook pages, including one for each department. We're also on Twitter.

www.facebook.com/uniofessex/

twitter.com/Uni_of_Essex

Our 'What's on?' calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex.

www.essex.ac.uk/events

Students' Union

We're famous for our **Students' Union** at Essex, and for good reason. Here you're not just a member of a normal Students' Union, you're part of a family. We're here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We've given students the tools to set up over 100 societies for anything they want. And if you're into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we'll do our absolute best to get it in stock for you ASAP.

Say hello at essex.su

Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you'll be part of this place for life. When you graduate, you'll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch.

alumni.essex.ac.uk/home

What comes next?

Choosing to be a **postgraduate student** at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our

culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/study/pg

www.essex.ac.uk/coursefinder

HEAR

When you study at Essex, you get far more than just a degree. Along with showcasing your academic achievements, the Higher Education Achievement Report (HEAR) records any activities you've undertaken and logged through the Big Essex Award, and any awards and prizes you receive.

When you graduate, you'll have full electronic access to your HEAR for free, for life. You'll be able to share this with employers and other universities, providing them with a University-certified record of your achievements.

To start making the most of your HEAR; visit our website to activate your account.

www.essex.ac.uk/see/hear/

Appendix 1:

Assignment and Essay Guidelines

Structure

- Opening: concise summary of the main points of your argument.
- Argument: one or, at most, two points per paragraph – each supported by textual references.
- Conclusion: just that – conclude your argument.

Argument

- You must have a clear argument and sustain it through the essay. The single most important issue to address is the essay title.
- Decide what are the stages of the argument that you wish to conduct and arrange them in an order which will be clear to your reader. Each sentence and each paragraph should contribute to the support of your argument. Make sure each point you make is linked logically, clearly and fluently to the next.
- Most importantly, don't just retell the action of the text.
- Try to distinguish between feelings and thought, and between opinion and analysis.
- If you make a specific point, you must provide evidence in the form of details or quotations from the text.
- A single sentence does not comprise a paragraph. Paragraphs should, ideally, be approximately half a page in length.
- Also remember to use the correct layout: the first line of a paragraph should be marked (i.e. indented), for the ease of the reader. It is not easy to read multiple blocks of text.
- Quality of thought is related to concision. Never write a single word more than is strictly required by your argument. Go through your essay after you have drafted, it striking out anything that is not essential. Make sure, however, that you have given sufficient information, and a broad enough context, for your reader to understand the point you are making.

Secondary Reading

- Locating and analysing appropriate secondary sources are important academic skills. Make sure you analyse and do not simply reproduce what a published critic writes. Comment on any facts or opinions cited.
- Why is a secondary text interesting? What evidence that you yourself see in the primary text leads you to agree, or modify, or challenge the cited material? Signpost where indebtedness to others ideas begins (often with explicit comment: As Robert Alter notes/suggests/asserts . . .) and ends (with a footnote to Alter's book and to the relevant page numbers).

Plagiarism

- If you do not indicate your sources clearly and in detail, you will be open to a charge of plagiarism, and your essay will be referred to the Head of Department The penalties for plagiarism are severe: for the first offence, an essay usually receives a mark of zero. Please refer to the University web pages for information on plagiarism if you are at all unclear about its definition: <http://www.essex.ac.uk/plagiarism/>
- Remember that you need to reference not only all quotations, but also any ideas that you paraphrase or that have influenced your own argument. All texts, including secondary articles, books, and websites consulted for the essay must be included in your bibliography, it is not necessary to cite lectures or seminars. It counts as self-plagiarism if you reproduce substantial sections from other essays you have written.

Language

- Vernacular (i.e. slang) is not acceptable in an academic essay. Abbreviations are usually too colloquial.

- Avoid claims which are vague (such as 'effective' as general praise) and those which you could not substantiate on the basis of your own reading (such as calling a poet 'the greatest' or 'the first').
- 'You' is normally avoided in academic arguments—as distinct from practical advice like this.
- 'I' is acceptable, but best used sparingly to define an individual response ('when I saw a production of *Electra*, I felt . . .') or an independent line of argument ('Although Melville, in the introduction to his edition of *Metamorphoses*, asserts that . . . , I would argue that . . .'). In opening paragraphs of essays, avoid a tedious series of statements announcing what you intend to do ('I will discuss . . . I will compare . . .'), especially when these statements repeat the title of the essay. Just do it! Name the authors and texts you are comparing, and make a point about their similarities or differences.

Spelling

- Pay careful attention to spelling, particularly titles of texts and names of authors and characters.
- Be careful about your use of apostrophes, especially avoiding 'it's' for 'its'.

Grammar

- Pay equal attention to your grammar. Try to avoid clumsy and/or over-long sentences.
- Be aware that marks will be lost for poor spelling and grammar.
- Remember you are not writing for yourself, but for another reader. Make sure your writing style is clear and your argument and ideas easy to follow.

Printed essays

- Essays must be word processed.
- Always include your bibliography as a separate sheet.

Suggested Reading

- If you are unsure about academic essay writing, there are a variety of publications that will give you advice and guidance on all of the points outlined above. A good buy is: Brian Greetham, *How to Write Better Essays* (Basingstoke: Palgrave Macmillan, 2001).
- There are also a variety of publications that give advice on locating and researching secondary critical sources. A good buy is: Ellie Chambers and Andrew Northedge, *The Arts Good Study Guide* (Milton Keynes: Open University Press, 1995).

Word Count

- The Essay word count will be set by the Module Supervisor and will vary depending on which module you are studying. All details will be available on ORB, but please check with the Module Supervisor or the General Office if you have any questions. Unless you are told otherwise by your Module Supervisor, you can assume that the word limit EXCLUDES your bibliography but INCLUDES footnotes. (This is to prevent the eager among you from carrying on a lengthy argument in the footnotes, which is not good academic practice.)

Appendix 2:

Marking Scale and Standards

The following guidelines are used by Module Supervisors and teachers for the marking of essays, this applies to all modules except Creative Writing:

39% and below:

- Lack of response to the question
- Poor understanding of critical ideas
- Weak or superficial textual analysis
- Inconsistent or incomplete argumentation
- Excessive brevity
- Inclusion of a substantial amount of irrelevant material
- Inappropriate expression of unsupported subjective views
- Non-adherence to minimal standards of presentation

40% - 49%:

- Patchy consistency and coherence of argument
- Patchy knowledge of major issues
- Limited coverage of the topic
- Limited presentation and exemplification of ideas
- Limited response to the question
- Limited analytical skills
- Limited structural skills
- Few really serious shortcomings

50% - 59%

- Fair coverage of most relevant aspects of the topic
- General consistency and coherence of argument
- Adequate presentation and exemplification of ideas
- Adequate response the question
- Adequate textual analysis
- Reasonably well-structured response
- Acceptable standard of presentation
- Very few if any serious shortcomings

60% - 69%

- A high level of cogency, consistency and coherence in argument
- Ability to write in a precise, concise and well-structured way
- Highly perceptive textual analysis
- Clear understanding of the main issues
- A high level of discrimination and sense of relevance
- A well-informed and intelligent treatment of the subject
- Evidence of an independent perspective
- Good standard of presentation
- No major shortcomings
- Evidence of original thinking in the analysis of course material

70% or above

- An original and refreshing argument
- Real insight and critical flair
- Acute literacy perceptions
- Extremely fine textual analysis
- Unusually skilful command of language
- Fluent and accurate expression of difficult ideas

- Lucid critical evaluation of a wide range of material
- Some independent research
- Scholarly presentation

Marking Scale and Standards for Creative Writing

39% or below:

- Lack of insight and imaginative flair
- No awareness of reader experience and poor understanding of genre
- Weak or superficial stylistic command
- Inconsistent or incomplete approach
- Excessive brevity
- Poorly organised material
- Inappropriate expression of unsupported subjective views
- Non-adherence of minimal standards of presentation
- Weak analysis of material and context
- Lack of reflection on process of composition

40% - 49%

- Patchy consistency and coherence of approach
- Limited insight and imaginative flair
- Limited stylistic command
- Limited presentation and exemplification of ideas
- Limited awareness of reader experience and limited understanding of genre
- Limited analysis of material and context
- Limited structural skills
- Few really serious shortcomings
- Limited reflection on process of composition

50% - 59%

- General consistency and coherence of approach
- Adequate insight and imaginative flair
- Adequate awareness of reader experience and adequate understanding of genre
- Adequate stylistic command
- Reasonably well-structured
- Acceptable standard of presentation
- Very few if any, serious shortcomings
- Adequate analysis of material and context
- Adequate reflection on process of composition

60% - 69%

- A consistent and coherent approach
- Some insight, imaginative flair and courage
- Ability to write in a well-structured way
- Good level of stylistic command
- Clear awareness of reader experience and clear understanding of genre
- A well informed and intelligent treatment of the subject
- Evidence of an independent perspective
- Good standard of presentation
- Some independent research
- Intelligent reflection on the process of composition
- Some original thinking in analysis of material and context

70% or above

- An original and refreshing approach

- Real insight, imaginative flair and courage
- Strong awareness of reader experience and understanding of genre
- High level of stylistic command
- Unusually skilful command of language
- Fluent and accurate expression of difficult ideas
- Lucid critical evaluation of material and context
- Significant independent research
- High level of presentation
- Lucid reflection on process of composition

It is department policy that a mark of 75% should be given for pieces of work judged to be of clear-cut first-class standard, with no significant shortcomings; and a mark in the range of 70% - 74% for work judged to be overall of first-class standard, but with one or two relatively minor shortcomings. A mark above 75% should be awarded to work which is not only of clear-cut first-class standard (but no significant shortcomings), but is also exceptional.

All coursework and exams will be marked as a percentage.

Appendix 3:

Departmental Style Guide

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DEPARTMENTAL STYLE GUIDE

This guide should be used as the stylistic basis for all coursework submitted to the Department. It describes good practice in all the aspects of formatting, quotation, and referencing that you are likely to need to use, and adheres to widely recognised standards in scholarly writing. It is based upon the Chicago style, further information on which can be found here: http://www.chicagomanualofstyle.org/tools_citationguide.html

There is often a good deal of nervousness regarding academic style, particularly over referencing. However, it is, for the most part, simply a case of following straightforward models, which are described in this document. Nothing outlined here is particularly complex, so following these guidelines should help you in submitting clear, well-referenced work. You should always bear in mind that good, coherent style and accurate, properly formatted references are vital research skills. As such, note that you can expect to lose marks if this style sheet is not followed for second- and third-year and MA essays. By the end of your first year, you should be a confident user of all the conventions.

When writing your first few essays, you may find the process of checking these conventions for every footnote is quite time-consuming. Don't leave it to the last minute: you will probably need several hours, unless you have taken care to format correctly as you go along. You will, however, find that you become much speedier as the process becomes more familiar.

QUOTATIONS

- Always make sure that your quotations are clearly identified as another's words, cited in the manner described in the 'Referencing' section, below.
- Short quotations do not need to be indented from your main text.
 - Prose quotations of fewer than 50 words should be run on as part of the text, in quotation marks.
 - Two or three lines of verse should be run on with the lines separated by a forward slash: e.g. 'In the room the women come and go / Talking of Michelangelo'.
- Long quotations of more than 50 words, or of several lines of verse, dialogue, etc., should be indented from the text, single-spaced, and not enclosed in quotation marks.
- If you wish to skip over part of a sentence you are quoting, indicate this by three spaced dots . . . or four if you run over the end of a sentence. Explanatory words added by you within quotations are indicated by square brackets.
- Make sure that you use punctuation to make your quotations fit in smoothly and logically with your own prose.
 - If the quotation begins a new sentence or distinct new point, a colon or full stop is probably most appropriate: 'Punctuation is as vital to strong writing as the words used.'
 - If the quotation continues the point, functioning as a new clause in a sentence, 'then a comma should be sufficient.'
- As well as correctly citing your quotation with a footnote, identify the source in your main text, using such phrases as 'As John Smith suggests'. This is much better practice than just putting John Smith's name in the footnote – it lends his authority to your

argument, and avoids the baffling effect of a random quotation in the middle of your own prose.

- Do not italicise quotations, unless the original text is italicised. If you use italics to *emphasise* a particular word or phrase in a quotation, make this clear in square brackets [my italics]. Do this sparingly.

FOOTNOTES AND REFERENCES

You must ALWAYS acknowledge the source of:

- any direct quotation from a published work;
- any idea from a published work which has significantly influenced your argument, even if you do not make a direct quotation (i.e. if you paraphrase someone else's argument, it remains his or her argument and must be acknowledged);
- any repetition of material from another of your own essays.

The rule of thumb for footnotes is to be brief and clear.

Please refer to the University webpages for information on plagiarism if you are at all unclear about the definition: <http://www.essex.ac.uk/plagiarism/> There will also be workshops on plagiarism available via the Talent Development Centre.

Footnotes and parenthetical citations: the basics

After quotation from, or reference to, any work, indicate a footnote by a raised number, thus.¹

Footnotes should appear at the foot of the page to which they apply. Your word-processing package will allow you to enter footnotes automatically (usually 'Insert Footnote'), but pay attention to the 'Options' menu (always choose Arabic numbering) and use 'Format Style, Footnote Text' to arrange the notes in readable fashion.

Footnote formatting: general

Footnote formatting for citing book, journal, film, internet (and so on) sources generally follows the very similar format as for bibliographical citations (see 'Bibliography,' below, for key differences), except that the author name runs 'forename surname' followed by citation details. For instance,

² Sigmund Freud, *Civilization and Its Discontents* [1929], trans. James Strachey (New York: W.W. Norton, 1961), 79-80.

If you are quoting from a source multiple times in the same essay, you can provide one footnote with the citation details of the text, followed by the statement 'subsequent page references in text.' For example, footnote 2 might read:

² Sigmund Freud, *Civilization and Its Discontents* [1929], trans. James Strachey (New York: W.W. Norton, 1961), 79-80. Subsequent page references in text.

After this, page references for this text can go in parentheses after quotations:

¹ Full citation here.

Freud describes the word ‘civilization’ as, ‘the whole sum of the achievements and the regulations which distinguish our lives from those of our animal ancestors’ (544).

Woolf’s novel concludes with the third section, ‘The Lighthouse,’ where Lily’s memory of Mrs Ramsey is reframed; Lily finds herself ‘tunnelling her way’ into the past (355).

Bear in mind, however, that you cannot use this method for more than one or perhaps two texts in a single essay. You might find that it works well if there is a primary text which you quote frequently, but avoid a scenario in which a number in parentheses after a quotation could refer to any of several books you have previously mentioned in your footnotes. You must aim to be as clear as possible in your writing.

Citing dramatic works

The first footnote reference should cite author, title, place, publisher, date, and either a page number for modern plays, or, for something like Shakespeare, with details of act, scene, and line numbers. (for more detailed examples see below). In subsequent quotations, either act, scene, and line numbers, or page numbers (as appropriate) should always appear in parentheses after the quotation. No further footnote is needed for the same play, unless you are quoting other material in the edition (e.g. an editorial introduction). The correct form for citing act, scene, line numbers is as follows: (V.ii.19-22), where the sequence of upper case Roman, lower case Roman, and finally Arabic signifies act V, scene ii, lines 19-22. No page number is needed if you have provided this information.

Citing poetry

The first footnote should cite author, title, place, publisher, date, page number. Line numbers should always appear in parentheses after the quotation. NO further footnote is needed for the same poem, though further parenthetical citations should cite page and line number(s) (for example: p. 12, l. 12). Multiple lines of a poetic work are signified by ‘ll.’, which is the abbreviation for ‘lines’ (for example, p. 12, ll. 12-15). Long poems, such as *The Aeneid* or *The Faerie Queene* are referenced by their internal divisions into, for example, books and cantos and stanzas (III. x.12). Shorter poems are referenced simply by line numbers (ll. 45-53).

Citing films

The first mention of all films in an essay should immediately be followed by a parenthetical reference to the year in which it was released. For example, ‘In Alfred Hitchcock’s *The Birds* (1963), Tippi Hedren plays Melanie Daniels ...’ A direct quotation from a film does not usually need to be cited, but a complete filmography can be included in the essay. See ‘F,’ below.

FOOTNOTE SAMPLE ENTRIES

from the *Chicago Manual of Style* (15th edition)

(more details can be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html)

Book

One author

¹ Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

Two authors

⁶ Guy Cowlshaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

Four or more authors: use ‘et al’

¹³ Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 262.

Author’s work as edited (scholarly) edition: note that original publication date is also provided.

¹ Virginia Woolf, *To The Lighthouse* [1927], ed. Sylvia Hopstetter (London: Virago, 1985), 55.

Editor, translator, or compiler instead of author

⁴ Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

Edited, translated, or compiled poetry collection

⁴ Emily Dickinson, *Collected Poems*, ed. Lina Al Hadid (London: Routledge, 2010), 22.

¹⁶ Yves Bonnefoy, *New and Selected Poems*, ed. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

Edited, translated, or compiled dramatic work

¹⁷ Jean Genet, *The Balcony*, trans. Bernard Frechtman (New York: Grove Press, 1966), 55.

³⁰ William Shakespeare, *The Tempest*, in *The Oxford Shakespeare*, ed. Stanley Wells and Gary Taylor (Oxford: Oxford University Press, 1995).

Chapter or other part of a book

⁵ Andrew Wiese, ‘The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States,’ in *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101-2.

Book published ONLY in digital form (but see also the section below on digital / online texts)

² Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University of Chicago Press, 1987), <<http://press-pubs.uchicago.edu/founders>> (accessed June 27, 2006).

Journal article (or individual poetic work)

Poem in collection

¹⁷ Forugh Farrokhzad, ‘Born Again,’ trans. Jascha Kessler (with Amin Banani), *The Penguin Book of Women Poets*, ed. Carol Cosman and Ivan Keefe (London: Penguin Books, 1996), 334.

Article in a print journal

⁸ John Maynard Smith, 'The Origin of Altruism,' *Nature* v. 23, no. 2 (Summer 1998): 639.

Article in an online journal (but see section below on digital / online texts)

³³ Mark Hiroshi, 'The Trials of *Fanny Hill*,' *Journal of British Studies* v. 15, no. 5 (Autumn 2002), <<http://jama.aassn.org/issues/v15n5/rfull/joc10108.html>>

Popular magazine or newspaper article

²⁹ Steve Martin, 'Sports-Interview Shocker,' *New Yorker*, 6 May 2002, 84.

¹⁰ William S. Niederkorn, 'A Scholar Recants on His 'Shakespeare' Discovery,' *New York Times*, 15 June 2000, sec B, 3.

Book review

¹ James Gorman, review of *The Last American Man* by Elizabeth Gilbert, *New York Times Book Review*, 2 June 2002, 16.

Paper presented at a meeting or conference

¹³ Brian Doyle, 'Howling Like Dogs: Metaphorical Language in Psalm 59' (paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19 June 2009).

Websites

Web entry or comment

⁸ Peter Pearson, 'The New American Dilemma: Illegal Immigration,' The Becker-Posner Blog, <<http://www.beckerposnerblog.com/archives/2006>> (accessed 28 March 2006).

Digital and Online Publishing

There are some important distinctions to be observed when citing texts you have accessed online. For instance, there is a difference between an article in an online journal, and an article from a print journal which is available online, or a print book which the Sloman has digitised under licence for your use, and a book published only in digital form. The point of footnotes and bibliographies is to allow your reader to follow up on anything you quote. If you read something on a website, you will therefore provide the appropriate web address, as in the example below:

⁸ Peter Pearson, 'The New American Dilemma: Illegal Immigration,' The Becker-Posner Blog, <<http://www.beckerposnerblog.com/archives/2006>> (accessed 28 March 2006).

You'll notice that date of access is also included, because websites are subject to change – you want to make clear to the reader who checks, and finds your quotation is missing, that it was there on the 28 March. The same is true for various journals which only publish online (e.g. *The Journal of the Northern Renaissance*) – you will give the same details, including the website. Sometimes the journal will offer a permanent url, in which case you won't need to provide details of the day you accessed the site. The same holds true for books, poetry, etc, published online.

This is not the same thing as texts you will find in other places – on Google Books, on Archive.org, or via the databases on the Sloman site (e.g. Jstor, Project Muse). These are primarily print texts that have been digitised, and they should be cited as print texts, with page numbers etc, and without website addresses. This is not made easier by the fact that some database providers provide citation details which include website addresses. If you take

a closer look at these (Jstor is a good example) you will see that these direct the reader to Jstor. However, there are several things to bear in mind here. Firstly, your duty as writer is to allow the reader to track down this text as easily as possible. Jstor is a subscription-only database: he or she may not have access to it. However, if you provide the full details of the print text, which are available in the article you have downloaded, the reader can look it up in the nearest library catalogue and may be able to access it in print and / or digital formats. Just providing web details makes this much more difficult. Providing the digital access details is a bit like providing the shelf-mark for a book in the Sloman – too much information, and only helpful to a few of your readers. Secondly, you have no duty to advertise for the database providers, who are already paid for the service they provide. Your duty is to the author. Give the most helpful details, and show some solidarity with your fellow writers and the people who publish them!

The same principles hold true for digitised books in the Sloman collection or elsewhere online – unless they are e-book only publications, treat them like a printed text.

Kindles and e-readers

Kindles are undoubtedly very useful, and will become more so as various problems around accessing footnotes etc are ironed out over time. However, they are not ideal for citation purposes, because they tend to offer a location number rather than a page. This isn't true of every kindle book, so if you can identify a page number, that's fine. A location number, on the other hand, fails the test of helpfulness. Will your reader be able to locate this quotation with ease? Not if he or she doesn't have a kindle to hand. Until the technology improves, you will have to double-check your references in a library copy of the text.

BIBLIOGRAPHY

Whether or not you have referred to them directly, list at the end of an essay all the books and articles you have consulted. Bibliographies are arranged **in alphabetical order by author with**, the author's surname given first.

Bibliography formats

from the Chicago Manual of Style (15th edition) (more details can be found at: <http://www.chicagomanualofstyle.org/contents.html>)

Book

One author

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Two authors

Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

Author's work as edited (scholarly) edition

Woolf, Virginia, *To The Lighthouse* [1927]. Ed. Sylvia Hopstetter. London: Virago, 1985.

Editor, translator, or compiler instead of author

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Edited, translated, or compiled poetry collection

Dickinson, Emily. *Collected Poems*. Ed. Lina Al Hadid. London: Routledge, 2010.

Bonnefoy, Yves. *New and Selected Poems*. Ed. John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

Edited, translated, or compiled dramatic work

Genet, Jean. *The Balcony*. Trans. Bernard Frechtman. New York: Grove Press, 1966.

Shakespeare, William. *The Tempest*. In *The Oxford Shakespeare*. Ed. Stanley Wells and Gary Taylor. Oxford: Oxford University Press, 1995.

Chapter or other part of a book

Wiese, Andrew. 'The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States.' In *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue, 99-119. Chicago: University of Chicago Press, 2006.

Book published electronically

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders>

Journal article (or individual poetic work)

Poem in collection

Farrokhzad, Forugh. 'Born Again.' Trans. Jascha Kessler (with Amin Banani). *The Penguin Book of Women Poets*. Ed. Carol Cosman, Ivan Keefe. London: Penguin Books, 1996: 53-4.

Article in a print journal

Smith, John Maynard. 'The Origin of Altruism.' *Nature* v. 393, no. 2 (1998): 639-50.

Article in an online journal

Mark A. Hiroshi, 'The Trial of *Fanny Hill*.' *Journal of British Studies* v. 32, no. 5 (Autumn 2002). <<http://jama.ama-assn.org/issues>>

Popular magazine or newspaper article

Martin, Steve. 'Sports-Interview Shocker.' *New Yorker*, 6 May 2002: 35-43.

Nieder Korn, William S. 'A Scholar Recants on His 'Shakespeare' Discovery.' *New York Times*, 20 June 2002, sec. 3: 12-13.

Book review

Gorman, James. Review of *The Last American Man* by Elizabeth Gilbert. *New York Times Book Review*, 2 June 2002: 2.

Paper presented at a meeting or conference

Doyle, Brian. 'Howling Like Dogs: Metaphorical Language in Psalm 59.' Paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19 June 2009.

Websites

Web entry or comment

Pearson, Peter. 'The New American Dilemma: Illegal Immigration.' The Becker-Posner Blog. <<http://www.becker-posner-blog.com>>.

Filmography

Model one: After the first direct reference to a film in an essay, a footnote should appear which includes the following information: the film title, director's name, two or three of the principal players, the studio or production company that released it, and the year. Further citations are not necessary. For example:

Grease, dir. Randal Kleiser, feat. John Travolta, Olivia Newton-John (Paramount, 1978).

Model two: Rather than a footnote, the essay can simply quote directly from the film without any references. It should, however, present a *filmography* at the end of the document, which includes: the film title, director, principal players, the studio or production company, and the year of release. For example:

Guys and Dolls, dir. Joseph L. Mankiewicz, feat. Marlon Brando, Jean Simmons, Frank Sinatra (Twentieth-Century Fox, 1955).

REFERENCING IN CREATIVE WRITING COMMENTARIES

Referencing for creative writing commentaries should be done in the same way as for essays. Creative work itself does not usually require referencing. If references are used, students are advised to follow the departmental style guide or, where this interferes with the aesthetic of the writing, to consult their tutors.