Part II Handbook
2018-19
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Important Dates for your Diary</td>
<td>2</td>
</tr>
<tr>
<td>Points of Contact in your Department</td>
<td>3</td>
</tr>
<tr>
<td>Provision for Contact outside Normal Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>4</td>
</tr>
<tr>
<td><strong>Programmes Overview</strong></td>
<td></td>
</tr>
<tr>
<td>Departmental Code of Practice</td>
<td>5</td>
</tr>
<tr>
<td>Programme Description and Compulsory Modules</td>
<td>8</td>
</tr>
<tr>
<td>Online Courses Handbook</td>
<td>14</td>
</tr>
<tr>
<td>Attendance Requirements and Progress Monitoring</td>
<td>14</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Coursework Submission and Information on Penalties</td>
<td>16</td>
</tr>
<tr>
<td>Return of Coursework</td>
<td>17</td>
</tr>
<tr>
<td>Moderation and Exam Board Process</td>
<td>17</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>17</td>
</tr>
<tr>
<td>Dissertations in lieu of Examinations</td>
<td>18</td>
</tr>
<tr>
<td><strong>Degree Information</strong></td>
<td></td>
</tr>
<tr>
<td>Degree Classifications</td>
<td>19</td>
</tr>
<tr>
<td><strong>Student Information</strong></td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>20</td>
</tr>
<tr>
<td>Student Feedback</td>
<td>22</td>
</tr>
</tbody>
</table>
Introduction

This Handbook contains information you will need to know during your time as an undergraduate student with the Department of English Literature and Creative Writing. You should familiarise yourself with it at the start of each academic year and consult it regularly. Staff within the Department will assume that you are familiar with the information contained in it.

The link below contains important information that applies to you as a Lancaster University undergraduate student. It should be read in conjunction with the information provided in this handbook. http://www.lancaster.ac.uk/current-students/

Returning students should note that Regulations, as well as Course Overviews, are sometimes revised. You therefore need to consult this Handbook throughout Part II.

We welcome suggestions for improving later versions of this Handbook. Please pass any suggestions to the Director of Undergraduate Studies (Courses), Mike Greaney, m.greaney@lancaster.ac.uk

Important Dates for Your Diary

Enrolment for Next Year’s Courses
Online during Term 3, with Departmental enrolment in Week 1 or 2 of Term 3

Submission of Part II Creative Writing Portfolios
Friday Week 2, Term 3, by 12 noon

Senate Deadline (no further submission of coursework permitted)
Friday Week 3, Term 3, by 12 noon

For Year 2 students who will complete ENGL 301 in their final year:
Submission of your dissertation proposal
Friday Week 9, Term 3

End of Year Examinations
To be announced by the Student Registry at the end of Term 2.
The Department holds its exams during the main summer exam session. Part I exams are normally held in Weeks 7 to 9, Term 3 and Part II exams normally between Weeks 4 and 7, Term 3.
Points of Contact in your Department

Prof Hilary Hinds  
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Prof Sharon Ruston (term 1) Tony Pinkney (term 2 & 3)  
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Dr Tony Sharpe (term 1) Dr Mark Knight (term 2 & 3)  
*Examinations and Assessment Officer*  
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Mrs Janet Tyson  
*Part II Administrator*  
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Mrs Anne Stewart-Whalley  
*Departmental Officer*  
County Main B109a Ext. 92129 Email: a.stewart-whalley@lancaster.ac.uk

Contact details for other members of staff, including your seminar tutors, can be found on the Departmental website at [http://www.lancs.ac.uk/fass/english/profiles](http://www.lancs.ac.uk/fass/english/profiles)
Provision for Contact outside Normal Teaching

Students are strongly encouraged to take advantage of staff consultation hours. Each staff member is available for consultation at a set time for 2 hours per week (including Independent Study Weeks). Please see Moodle, English Undergraduate Notices page for up-to-date office hours.

Students should also note that Independent Study Week (ISW) is not a vacation – it is time specifically allocated for reading and writing, given the nature of our subject(s). On some modules, you will be assigned specific tasks for ISW.

Independent Learning

A student’s working week consists of 40 hours of study in each week of term. On top of contact time in the Department each week, you are expected to spend a further 30 hours on private study including reading through and understanding lecture notes, preparing questions and discussion items for seminars or workshops, further reading of published materials, completion of coursework and preparation for exams and tests.
Programmes Overview

Departmental Code of Practice

The relationship of student and member of staff is based on a shared commitment to learning that entails responsibilities on both sides. The following code helps to define what is expected from you by the Department, and what you in turn are entitled to expect.

General Matters

What you should expect of us:

• We aim to be a friendly and accessible department, in which a number of people should be available regularly in term-time, unless absent with good reason, to deal with your questions and possible problems.
• Your tutors should have consultation hours posted in the Department and on Moodle, when you may consult them about any appropriate matter. Consultation hours are not only for disciplinary matters and / or problem management; they are dedicated hours in which students can approach any member of the Department about any aspect of their studies.
• The Department will do whatever it can to assist you, within the Rules and Guidelines of the University, if you are having problems, provided we are aware of these problems.

What we expect of you:

• You enrol properly and in good time for all courses and all years.
• You familiarise yourself with your lecture and seminar timetable before teaching begins each term. Seminars are timetabled centrally in the same way as lectures, meaning that your seminar times will be allocated to you. Please use Moodle to familiarise yourself with these times and locations. If, for exceptional reasons, you feel you need to change your seminar times, requests to do so should be submitted in writing to the Director of Undergraduate Studies for courses, who will consider your case. Please note that the office will not be able to make changes to your timetable without this approval.
• Wherever possible, you try to consult with members of staff during their consultation hours.
• You familiarise yourself with the assessment requirements of all courses, participating in presentations, attending all in-class tests and exams, and submitting coursework on time.
• You are prepared, as far as possible, to inform the Department (by contacting the appropriate Departmental person or your College Office, College Senior Tutor, the Counselling Service, Student Based Services or the Students’ Union Advice Centre) of any factors, personal, financial, or academic which impair your ability to work for your degree to the best of your ability. It is your responsibility to seek help if you are experiencing difficulties.

Lectures

What you should expect of us:

• Lectures that are clear, audible, relevant, interesting and stimulating (and that finish on time). Please note that there are many different ways of delivering material.
• We will take account of any special needs of any members of the class, when made aware of them in advance.

What we expect of you:

• Where appropriate, read for the lecture in advance.
• Arrive on time and behave in a courteous, considerate fashion, so as not to distract anyone (including the lecturer). This includes not talking to your neighbours or using a mobile phone during a lecture.
• Alert the lecturer to any aspects of the environment which impair concentration.
• Listen actively, taking concise, thoughtful notes.

English Literature Seminars

What you should expect of us:
• The tutor will be punctual, and will also end the class on time (10 minutes before the hour).
• S/he will let the class know in advance what the text or topic for discussion will be. A general guide to seminar topics week-by-week, and additional information may be provided on Moodle.
• S/he will respect and encourage everyone in the group to contribute to discussion, will help refine discussion, and will contribute to the discussion her/himself.
• S/he will adopt methods of discussion which enable everyone to participate.

What we expect of you:
• You are required to attend seminars in all courses for which you are registered. We will keep a record of any that you miss. If, for any reason, you have to miss one, you must inform your tutor (or a member of the administration team), preferably in advance, and certainly before the following seminar, why you were absent. You should check what is required for the next session.
• You will arrive in good time.
• You will have prepared properly for the seminar by reading the text, thinking about it, making useful notes, and considering any questions or issues, including those posted on course Moodle sites. You will normally be expected to bring a copy of the primary text to class.
• You contribute actively to the discussion to the best of your ability, and make contributions courteously and in the spirit of debate.

Creative Writing Workshops

What you should expect of us:
• The tutor will be punctual and end the class on time.
• S/he will respect and encourage everyone in the group to contribute to the discussion, and will participate in the discussion her/himself.
• S/he will adopt methods which help everyone in the group to participate in the workshop, help refine discussion and foster a spirit of effective creative debate.
• S/he will focus the group’s attention on particular issues and be alert to the individual creative needs of participating writers.

What we expect of you:
• You are required to attend workshops in all courses for which you are registered. We will keep a record of any that you miss. If, for any reason, you have to miss one, you must inform your tutor (or a member of the administration team), preferably in advance, and certainly before the following seminar, why you were absent. You should check what is required for the next session.
• Punctuality.
• Preparation. You must submit work as directed by your tutor, and be prepared to receive feedback on the work submitted. You must read the work submitted by your peers, make concise and useful notes, and be prepared to contribute to the workshop discussion to the best of your ability.
• When you receive feedback on your work, you should reflect upon it and redraft work with these reflections in mind.
• Contributions to the discussion should be made in a spirit of mutual respect and generosity of spirit. They should be analytical, diagnostic and developmental, rather than subjective and impressionistic.

English Literature Assignments

What you should expect of us:
• Adequate warning of what work will be required, and when. This information will be posted on the course Moodle site.
• Titles for essays should be posted no later than four weeks before the relevant deadline.
• Tutors will be available during one-to-one meeting times to discuss assignments.
• Tutors will return all essays (with the exception of exam-equivalent assessment, which is not returned) submitted by the deadline no later than four weeks (excluding University closure periods) after the deadline. The coversheet of the essay will carry the tutor’s main comments on the essay, which will explain the recommended mark.
• Tutors will advise on the return of coursework. Please do not ask for it at the Part II Office unless directed to do so.

What we expect of you:
• Essays that are written fully in accordance with whatever special course instructions tutors have given you.
• Essays completed by the specified deadline, and submitted with a coversheet attached, via the appropriate essay box in the Departmental Mixing Bay and online via Moodle as directed.
• Essays that are fully and correctly referenced, and completely free from plagiarism.
• Essays that are presented in full conformity to the Departmental Style Sheet. This is available on the Student Portal on the Departmental web pages.
• Reflect on the advice, suggestions and corrections offered throughout your marked essays and on the coversheets and endeavour to respond to these suggestions in future work.
• Seek help for any serious problems that have been identified.

Creative Writing Portfolios

What you should expect of us:
• Adequate warning of what work will be required, and when.
• Tutors will be available in consultation hours or personal tutorials to discuss your portfolio submission.
• Formative feedback on your portfolio in the second year, in preparation for third year courses.

What we expect of you:
• Portfolios that meet the guidelines given by tutors and in this Handbook.
• Portfolios that are submitted by the deadline, with a coversheet attached, via the appropriate essay box and online via Moodle.
• Portfolios that are correctly and thoughtfully presented, and completely free from plagiarism.
• Written work submitted for assessment in any one year cannot be resubmitted in any subsequent year.
• You will have reflected on the advice, suggestions and corrections offered throughout the teaching year, redrafted your work as a result of these reflections, and submitted a portfolio representative of this process.
Programme Description and Compulsory Modules

English Literature

English studies at University level is a wide-ranging and evolving subject – new approaches to traditional texts and new areas of study continually refresh and revitalise this discipline. At the heart of the English Literature programme at Lancaster is the rigorous, critical and imaginative study of literary texts from different periods and areas of the Anglophone world. It is concerned with the production, reception and interpretation of written and other cultural texts; with an interrogation of the history, status and practices of the discipline; and with relationships between literature, other media and other forms of artistic production.

During their time at Lancaster, English Literature students develop close reading skills that increase their appreciation and understanding of the creative powers of language and of literary and related creative forms. They also learn about the many contexts (for example, historical and geographical, social, political, stylistic, ethical and sexual) in which texts are produced and received. This encourages reflection on the active role played by creative canons historically and in contemporary society, and fosters an enhanced sensitivity to a diversity of intellectual and cultural contexts. All of this is underpinned by an awareness of key debates concerning the status, value and interpretation of literary and other creative texts. Students learn to appreciate what complexities underlie acts of reading, interpretation and evaluation, and to engage critically with debates about language, authorship, reading, history, gender, nationality, ideology and the self. The programme, by introducing students to a variety of texts and approaches to these texts, fosters open-mindedness and intellectual curiosity, and stimulates the capacity to respond innovatively to new challenges. The Department’s teaching is underpinned by well-attested research strengths in a number of areas – sixteenth, seventeenth, late-eighteenth, nineteenth, twentieth and twenty-first century literature; creative writing; literature and film; women’s writing and gender studies critical theory and literature and religion.

Our desire is that students will retain an enthusiasm for literary and other creative texts and a sense of their historical and ongoing importance in society beyond the period of their formal studies. The degree programme provides graduates with a wide range of key skills, knowledge, interests and attitudes that enable them to compete successfully for employment in a wide range of job markets. It also produces well-qualified English Literature graduates who are suited for further study in the subject and will go on to work in schools, colleges and universities.

Part I (English 100) introduces students to some of the important debates in English studies, through the study of an English literary tradition that, in the increasingly globalised, postmodern era of the twenty-first century, continues to be rewritten and challenged. Students study an early modern play and a wide range of canonical and culturally significant poetry from the late sixteenth century to the present, and selected short stories and fiction from the nineteenth and late twentieth century; and thus they begin developing an awareness of literary periods and groupings, and an understanding that literary tradition and value are subject to an ongoing process of change and debate. The course serves three other purposes: to develop student skills in close analytical reading of major modes and genres of English Literature; to introduce important innovations in the theoretical thinking about literature; and to instil study skills needed for the whole degree course. The course thus encourages active reflection on some of the complexities involved in studying literary texts in the modern world.

Part II (Years 2 and 3) consolidates and extends in two stages the kinds of knowledge and skills acquired in Part I. In Year 2, all students take the compulsory core module ENGL 201 ‘The Theory and Practice of Criticism’, through which they develop a systematic awareness of approaches to literary
interpretation and debates surrounding it. They learn to understand more precisely their own and others’ critical practices, and to deploy theoretical ideas and terms in their analysis of literary texts. This course helps students to define and articulate fundamental issues concerning the nature of writing and reading and literature’s role in society, and to bring to their literary studies increasing sophistication, rigour and self-awareness.

The other requirement for students of English is that, as part of their Part II programme of study, they must take a minimum of 45 credits that focuses principally on literature written before 1800. 30 credits are taken in Year 2 and 15 credits or more in Year 3. Students who are to graduate with degrees in English Literature should study, in some depth, a broad range of writing from different periods, in order to be able to assess continuities and changes in literary forms and representations across time. This requirement is also an important marker of the difference between study at Part I and Part II. At Part I, the emphasis is on exposing students to a wide range of writing from many different historical moments; at Part II, there is a greater degree of focus and specialisation within the modules on offer, and this enables a more systematic examination and analysis of texts in their historical and cultural contexts.

These requirements aside, students can choose freely amongst the modules offered in Year 2, in order to provide the opportunity to start and/or develop particular interests in periods and locations of English Literature: Renaissance to Restoration, Romantic; Nineteenth-century American; Victorian; Literature and Film. These interests can be developed in Year 3. For example, students can extend their knowledge of the Renaissance by taking a module on Shakespeare or consider critical theory learned on ENGL 201 alongside contemporaneous developments on the Contemporary Literature module.

Year 3 also provides new challenges and opportunities and the development of students’ individual interests. As well as further study of literary periods, it offers courses embodying more specialised and/or less canonical approaches to the subject, for example in our research-led special subjects (half units), of which English Literature Major must take two, and can take four. Students are encouraged to make connections and comparisons across their range of selected courses. The compulsory unit in this year, ENGL 301, requires English 6-, 7-, and 8-unit major students to produce a dissertation (10,000 words), which develops research skills through independent, individually supervised work on a subject of the student’s choosing. The dissertation offers the opportunity to develop interests from Year 2 or pursue new ones. To complete their complement of 3 or 4 units, students may select from a range of other courses. Students taking at least six units in English and students on schemes with Creative Writing may choose from the full range of special subjects (half units) as well as full units, although there is a strict upper limit on these courses. Full unit modules cover other major authors, periods and areas of literature. Special subject modules (half units) are specialist, individually taught courses that capitalise on recent research and current enthusiasms of staff. Highly focused and intensive, they are designed to be innovative in content and approaches. Courses in the third year thus benefit from the accumulation of historical and theoretical knowledge from the students’ second year and offer opportunities to deepen and extend its application.

**Skills you will acquire:**

- Powers of analysis across a variety of forms of discourse, genres and creative media
- Informed, critical engagement with complex material and with others’ ideas in an open way; skills of critical reasoning
- Research in both short (essay-length) and extended pieces (dissertation); identifying questions, the structured and systematic acquisition of substantial amounts of complex information, and its analysis and organised use
- Ability to respond creatively and critically in a range of assessment forms
• Independent thinking, self-directed study
• Problem solving within a small group
• Coherent, persuasive oral and written argument on the basis of evidence
• The ability to communicate with clarity, confidence (and possibly vividness and elegance), employing a range of language skills
• Teamwork, organisational, time management and oral presentation skills on group presentations, notably as an assessed element of ENGL 201
• Meticulous and scholarly presentation of material in the manner required
• Word-processing skills; other IT skills (depending on the courses taken and research projects)
• The ability to combine independent with interactive work, and the capacity to respond to guidance in a reflective and positive manner
• Self-reflection and negotiation
• Organisation of work and time management
• The ability to apply these skills to a wide range of issues and tasks

Teaching, Learning and Assessment:

While teaching strategies are broadly similar in all three years, there is an overall shift from lecture to seminar and supervised independent study (on ENGL 301), by the third year. The Department teaches in both LS (lecture seminar) and LWS (lecture workshop) formats, and uses a range of assessment methods in all three years.

The Department aims to integrate teaching and learning with assessment, so that assessment and feedback form part of the learning process. Students learn and are assessed in a variety of ways, so that knowledge is gained, skills are developed and individual strengths rewarded.

• Close critical reading of weekly assigned texts (usually complete texts or parts of exceptionally long texts) constitutes a student’s basic and most important work in most courses.
• Preparation on set texts and topics for lectures and seminars may be assessed by material on Moodle, worksheets, workbooks, tutor’s questions, material on the internet, or individually assigned responsibilities for some aspect of the coming seminar, all of which develop independent thought.
• Lectures are used to map a subject, provide essential information (backed up with bibliographies and other material), review current scholarly perspectives, offer exemplary approaches or interpretations, challenge received opinions, stimulate debate and enthuse. They may be supplemented by films, slides and interactive workshops on certain courses.
• Seminars involve groups of a maximum of 15 students. These take a number of forms but at their centre is active discussion of the week’s set text(s). Seminars, whose agenda may be set by both tutor and students (sometimes via pre-arranged student presentations or Moodle exercises), provide students with the opportunity for the active assimilation or exercise of knowledge acquired from their reading; for developing oral communication skills; for working together as a team on texts and problems; and for exploring, questioning and negotiating views.
• A variant is the class in which there may be, for example, hands-on use of IT equipment, or short theatrical presentations by students.
• Twice weekly consultation hours in term-time are provided by tutors to help in all aspects of a student’s experience of the Department
• Essays are fundamental to the subject, designed to develop and extend knowledge and skills, rather than simply test these. Problem-centred and intellectually challenging, essays typically address questions involving literary research and/or the employment of critical theory. They develop the capacity to identify and respond to an intellectual problem; the ability to carry out a programme of research relevant to the specific task; the ability to make critical and self-
reflexive use of acquired information and engage in scholarly debates; the ability to construct and present a reasoned argument and to convey information in a persuasive manner by choosing effective ways of presenting that material. In the first year, study-skills sessions and related assignments inculcate research and writing skills; tutors in all years provide individual advice where requested or deemed necessary. There is substantial feedback in the form of extended comments on coversheets and briefer comments in the main text of the essay, followed by face-to-face meetings where required.

- **ENGL 201: The Theory and Practice of Criticism** addresses fundamental questions about the status, value and interpretation of texts in the context of debates about language, politics, gender, selfhood, class, culture and national identity, and of diverse critical/theoretical currents in critical theory. In providing students with critical vocabulary and concepts, the course encourages them to develop their critical practice in rigorous, sophisticated and inventive ways.

- **ENGL 301: Dissertation Unit** develops and extends students’ skills in essay writing and provides the opportunity to pursue a substantial self-chosen topic in intensive detail, developing research, bibliographical and presentational skills in a programme of directed independent study. Students are given general advice sessions as well as group and individual meetings with a tutor.

- Subject to regulations, students can substitute shorter dissertations for examinations on other courses in English Literature. See the Part II Office for more details.

- **In-class tests and end of year exams** test the capacity for creative thinking under time constraints and the retention of significant elements of the course examined. They also test breadth of knowledge of course materials, where essays often test depth. They demand, in a condensed form, skills similar to those developed in essays and the dissertation.

- Each course includes a formal period of revision that provides the opportunity to assemble knowledge of the course in a summarising retrospect. This is supported in all three years by tutor-led revision sessions and study skills sessions on revising and exam-taking.

- **Oral communication skills** are enhanced through the use of assessed presentations by individual students and/or small groups of students, notably on ENGL 201. Some courses tailor their use of oral forms of assessment to course materials: for example, courses focusing on dramatic texts might include a practical ‘performance’ component to the assessment.

- Some Special Subject (half unit) courses employ other forms of assessment such as online portfolios, creative-critical projects, projects and reports.
Creative Writing

Lancaster University’s undergraduate Creative Writing programme was amongst the first to be developed in this country. Since then, the teaching of Creative Writing at undergraduate level has become firmly established as an academic discipline. In 2003, English and Creative Writing were combined in one department. The QAA Benchmark Statement in English makes explicit reference to the ways in which English Studies increasingly involves creative, imaginative and transformative writing: that is, practice-specific skills. English Literature combined with the practice of Creative Writing makes an ideal scheme of study with multiple possibilities for cross-fertilisation and for knowledge and insights which come with both subjects. Students grow as both literary critics and practising writers.

All Creative Writing students will develop their own imaginative and original writing (particularly in poetry, short fiction, long fiction and creative non-fiction) across the three years of their degree. This is done primarily through sustained practice and regular, challenging workshop discussion.

The capacity to analyse and appraise literary texts, which is central to the study of established works in the English Literature part of the degree, is also a vital aspect of Creative Writing workshops, where a practical, writerly reading of ongoing work is fostered, in relation to both students’ own work and the work of their fellow students. The study of texts throughout English Literature can be characterised as retrospective, whereas the study of Creative Writing is anticipatory, promoting new writing which maintains its ductile quality for the duration of the course.

This programme is of particular interest to those intending to continue writing creatively, and those wishing to teach in schools or work in areas where a wide range of writing skills is required. It provides a foundation for the many careers available to arts and humanities graduates.

The importance of the student-centred text remains central to our educational aims. The course aims to stimulate new writing through a number of strategies: creative workshops, lectures, seminars, online conferencing, mentoring, workshops given by visiting writers, and the pressure of regular submission deadlines to seminars.

Literary production is matched by close critical reading and discussion through workshop seminars: in the trajectory which marks the initiation and completion of any literary work, its author begins as a writer and ends as a critical reader and editor engaged in revision and re-drafting. The student is thus engaged in a critical feedback loop of writing, receiving and giving criticism, and then rewriting. Each new piece of writing invents unique problems and we believe that they should be solved within the context of the author’s intention and vision for the work. Rather than teaching orthodoxies of technique we promote heterogeneous practice in a range of literary forms in the belief that cross-fertilisation through discussion of form and language deployment leads to greater autonomy and learning on the part of the student.

The course is exacting in its standards and demanding of both time and effort. In learning to support other writers, our students gain insight into their own creative process and that is a key focus in the assessment of the course. Study on the undergraduate programme pursues knowledge and understanding through intensive creative practice. Our essential methodology is to create reflexivity around the creative process by providing a critical readership and by requiring peer response which is both critical and creative in its proposition of solutions to technical issues.

The Part II Creative Writing programme is primarily conducted via a series of weekly workshops and students are required to submit work regularly. This work is disseminated to all group members for discussion at workshop seminars. Students are required to annotate their work and that of their peers
as a result of close reading and workshop discussions. These annotated drafts are exchanged so that responses can be considered after workshops.

The tutor leads workshop discussion, allocating reasonable discussion time to each piece and making reference to other issues, wider literature, critical texts and developmental strategies from particular instances. A list of recommended reading is provided which encourages students to explore writing about the creative process. Tutors regularly review and discuss what students are reading as well as what they are writing.

In the Lent term of Year 3, students work on their own to complete their final portfolio, supported by peer group criticism and one-to-one meetings with their tutor.

N.B. University rules on plagiarism apply to Creative Writing no less than to any other area of study within the institution. Plagiarism concerns the work of others but also includes self-plagiarism. In other words, written work submitted for assessment in any one year cannot be resubmitted in any subsequent year. All submitted work will be checked for plagiarism through Turnitin software.

**Creative Writing can be studied:**

**As a Minor (CREW 103, 203, 303)** with most other subjects. Students will attend a weekly 2-hour workshop during which they will give and receive criticism as well as discuss issues and ideas arising from work generated by those in the group. There are no restrictions as to style, genre or subject matter.

**As a Combined Major with English Literature.** In addition to the workshops attended by those studying Creative Writing as a Minor, students will attend 4 half unit courses which will allow them to study three key genres (Short Fiction, Longer Fiction and Poetry). This will introduce them to a greater breadth of writing as well as a more detailed knowledge of the technical and formal aspects of writing within those genres.

**Skills you will acquire include the following:**

- Strategies for initiating new work.
- Understanding the role of writers’ notebooks and journals in the creative and reflexive process.
- Skills of close reading of emergent literary texts.
- Awareness of the role of the reader in internalising and vivifying imaginative writing.
- An understanding of verbal textures and narrative structures in relation to imaginative writing and reading.
- Acquisition of necessary critical terminology.
- Knowledge of conventions and literary forms.
- Appreciation of the creative, expressive and rhetorical powers of language.
- Skills of re-drafting close reading and editing.
- Knowledge of some of the relevant scholarly research in the subject (published and ongoing) as an aid to greater understanding of the creative process.
- For combined major students, experience of writing across 3 major literary genres.
- Practice of analysis across a variety of literary forms.
- Informed, critical engagement with complex written material and with others’ ideas in an open way; skills of critical reasoning.
- Research through practice; organisation of work and time management; production of a substantial folio of creative and reflective work through guided and independent study.
- Independent thinking, self-directed study.
• Problem solving within a small group.
• Working creatively to a consistently high standard under the pressure of time constraints.
• Coherent, sustained and persuasive oral and written argument on the basis of evidence.
• The ability to translate actual and imagined experience vividly and convincingly through a written linguistic medium.
• Understanding and deployment of narrative techniques and literary structures.
• Employing a range of language-based skills and understanding the implications of literary voice and style.
• The ability to combine independent with interactive work, and the capacity to respond to guidance in a reflective and positive manner.
• Self-reflection and negotiation.
• Positive interaction with professionals from the writing industry; development of professional understanding of opportunities and markets.
• Ability to apply these skills to a wide range of issues and tasks.

Students wishing to study Creative Writing at Part II will be expected to have studied it at Part I. The programme is designed to move students through a learning trajectory: from introduction (Part I); through development, deeper learning and increased expectations of professionalism and reader awareness (Part II), with the option of deepening that knowledge further through the Combined Major; to writing as a professional with a view to publication (MA course). The second and third year half units are designed to ensure that students have an increased knowledge of genres and experience of writing in those areas. By the end of the degree course, a student doing the Combined English and Creative Writing major will have spent at least a term writing in three key genres.

Expectations increase throughout the three undergraduate years. Students are expected to attempt to write in unfamiliar genres, and in styles and forms that they have not worked with before. Subject matter will move from purely self-centred to a more outward focus. Students will be expected to show an increasing awareness of the context in which they write, including canonical works; genre expectations, limitations and possibilities; reader awareness and the demands of writing as a professional.

Online Courses Handbook

Further details of all modules offered by the Department can be found in the online Courses Handbook. The handbook also provides information on all taught undergraduate and postgraduate programmes of study and course modules in any one academic year. Please see: http://www.lusi.lancs.ac.uk/OnlineCoursesHandbook/

Attendance Requirements and Progress Monitoring

You are expected to attend all of the classes which form part of your course, whether lectures, seminars, workshops, dissertation supervisions, or any other meetings your tutor might arrange.

Seminar Absences

If, for any reason, you know you are going to have to miss a seminar or workshop because you are ill, please inform us using the online self-certification form. Absences due to illness are ‘condoned’ and will not count against you. To self-certify (i.e. explain your reasons for academic absences) complete
the online form via your student portal. This will notify your department who will let you know if they require further evidence.

If you know that you will be absent for any other reason, please inform your tutor or one of the Part II Administrators by email, phone or in person. Provided your tutor is satisfied with this as a reason for you missing a seminar or workshop, then this will also be treated as a condoned absence. **Please note that it is your responsibility to keep your tutors informed about your reasons for missing seminars/workshops.**

In some circumstances (for example, if you have to miss an in-class test or exam, or require extensions on a piece of work) we will ask you for documentary evidence of your illness from a doctor or similar.

If you have **three or more** uncondoned or unexplained absences over the course of one term, you will receive a letter requiring you to go and see the Director of Undergraduate Studies (Students) to discuss your situation and ensure that there are no major problems hindering your attendance.

**You must respond to this letter promptly.**

**Failure to do so, or persistent absence without good reason will ultimately lead to you being referred to the University's Standing Academic Committee with a recommendation that you are excluded from the University.**

**Medical Evidence**

If you would like to make us aware of medical or other mitigating circumstances which you feel are impacting on your ability to study, then the best person to contact is the Director of Undergraduate Studies (Students). S/he will be able to offer advice and support.

If you wish medical evidence, or other documentary evidence of mitigating circumstances, to be taken into consideration throughout the year and/or by the Exam Board, this must be submitted to the Part II Office by the Senate Deadline. If the evidence relates to the examination period, it must be submitted as soon as possible, and no later than the end of Week 8, of Term 3.

**Collection of Data**

If as part of any student project you collect personal/sensitive data on living people which would identify them, you need to ensure you are compliant with the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR).

This means that you should gain consent from participants, only collect information needed for your project, handle and store all data securely and anonymously where possible and you should be informing participants of:

- Your study objectives
- How long you will retain their information
- How you will secure their data before it is anonymised or deleted
- How a participant could withdraw their data from the project
- An appropriate person to receive complaints, e.g. your supervisor

This should be part of your project design and you should discuss this with your supervisor.
Assessment

Coursework Submission and Information on Penalties

Coursework Submission:

Deadlines for pieces of coursework are announced for each course in the Courses section of this Handbook and on Moodle. Where relevant, tutors will give topics/questions well in advance of deadline dates.

Written work for assessment must not be handed directly to your tutor, but posted in the appropriate Essay Box in the Departmental Mixing Bay (located near the Departmental Offices). This is so that the Part II Administrators can keep a record of submission – an essential safeguard in case one should go astray. If, exceptionally, you need to submit work by post: a) please make a copy and retain it yourself, b) send it to the Part II Office, not your tutor (the co-ordinators can provide the address if you are not sure), and c) please use Recorded Delivery. Work for courses is also submitted electronically (via Moodle). Please submit as directed by your tutor. Written work submitted in any other manner (e.g. by email) or in any other place is deemed not to have been submitted. Any work submitted should have the course number, tutor name and your name on the first page.

Every assignment must be accompanied by a coversheet (supplies of which are kept in the Mixing Bay). You are required to fill in the essential information about the piece of assessed work - your own name and your tutor’s, the title of the assignment and course it is for, the date due and the date of actual submission. In signing this cover-sheet, you are giving an undertaking that it is all your own work. When the assignment is returned to you, the tutor will have given a mark (including any penalties for lateness) and a summary of his or her principal responses to the work (there may be additional comments on the work itself).

The purpose of these coversheets is to ensure that we have a proper record of all the coursework you do in the department, and have on file details of your tutors' responses to your work, in order to help us keep an overview of your progress in the department, and to write references for you. They also help us keep track of the submission and return of essays.

ENGL 201 Presentations:
You will be asked to submit a copy of your script or notes to your tutor. This will not be marked; it will be used to check for plagiarism if necessary.

ENGL 301:
ENGL 301 is assessed entirely by coursework and has in lieu of an examination a 10,000-word dissertation completed during the third year. It is advised that students take an additional copy of their 301 dissertation for themselves, before submission, for future reference. Please note that the dissertation should be word-processed and that two soft-bound copies (clear cover back and front, smooth thermally bound spine – as available from the Bindery) with your name and other details clearly shown on the front cover, should be submitted with a cover sheet for each copy. An electronic copy should also be submitted to Moodle. Please see the ENGL 301 Handbook (in the ‘for Students’ section of the website) for further details.

Penalties for Over/Under-Length Work:
It is important that you acquire the skill of producing work to a required word limit and you are expected to strictly adhere to word limits in all pieces of coursework. Markers will only read to the
stated word limit. Any work over the word limit will not be read or assessed. For example, dissertations must not exceed 10,000 words. Under-length work is considered self-penalising.

**Presentation:**
Written work must be presented according to the conventions set out in the Style Sheet. This can be found in the ‘for Students’ section of the Departmental website. All essays must be word-processed (or typed) unless special permission is given in advance by the tutor.

**Penalties for late submission of coursework:**

Work submitted up to three days late without an agreed extension and which is marked using letter grades will receive a one grade penalty (e.g. B down to C). All work marked with a D grade (D+/D/D-) will be reduced to F1 where a late penalty is to be imposed while F1 becomes F2, F2 becomes F3, and F3 becomes F4.

Saturdays and Sundays are included as days in this regulation. However, when the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in work without receiving further penalty.

Work submitted more than three days late without an agreed extension will be awarded a zero and considered a non-submission, and treated according to the standard procedures for failed work.

Where exceptional circumstances may have led a student to miss a stipulated deadline (which may be an already extended deadline), the student should make those circumstances known to the department. They should inform the department within 48 hours of the missed deadline unless prevented from doing so by acceptable circumstances in which case students should inform the department as soon as possible. Students should provide the department with evidence of the exceptional circumstances as soon as they are able. In this context, exceptional circumstances are defined by University regulations as actions or events outside the control of the student which result in any circumstances which are thought reasonably to have caused an individual student to fail to complete all the required assessment for a programme or contributing module by a stipulated deadline (e.g. missed exam or coursework deadline).

*The University requires that, without exception, all coursework is submitted before the Senate Deadline, normally Friday of Week 3 of the Summer Term. The Department is not permitted by University regulations to mark any work submitted after this date.*

**Return of Coursework**

Work will normally be returned to you within four weeks (excluding University closure periods) of submission. Work submitted at the end of term will be returned at the start of the next term.

**Moderation and Exam Board Process**

The Department uses the following processes for course elements accounting for more than 50% of the overall course mark and for exams:
Second Marking, where student work is assessed by more than one marker, but the second marker knows the mark awarded by the first marker. This applies to exams, ENGL 301 dissertations, Creative Writing portfolios and assessments worth 50% or more of the overall course mark.

In addition, coursework and exam samples from each grade band are scrutinised by External Examiners.

**Referencing Your Work**

A Style Sheet, which contains advice about referencing your work, plus examples, can be found in the ‘For Students’ session of our departmental website.

**Marking Criteria**

Marking Criteria are available to view in the ‘for Students’ area of the Departmental website.

**Dissertations in lieu of Examinations**

English Literature major students in Years 2 and 3 may submit a maximum of **two** dissertations in lieu of formal examinations in the full unit courses to which they are most closely related.

You are permitted to submit a dissertation in lieu of exam for **one** course in each of the two years of Part II study. Combined Major students may submit **one** within the English Literature half of their degree scheme. Dissertations are **not** accepted from Minor students or Part I students. All dissertations must be word-processed. A dissertation in lieu of an examination should be 6,000 words in length (in addition to all other coursework for the unit). N.B. **No supervision is offered for dissertations in lieu of examinations**, but you may consult staff during consultation hours.

Students are not permitted to substitute a dissertation for an examination on half-unit courses, though they **are** allowed to produce a dissertation (5,000 words) in lieu of all of the assessed work (e.g. coursework and exam) for the unit.

Exceptionally (that is, if a course can’t run in a particular year), students may substitute a dissertation for all work associated with a course. In this case, the dissertation is 10,000 words for a full unit module or 5,000 words for a half unit.

Anyone wishing to do a dissertation should first consult with their seminar tutor about the feasibility of their proposed project. Next, you should submit a brief abstract and bibliography of the subject to the undergraduate office (B114 County Main). Proposals must be relevant to the course. The Course Convenor is responsible for approving requests from students to submit a dissertation in lieu of an exam. The dissertation should cover a range of material that is equivalent to what you have covered if you had taken the exam. This must be approved by your course tutor, the Director of Undergraduate Studies for Courses and the Head of Department.

**If you intend to complete a dissertation in Year 2:** the relevant title and abstract must be submitted by the end of **Week 1 of Term 2**. The deadline for submission is **12 noon, Thursday Week 2, Term 3**.

**If you intend to complete a dissertation in Year 3:** the relevant title and abstract must be submitted by the end of **Week 1 of Term 2**. The deadline for submission is **12 noon, Thursday Week 2, Term 3**.
Once a dissertation is submitted, you cannot then retract it and ask to be examined instead. But you do have the option of not handing in the dissertation and completing the exam instead. In this case, you must inform the Director of Undergraduate Studies for Courses \textit{in writing} by 12 noon on Thursday of Week 2, Term 3.
Classifications

Degree Classifications

At the end of the degree programme a student’s overall mean will be calculated from their module aggregation scores taking into account the relative weightings (credit value) of the modules. That overall mean will then be rounded to one decimal place and be used to determine the class of degree to be awarded as follows:

<table>
<thead>
<tr>
<th>Overall mean aggregation score</th>
<th>Degree class awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5 – 24.0</td>
<td>First class honours</td>
</tr>
<tr>
<td>17.1 – 17.4</td>
<td>Borderline – either first or upper second class honours</td>
</tr>
<tr>
<td>14.5 – 17.0</td>
<td>Upper second class honours</td>
</tr>
<tr>
<td>14.1 – 14.4</td>
<td>Borderline – either upper or lower second class honours</td>
</tr>
<tr>
<td>11.5 – 14.0</td>
<td>Lower second class honours</td>
</tr>
<tr>
<td>11.1 – 11.4</td>
<td>Borderline – either lower second or third class honours</td>
</tr>
<tr>
<td>9.0 – 11.0</td>
<td>Third class honours</td>
</tr>
<tr>
<td>8.1 – 8.9</td>
<td>Borderline – either pass degree or fail</td>
</tr>
<tr>
<td>0 – 8.0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

If a student’s overall mean falls into one of the borderline ranges defined above, the examination board will have discretion to decide which of the alternative awards to recommend based on previously approved criteria. Such criteria may include, for example, performance in exams, the final year versus earlier years, core modules, placements/study abroad, viva voce examinations, etc.

Full details of the degree classification regulations are given within the Manual of Academic Regulations and Procedures (MARP) which can be found at:

https://gap.lancs.ac.uk/ASQ/QAE/MARP/Pages/default.aspx
Student Support

Who to contact

There are also various members of the Department you can approach for support. If you have any difficulties with a course you are taking, you should first raise them with the Seminar Tutor to whom you are assigned. Most courses are taught consortially and are organised by a Convenor, whom you can consult if your seminar tutor is not available or if you want to discuss the course with a view to taking it the following year. The Convenor’s name can be found on the individual course pages in the Part II Courses information booklet and on the relevant Moodle site. All members of the Department have consultation hours when they will be available to see students with questions or problems. These hours are posted on or by their doors. If the matter is urgent, and the member of staff is not available, see one of the administration team in the Undergraduate Office.

In addition, during the first year of study, you will be assigned to a named College Advisor. That person can also provide advice and support to you on accessing these services, or upon any other issues you may need help with.

Learning Support in the Faculty

In addition to the support which is integrated into your study programme (e.g. guidance and feedback given to you in seminars, meetings with your Academic Tutor, written feedback on your coursework assignments) you can also contact Joanne Wood, our Faculty Student Learning Advisor or sign up for a meeting with one of our Writing Mentors in the Writing Space.

All the information you need about the Writing Space and other support that is available is on the FASS Effective Learning Moodle site (https://modules.lancs.ac.uk/course/view.php?id=283).

Contact Joanne on: studyadvice.fass@lancaster.ac.uk

Student Based Services

The BASE (on the ground floor of University House thebase@lancaster.ac.uk) is your central calling-point for all non-academic support services. Services include accommodation, funding and careers. Disability Services are also located at the BASE.

Academic Advice

The university also has an academic tutorial system where you will be allocated an academic tutor within your major department who will be available to meet with you on a one-to-one basis each term. This tutor will be interested in and be knowledgeable about your progress and be in a position to provide academic advice and support.

The Directors of Part II Undergraduate Studies are responsible for overseeing the progress of all students, overseeing Enrolment for the following year, investigating missing coursework and seminar absences, and overseeing many matters of curriculum practice and development. There are two Director of Part II Undergraduate Studies roles, each with separate areas of responsibility. The Director of Undergraduate Studies (Students) Dr Brian Baker, b.baker@lancaster.ac.uk, is the person you should see if you have more serious academic problems – difficulties with registration, seminar assignments, falling behind generally with work, thoughts of dropping out or intercalation. The Director of Undergraduate Studies (Courses), Mike Greaney, m.greaney@lancaster.ac.uk convenes ENGL 301 Dissertation, and deals with all matters to do with teaching policy, practice and
development, including quality assurance matters. S/he is the person to whom you can talk about teaching, learning and assessment—though we encourage you to talk to your tutors and lecturers first.

If you have a serious problem or complaint, the Directors of Studies for Part II may possibly ask you to see the Head of Department. You may also discuss with the Head of Department any general problems that you encounter in the Department that cannot be dealt with by the Directors of Studies. Any complaints you may have about members of staff should be directed to the Head of Department.

Please don’t forget that it is your degree and your responsibility to seek help or advice as needed. We will do what we can, within the Rules and Guidelines of the University, to help you with any difficulties you are experiencing, as long as we are aware of these difficulties.

The Departmental Careers and Employability Officer

The Departmental Careers and Employability Officer is Dr Clare Egan. She holds a weekly consultation hour for the discussion of Careers and Employability issues. Please see Departmental webpage for further information. Up-to-date information about careers and employability can be found on the dedicated Moodle site: UG Careers.

Beyond Undergraduate English and Creative Writing

E.CW 200: BEYOND UNDERGRADUATE ENGLISH and CREATIVE WRITING is a rolling programme of events offered to second-year students in English and Creative Writing. This programme aims to introduce you to and/or enhance your existing knowledge of careers, employability and graduate research possibilities once you complete you degree.

The Careers Hub

The Careers Hub, which is located in the Departmental Mixing Bay, contains information for English and Creative Writing students.

Safety

The Department aims to be a safe place to learn and work. The Departmental Safety Officer is Anne Stewart-Whalley.

Leila Atkinson, the Postgraduate co-ordinator, is a qualified First Aider. If you require her help, please contact her on ext. 93089 or at l.j.atkinson@lancaster.ac.uk

Ethical Issues

Depending upon the nature of the work you are doing, there may be specific research ethics issues that you need to consider (for example if your project involves human subjects in any way). You may need to complete a research ethics form and you should consult your dissertation / research supervisor for details of the required process.
Student Feedback

At the end of each module you will be emailed and asked to provide feedback through an online questionnaire. This feedback is then used by us in a number of ways, all of which contribute to our processes for assuring the quality of our teaching. These processes include:

- Consideration by your module organisers and teaching staff when reviewing their courses at the end of the year and planning future developments. The Head of Department also receives and reviews summaries of all module feedback.
- Discussion at the department’s teaching and staff-student committees to identify module strengths and weaknesses, develop proposals for module refinement
- Analysis within the department’s annual teaching report to identify examples of good practice and areas for improvement; this report is discussed at faculty and university teaching committees

The NSS is a survey of mostly final year undergraduates in England, Northern Ireland, Wales and the majority of institutions in Scotland. FE colleges with directly funded HE students (i.e. students in their final year of a course leading to undergraduate qualifications or credits) in England and Wales will also participate. The survey is part of the revised system of quality assurance for higher education, which replaces subject review by the QAA, and is designed to run alongside the QAA institutional audit to generate more detailed public information about teaching quality. The NSS is commissioned by the Higher Education Funding Council for England (HEFCE). Ipsos MORI, an independent research company, administers the survey.