FACULTY OF

ENGLISH LANGUAGE AND LITERATURE

English and Modern Languages

FHS Handbook

2023 – 2025

1   Foreword

1.1 Welcome

A warm welcome to your studies with the Faculties of English and Modern Languages at Oxford. We are very proud of what we can offer you through your course. We have more tutors and students than any other Faculty of English in the UK and both Faculties are ranked first in the world in their subjects. Our strength lies in the range of material we cover and the individual attention we can give you to help you find your way. We aim to spark your interest and develop your talents to make you the best critics you can be. Your studies here will be stimulating, testing, challenging, and fun, in equal measure. Oxford has extraordinary resources for the study of literature and culture in English and European languages; it has outstanding libraries and museums and collections, both famous and little-known; a host of entertainment venues to expand your cultural horizons; beautiful and inspiring buildings; and lovely countryside within reach. There are countless opportunities to learn at Oxford and lots of willing brilliant minds to guide you through them. Do not be afraid to seize every chance and to ask questions. We wish you all the best for your time here.

Professor Marion Turner, Chair of the English Faculty Board.

Professor Geraldine Hazbun, Director of Undergraduate Studies, Modern Languages

1.2 Statement of coverage

This handbook applies to students starting their FHS course in Michaelmas Term 2023. The information in this handbook may be different for students starting in other years.

1.1   Version

Version	Details	Date
Version 1.0	handbook published	09/10/2023

1.2   Disclaimer

The Examination Regulations relating to this course are available at https://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Undergraduate Studies Office in the English Faculty on undergrad@ell.ox.ac.uk.

The information in this handbook is accurate at the time of publication; however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

1.3   List of contents

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2   Course Information

2.1   Overview

This handbook covers the Honour School of English and Modern Languages, the final three years of BA (Hons) English and Modern Languages award. Undergraduate awards are located at Levels 4, 5 and 6 of the Frameworks for Higher Education Qualifications. The Subject Benchmark Statements for English and for Languages, Cultures and Societies can be found at https://www.qaa.ac.uk/en/quality-code/subject-benchmark-statements

This handbook contains essential information about the Faculties and the course, but further useful information is available via the English Faculty and Modern Languages pages for undergraduates, at: https://canvas.ox.ac.uk/courses/28028, and https://canvas.ox.ac.uk/courses/20010.

In particular, you should consult the Modern Languages Undergraduate Course Handbook and FHS handbooks for individual languages for the detailed information they provide. These are available online at: https://canvas.ox.ac.uk/courses/20010.

Where authors' dates span the period paper boundary, you should discuss with your tutor where their work more appropriately falls given your interests. In the examination, it is acceptable to discuss a cross-period author within either or both of the periods into which their work falls (as, for example, might be the case for the works of Milton). However, do not use the same text in more than one assessment and do not repeat material across any parts of the examination

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of whom to contact are provided in section 4.6 of this handbook.

2.1.1 *Note on Content*

The course explores potentially challenging topics. Literature and the other materials we study sometimes portray extreme physical, emotional and psychological states; depict, question, and/or endorse racist, misogynist and prejudiced views or language; and can include graphic representations of inequality and violence (of all kinds). As a Faculty, we believe that one of the important roles of study in the humanities is to explore and challenge ideas that are shocking or uncomfortable, and to understand their origins, expression and influence. We also recognise that these texts will affect students differently depending on their particular backgrounds and experiences. If anything about the material troubles you, please contact your tutors or welfare supporters.

2.2   Educational Aims of the BA in English and Modern Languages

The programme aims to enable its students to

i)   Acquire a knowledge of a foreign culture with specific reference to its literature and language, characterised by range, depth and conceptual sophistication

ii)   Achieve a high level of competence in the spoken and written language they are studying, and to communicate effectively in formal and informal registers

iii)   Acquire some knowledge of the historical development of the expressive resources of the English language and the ways in which this relates to and impacts on the production of literary texts

iv)   Think critically and in an historicised manner about the complex relationship between literary texts and their social, political, cultural and other relevant contexts

v)   Develop the skill of independent thinking and writing, drawing on technical skills in literary and linguistic investigation, and on a sensitive understanding of foreign cultures in the past and in the present

vi)   Promote skills of relevance to further professional development of cultural, literary and linguistic understanding, and which are transferable to a wide range of contexts in the workplace and in later life

vii)   Engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience.

2.3   Intended learning outcomes

A	Knowledge and understanding of:	Related teaching/learning methods and strategies
1	**How primary evidence is employed in literary-critical, linguistic and philological analysis and argument;**	The detailed study of linguistic structures, literary texts, and films and other artefacts from a range of periods is essential to the course. Literary works are read in their original language, as is some of the associated critical writing. Close attention is paid in lectures, classes and tutorials to the texts' generic, cultural and linguistic specificity.
2	**A broad range of literary and, where chosen, linguistics topics including literary theory, the history of literary criticism, and processes of literary production and dissemination**	On the Modern Languages side, students may study broad topics in the literature of different periods of their choice, ranging from the medieval to the modern, and may also choose from a further wide range of courses more focussed on specific literary and linguistic topics. On the English side, the course allows students to read and analyse literature from a wide range of periods and genres and exposes them to a variety of theoretical and ideological approaches to literary and cultural history.
3	**Relevant linguistic skills;**	Students have a variety of language classes throughout their course, and also spend their

third year abroad to develop their written and oral skills in the language(s) studied.

Assessment:

In terms of summative assessment, most aspects of the required knowledge and understanding are tested through timed examinations held during the course of the third and the twelfth terms of the programme, and by extended essays submitted in the tenth and eleventh terms. Within a range of Special Subjects studied, some options involve coursework. Oral language skills are tested in examinations in the final term of the course.

Formative assessment is provided in both weekly tutorials and practice examinations. Understanding is particularly assessed on a continuous formative basis through the weekly tutorial or seminar, and through language classes. Most colleges also have a regime of termly report reading that offers regular valuable feedback to the student.

B	**Intellectual skills: the ability to**	*Teaching/learning methods and strategies*
1	**Read closely, exercise critical judgement and undertake sophisticated analysis;**	There is emphasis throughout the programme on the skills relevant to the careful and critical reading and exegesis of primary texts. The ability to gather, sift, synthesise and interpret secondary material is also recognised as making a particular contribution to the development of sophisticated analytical skills.
2	**Argue persuasively, using appropriate and accurate critical terminology;**	Practical rhetorical skills are honed within the weekly tutorial context, and in the classes associated with some elements of the course. Student essays and presentations must display the ability to identify issues, to formulate arguments that are susceptible to demonstration, and to marshal evidence and analysis in a logical and coherent way.
3	**Approach problems with creativity and imagination;**	Developing the creative thinking and encouraging the exercise of disciplined imagination of all students is integral to the programme. These attributes are regarded as essential if students are to comprehend the values and expectations of present and past societies, and the literary cultures and languages studied.

| 4 | **Develop the exercise of independence of mind, and a readiness to challenge and criticise accepted opinion.** | The study of a foreign culture develops an awareness of contrasts with our native culture. All our learning strategies are designed to inculcate independence of thought, most particularly the vigorous argument that we seek to encourage in our regular tutorials. On literary and linguistic or philological topics, students are expected to acquire familiarity with different and sometimes conflicting approaches and interpretations, and to develop their own views through critical engagement with the work of others. |
| | | They will also have contact through tutorials and lectures, with post-holders at the forefront of new research whose own work is likely to challenge certain aspects of the status quo within their particular fields. |

Assessment:

The formative assessment provided by weekly tutorials is critical to the development and monitoring of the intellectual skills set out here. Students receive weekly scrutiny of these skills through their presentation and defence of written essay material in front of an established academic and, usually, one or more of the student's peer group. In classes, presentations to a larger group of peers need to be thorough, professional, and critically and textually persuasive.

C	**Practical skills: the ability to**	*Teaching/learning methods and strategies*
1	**Write well in a manner which can be adapted for a variety of audiences and contexts;**	The continuous scrutiny of written work, whether produced for tutorials, language classes or examinations, aims to promote writing which is marked by well-structured and coherent argument, in a prose that is clear, appropriate and fluent.
2	**Engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them;**	The weekly tutorials and other classes or seminars provide ample opportunity to develop and refine high-level skills in oral presentation and discussion.
3	**Ensure that a range of evidence and opinion can be brought to bear on a**	Emphasis is placed on showing a familiarity with a variety of bibliographical resources and on demonstrating an ability to identify and

	problem, and to develop research skills to this end;	retrieve primary sources and secondary literature in English and other languages.
4	**Employ advanced language skills in oral and written contexts.**	A range of language classes is provided throughout the undergraduate course. Conversation, discourse and comprehension classes with native speakers develop oral and aural skills in formal and informal contexts. Classes on the written language teach formal grammar and extend students' accuracy and knowledge of different registers through translation into and out of the language(s) studied, and through essay composition and other exercises.
5	**The ability to access, manipulate and assess electronic data**	Induction sessions in IT are supplemented by a range of opportunities to develop skills in this field.

Assessment:

Formative assessment through the weekly tutorial, seminar presentations where appropriate, and language classes enables a continuous monitoring of the development of practical skills. Termly reports from tutors and language teachers identify both points of excellence and of concern, while more formal assessment through termly College-based examinations ('collections') provides opportunities to monitor and provide feedback on skills associated with timed written examinations.

D	**Transferable skills: the ability to**	*Teaching/learning methods and strategies*
1	**Find information, organise and deploy it;**	Information retrieval from printed materials, together with the regular use of IT (library catalogues etc.), is integral to all aspects of the programme.
2	**Draw on such information to consider and analyse complex problems, in ways that are imaginative and sensitive to the norms and traditions of other cultures;**	These are the skills at the heart of our programme. They are eminently transferable to contexts beyond the university and they foster cultural awareness.

3	**Work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others;**	The tutorial system is designed to promote independent research skills, while Faculty and College-based seminars for certain options encourage collaboration.
4	**Structure and communicate ideas effectively in a variety of written and oral formats;**	Fostering the ability to present ideas effectively and to respond constructively to the ideas of others is integral to the nature and construction of the programme.
5	**Plan and organise the use of time effectively;**	Students who are expected to produce up to four pieces of written work per week (tutorial essay plus language work) learn how to organise their time very efficiently.
6	**Employ language skills at an advanced level.**	Graduates of this programme will have received extensive language training and will normally have spent a year abroad in the relevant country, refining their language skills in a variety of practical contexts.

Assessment:

The transferable skills identified in (1)-(6) above are essential elements of this programme. As such they become the focus of much of the regular comment provided by tutors and language teachers in their weekly contacts with students, and in the various modes of formal feed-back provided to students throughout the course.

What is the difference between formative and summative assessment?

 Formative assessments provide an opportunity for students to practice their skills and receive feedback – they do not contribute to the final degree outcome.
Summative assessments must be passed in order to progress through the course, and (in most cases) contribute directly to the final degree classification.

At an undergraduate level, termly collections and weekly tutorial essays are examples of formative assessment; Prelims and Finals (FHS) are the summative assessments, although only Finals contribute to the degree classification.

2.4   Course Structure

In the Final Honour School you will take Part 1 (MML Papers), either Part II or Part III (English Papers) and Part IV (Dissertation).

For your Modern Languages papers you will continue with language work and translations, and also choose two option papers.

For the English side of your programme, you will take three papers from the English single honours course, choosing to take all your papers from either English Course I or Course II, with the exception of Special Options (English Paper 6) where either modern or medieval options may be taken as you wish.

Finally, all students will write a dissertation in any area of English Language or Literature, or combining English with your Modern Language.

In total, up to four papers for EML (including the dissertation) may take the form of submitted work.

2.5   Recommended pattern of teaching

Please see the appropriate sections in the relevant handbooks of each parent school for more detailed information on typical patterns of teaching.

2.6   Course Paper information: Modern Languages (Part I, Papers 1 – 5)

i)   Language Paper (Modern Languages Schools Paper I). Unprepared translation or essay

ii)   Language Papers (Modern Languages Schools Papers IIA(i) and IIB(i)) (two papers of 1½ hours)

     (For details of i) and ii), see the relevant language-specific handbooks).

iii) One Modern Languages Schools Paper chosen from Papers VI, VII or VIII.

iv)   One Modern Languages Schools Paper chosen from: IV, V (Linguistics Papers), IX, X, XI (Prescribed Authors/Texts) or XII (Special Subject).

v)   Oral examination

Further details of all papers are given in the Modern Languages Undergraduate Course Handbook and in the relevant language-specific Final Honour School Handbook (available at https://canvas.ox.ac.uk/courses/20010), and in the current *Examination Regulations* (http://www.admin.ox.ac.uk/examregs).

2.7   Course Paper information: English (Papers 6-8)

You will offer three English papers and choose to take them either from English Course I (EML Part II) or Course II (EML Part III).

2.7.1 English Course I (EML Part II)

The three papers will be chosen from English FHS Course I Papers 1-6, listed below. A maximum of two of the three papers may be examined by submission.

i)   Shakespeare (English Course I, Paper 1). Examined by a portfolio of three essays submitted in Week 2 HT in the final year.

ii)   Literature in English 1350 – 1550 (English Course I, Paper 2). Examined by a timed exam.

iii)   Literature in English 1550 – 1660 (English Course I, Paper 3). Examined by a timed exam.

iv)   Literature in English 1660 – 1760 (English Course I, Paper 4). Examined by a timed exam.

v)   Literature in English 1760 – 1830 (English Course I, Paper 5). Examined by a timed exam.

vi)   Special Options (English Course I, Paper 6). Examined by an extended essay submitted in Week 8 MT in the final year (unless specified otherwise in the course description).

2.7.2 English Course II (EML Part III)

The three papers will be chosen from English FHS Course II Papers 1-6, listed below. A maximum of two of the three papers may be examined by submission.

i)   Literature in English 650-1100 (English Course II, Paper 1). Examined by timed exam.

ii)   Medieval English and Related Literatures 1066-1550 (English Course II, Paper 2). Examined by timed exam.

iii)   Literature in English 1350 – 1550 (English Course II, Paper 3). Examined by timed exam.

iv)   The History of the English Language to c.1800 (English Course II, Paper 4). Examined by a portfolio of two essays submitted in Week 9 of Trinity Term of the second year.

v)   EITHER: The Material Text (English Course II, Paper 5a). Examined by a portfolio of two essays submitted in Week 2 HT in the final year.

       or Shakespeare (English Course I, Paper 1 / Course II, Paper 5b). Examined by a portfolio of three essays submitted in Week 2 HT in the final year.

vi)   Special Options (English Course II, Paper 6). Examined by an extended essay submitted in Week 8 MT in the final year.

Further details of all papers are given in your English Final Honour School Handbook and in the current *Examination Regulations*.

2.8   Course Paper Information: Dissertation (Part IV, Paper 9):

An extended essay of not fewer than 7,000 and not more than 8,000 words in length.

You will submit a dissertation in any subject area of English Language or Literature in English, or may take a comparative approach combining English and your Modern Language. You should show such historical and/or contextual knowledge as is necessary for the profitable study of the topic concerned, and must avoid repetition in your other papers of materials used in the dissertation.

You should begin thinking about what topic you might choose in Trinity Term of your second year: tutors will arrange an initial consultation with you during this term, at which you will need to plan your initial

reading. If you choose a topic which none of your college tutors is a specialist in, he or she will find a dissertation supervisor from another college to teach you.

You will then continue your reading during the year abroad and then through Michaelmas Term of your final year, and will submit a dissertation abstract of no more than 100 words to the Chair of Examiners, by Thursday, Week 8 of that term. This should be submitted via the English Faculty. After Friday of Week 6 Hilary Term, you may no longer discuss with any tutor your choice of content or the method of handling it.

The dissertation will be submitted by noon on Tuesday, Week 9 of Hilary Term in the final year.

2.9   Creating a Balanced Course

The richness of the EML course is in the range of options from which you can choose: in effect, every EML undergraduate constructs their own course. This means that, together with your college tutors, you need to think carefully about how to arrange your work across the year, so as to make it both coherent and manageable.

Given the multitude of options available to you in FHS, and the variety of teaching practices in different colleges, and different languages, we can only give you some very general guidelines.

The below is an example of how your course may be organised; please note that this may vary depending on your chosen papers and your college. The third year is the year abroad.

Language work continues more-or-less consistently throughout the course.

EML Parts I ,II & IV		EML Parts I, III & IV	
Year 2	Year 4	Year 2	Year 4
ML - Language work		ML - Language work	
ML - Topic within the Period of Literature (EML Paper 3)	ML - Option Paper (EML Paper 4)	ML - Topic within the Period of Literature (EML Paper 3)	ML - Option Paper (EML Paper 4)
ELL – One period paper	ELL – Period paper or a special option	ELL – One period paper	ELL – Period paper or a special option
ELL – Shakespeare OR a second period paper	ELL – Completion of Shakespeare paper (if selected)	ELL – Shakespeare OR The Material Text OR a second period paper	ELL – Completion of Shakespeare OR The Material Text (if selected)
	Dissertation		Dissertation

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Year 2 (first year of FHS)

In your second year you will study at least three papers in addition to your language papers (translation, etc.), two on the English side and at least one in Modern Languages.

The English papers will generally be:

Two period papers, or

Shakespeare / The Material Text + one period paper. (The Material text is only available if you are taking EML Part III)

For Modern Languages you will take the 'Topic within the Period of Literature' Paper (EML Paper 3, i.e. one of ML Papers VI, VII or VIII).

It is up to your college tutors to work out how best to arrange this work. For instance, you might be able to take one paper per term. Alternatively, you might study two papers concurrently during two terms, and one paper in the remaining term. Depending on your language, and your college, it may be possible for you also to make a start on your ML option paper (EML Paper 4) during your second year.

Year 3: Year Abroad (see point 2.10)

Year 4

In your fourth year there will be three or four papers left for you to study, one of which is your dissertation which will be submitted at the end of HT.

On the English side, you will take either a period paper or a special option. In addition, if you have chosen to take Shakespeare or The Material Text (EML part III only), you will submit a portfolio of essays for this paper in Week 2, HT.

For Modern Languages you will take an option paper (EML Paper 4, i.e. one of ML Papers IV, V, IX, X, XI or XII), if you didn't take this in Year 2.

This works out at one-and-a-half or two Papers per term, so good planning is essential: for instance, you should do some preparatory work during your year abroad. The order in which you study these Papers during your final year will depend upon your choices. For instance, English special options (EML Part II & III Paper vi) are taken in Michaelmas Term, and examined by an extended essay that is submitted at the end of the term. Whereas ML special subjects (under EML Paper 4) are mostly taught in Hilary Term and examined by a coursework portfolio submitted in Week 10 of that term.

Note: Up to four papers for EML may take the form of submitted work, and you can combine English and Modern Languages papers that have similar deadlines so long as your College tutors can arrange for you to spread the work out sensibly. If necessary, the Chair of EML Examiners can give early approval of extended essay topics in order to make this possible.

However, when choosing your papers it is important to consider and discuss with your tutors the methods of examination and possible workload. For example, students opting to take the Shakespeare paper for English as well as a Modern Languages special subject (ML Paper XII) would have three submission deadlines in HT of the final year (including the dissertation). Those taking an English special option would also have an essay due at the end of MT.

Students should discuss with their tutors whether such a selection would be feasible, as well as possible timetables.

2.10 The Year Abroad

All students are required to spend a year of residence in an appropriate country or countries during their time in Oxford. The year abroad is considered by the Modern Languages Faculty Board to be both academically desirable and integral to the course. The year abroad is normally spent in the third year. You are required to spend a period of not less than 24 weeks abroad.

The objectives of the Year Abroad are for students to:

- Improve their language skills in a variety of practical contexts

- Acquire first-hand knowledge of the culture of the target language

- Develop the ability to cope independently in the target language

Important and more detailed information about planning the Year Abroad can be found in the Modern Languages Undergraduate Course Handbook on Canvas and on the dedicated webpages at: https://canvas.ox.ac.uk/courses/37004.

3 Studying

You can find further study skills advice on Canvas at: https://canvas.ox.ac.uk/courses/28028 and https://canvas.ox.ac.uk/courses/20010

3.1 Marking and Classification Criteria

The marks profiles for the Joint School of English and Modern Languages can be found at https://canvas.ox.ac.uk/courses/20010/modules/items/373964.

Please also find below the Humanities Division marking criteria and mark descriptors for assessed work.

3.1.1 Criteria for English Examination Questions

These criteria will be used in marking all three-hour question papers in both public examinations (Prelims; FHS), and in the marking of College Collections.

Engagement	- incisiveness of engagement with the question;
	- depth and sophistication of comprehension of issues and implications of the question;
	- relevant awareness of literary history and theory and critical traditions;
	- directness of answer to the question;
	- grasp and handling of critical materials.
Argument	- coherence of argument;
	- analytical clarity and power;
	- intellectually incisive argument and sophistication of conceptualization;
	- independence of argument;
	- quality of critical analysis of text in the service of argument.
Information	- relevance of deployment of information;
	- depth, precision and detail of evidence cited;
	- accuracy of facts;
	- relevant knowledge of primary texts.
Organisation & Presentation	- clarity and coherence of structure;
	- clarity, fluency and elegance of prose;
	- correctness of grammar, spelling, and punctuation.

3.1.2 Criteria for English Extended Essays and Dissertations

These criteria will be used in marking all extended essays in public examinations.

Engagement	- identification and clear delineation of a subject, appropriate to the word limit of the essay;
	- relevant awareness of literary history and theory and critical traditions;
	- depth and sophistication of comprehension of and engagement with issues;
	- grasp and handling of critical materials.
Argument	- coherence of argument;
	- analytical clarity and power;
	- intellectually incisive argument and sophistication of conceptualization;
	- independence of argument;
	- quality of critical analysis of text in the service of argument.
Information	- use of primary texts;
	- relevance of information deployed;
	- depth, precision, detail and accuracy of evidence cited;
	- relevant knowledge of primary texts.
Organisation & Presentation	- clarity and coherence of structure;
	- clarity, fluency and elegance of prose;
	- correctness of grammar, spelling, and punctuation;
	- correctness of apparatus and form of footnotes and bibliography.

Mark descriptors

Numerical Marks	Class	Criteria: Examination scripts	Criteria: Extended Essays and Dissertations
86+	I	Outstanding work of marked independence and sophistication.	Work of a very high standard, excellent handling of scholarly apparatus, wide-ranging research, command of a wide range of primary and secondary material. Excellent choice of subject and handling of arguments to suit the limits of the essay.
80-85	I	Scripts will excel across the range of criteria.	Essays will excel across the range of the criteria.
75-79	I	Scripts will excel in more than one area, and be at least highly competent in other respects. That is,	Essays will excel in more than one area, and be at least highly competent in other respects. That is, they must be

		they must be excellent for some combination of sophisticated engagement with the issues, incisiveness of argument and critical analysis, and quality of knowledge, as well as being presented clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.	excellent for some combination of the quality of choice and delineation of an appropriate subject, incisiveness of argument and critical analysis, quality of primary evidence, textual and otherwise, on display, as well as being presented clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.
70-74	**I**	Scripts will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.	Essays will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
65-69	**IIi**	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly, and offering a coherent argument substantiated with accurate and relevant evidence, the whole being clearly-presented. Nevertheless, additional strengths (for instance, the sophistication of the arguments, or the quality of literary analysis) may compensate for other weaknesses.	Essays will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, identifying a clear subject and offering a coherent argument based on accurate primary evidence and textual analysis, the whole being clearly-presented. Nevertheless, additional strengths (for instance, the sophistication of the arguments, or the quality of literary analysis) may compensate for other weaknesses.
60-64	**IIi**	Scripts will be competent and should manifest the essential features described above, in that they must offer relevant, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.	Essays will be competent and should manifest the essential features described above, but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
50-59	**IIii**	Scripts must show evidence of some solid competence in expounding information and analysis. But they	Essays must show evidence of some solid competence in research and analysis, but they will fall down on one

		will fall down on one or more criteria: ability to discuss the question directly; relevant citing of information; factual knowledge; knowledge of detail; organization and presentation; prose style.	or more criteria: clear argument; research and primary evidence (or relevance in its deployment); organization and presentation; prose style; adequate apparatus.
40-49	III	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.	Essays will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to identify a subject, to deploy evidence found in research, or to offer some coherent analysis towards an argument. But such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.
30-39	Pass	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.	Essays will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria, and will not be based on any meaningful research. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation; and they may be very brief.
Less than or equal to 29	Fail	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.	Essays will fail to exhibit any of the required qualities.

Mark descriptors for individual Modern Languages papers can be found on Canvas: [Assessment and feedback](https://canvas.ox.ac.uk/courses/20010/modules/items/185651). https://canvas.ox.ac.uk/courses/20010/modules/items/185651

3.2   Examinations

Exam conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, penalties for late submission and penalties for over-length work. Examination conventions can be found on the Modern Languages Canvas pages, and in the English FHS Handbook.

3.2.1 Examiners

Candidates should not under any circumstances seek to make direct contact with individual internal or external examiners regarding the content, conduct, or outcome of an examination. Any queries should be addressed to the Chair of Examiners via the Examinations Secretary. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see Section 4.6).

Examiners' reports can be found on the faculties' Canvas pages.

3.2.2 Old English and Early Middle English character protocol for timed exams

Where students are using a word processor in a timed exam, it is recommended to represent Old English and Early Middle English characters as follows:

Ð or ð (eth)	dh
Þ or þ (thorn)	th
Æ or æ (ash)	ae
ꝣ (yogh)	3

For portfolios and dissertations (as opposed to timed exams) the English Faculty expects the correct characters to be used rather than the exam protocol, which is intended to aid rapid typing. Students choosing to use the Old English or Early Middle English characters rather than the conventions in an exam will not be penalised.

3.3   Good academic practice

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. Further guidance on plagiarism can be found at https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac/undergradu/exam or on Canvas.

The University has also produced an extensive set of resources to help you maintain good academic practice; this can be found at www.ox.ac.uk/students/academic/guidance/skills. Further to this we would recommend all students use the online learning opportunities to develop their skills further; canvas.ox.ac.uk and more guidance on good referencing practice can be found in section 3.5 of this handbook.

3.3.1   Auto-plagiarism

You must not submit for summative assessment work you have already submitted for a previous summative assessment (partially or in full), either for your current course or for another qualification of this or any other institution. This counts as "auto-plagiarism". This means, for instance, that you should

Where earlier work by you is citable, ie. it has already been published, you must reference it as normal.

3.4   Word Limits & Appendices

The word limits stated for portfolio essays, extended essays and dissertations include footnotes, headings, and captions, but exclude bibliographies, appendices, and the title of the essay/dissertation. Images, tables and figures are permitted where they may usefully illustrate the argument, and may be included without having to make a special request.

Word limits are applied strictly, and there is no acceptable "buffer" before a penalty is applied for over-length work.

The following information on a cover sheet is excluded from the word limit: your candidate number, the assessment, the title(s) of your submission (if applicable), and the word count(s). Any additional text included on a cover sheet will contribute to the word count.

Any text not explicitly excluded from the word limit is included in the word count. You are advised not to include a dedication/acknowledgement, table of contents or an abstract, and warned that these will be counted within the word limit. Penalties will be imposed by the Examining Board should you exceed the maximum word limit.

Appendices should generally only be included if you are referring to unpublished evidence of primary importance (especially if it is unlikely to be readily accessible to your examiners), or for translations or images. The vast majority of submissions will not require an appendix. Where an appendix is deemed necessary, every effort should be made to keep it as short as possible. In cases of uncertainty about the inclusion of an appendix it is a good idea to consult your tutor for advice.

Images, tables and figures are permitted where they may usefully illustrate the argument, and may be included without having to make a special request. Images of text may only be used where this is to illustrate a particular editing convention or visual feature of the manuscript, and may not be used to circumvent the word limit. Unless the visual appearance of the text is of primary importance, quotations should be made in textual, rather than image, format.

For English Special Options (Paper 6), if your essay requires extensive quotation from texts in languages other than English, the substantive passages should be included in the text in translation (as seems best for your argument), and the original text should be provided in an appendix. The original text will not be included in the word count.

For the Dissertation (Paper 9) (where a comparative approach is permitted) students are advised to leave quotations in the original language, but to provide translations in English in the footnotes. Only the original quotation and not the translation will count towards the word limit (you will have to deduct the number of words in the translated quotes manually).

3.5   Presentation

Your essays should be printed on one side only of good quality, opaque paper. The body of your essays should be one and a half or double-spaced. Short quotations of a sentence or less should not be set in a

paragraph by themselves. Longer quotations should be set in a separate paragraph, indented and single-spaced. Do not indent the first line of the first paragraph, or the first paragraph of a new section of the essays. Indent all subsequent paragraphs. Please remember to number the pages of your essays.

3.6   References and Bibliography

Neither the English Faculty nor the Modern Languages Faculty imposes a mandatory referencing system, though your tutors may communicate their own preferences to you in the matter of style. It is compulsory, however, to present your work in a form that complies with academic standards of precision, clarity, and fullness of reference, and guidance is offered by both faculties. Whatever system you employ, please remember these three essentials:

i)   **Consistency**

Ensure that you are using the same style and format for your references throughout your work.

ii)   **Clarity**

Remember that references are included primarily as a guide for the reader. The more explicit you make your citations, the easier it is for anyone reading your work to find your sources.

iii)   **Common sense**

You will at some stage have to deal with a citation or a reference from a source which does not easily fit into a prescribed system. On these occasions, employing your own judgement will probably enable you to generate a reference in line with the others in your document.

An introduction to a common referencing system, MHRA (Modern Humanities Research Association), is included below. This is intended for guidance only, and you are free to adopt other scholarly systems if you prefer. Paying close attention to the referencing systems used in the academic publications you read is another good way to familiarise yourself with habits of scholarly presentation.

A small sample bibliography of style handbooks is also given here, and you will find copies of these in the Bodleian and the EFL, as well as many other Oxford libraries. Style handbooks will go into much greater detail about formatting and writing habits than this Faculty handbook, which only covers methods of referencing.

3.6.1 Sample bibliography of style handbooks

*   Details given here are of first editions except where noted; many of these guides have since been republished in new incarnations and you may like to seek out the most recent edition.

Gibaldi, Joseph *MLA Style Manual and Guide to Scholarly Publishing* (New York: Modern Language Association of America, 1998)

Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers* (New York: Modern Language Association of America, 1984)

Price, Glanville and Brian Richardson, *MHRA Style Guide: a Handbook for Authors, Editors and Writers of Theses* (London: Modern Humanities Research Association, 2002)

* This handbook is also available for free download from the MHRA website at http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html.

The Chicago Manual of Style, 14th edn (Chicago; London: University of Chicago Press, 1993)

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, rev. by Wayne C. Booth, Gregory Colomb and Joseph M. Williams, 7th edn (Chicago; London: University of Chicago Press, 2007)

3.6.2 Modern Humanities Research Association (MHRA) referencing

Below is a brief explanation of two MHRA approved referencing systems:

1.   MHRA (general)

2.   The author-date system

Both of the systems explained below have two points of reference. Firstly, each time you use a quotation, or any other information taken directly from your source, you must place a reference within the text (in parentheses) or in a footnote. Secondly, at the end of your work you will need to include a full bibliography detailing all sources. This is the case even for a system like the first which also provides full bibliographic detail within the text.

A guide to drawing up your bibliography is also provided below; see 3.5.4. Because references in the text and in footnotes will count against the word limit, you might like to consider a system (like the author-date system) which reduces the number of words contained in the reference.

3.6.2.1   MHRA (general)

The general MHRA system requires that the first reference to every book, article or other publication in your document should be given in full. Thereafter, references to the same publication may take an abbreviated, but easily identifiable, form (see below, Abbreviated references).

Books

In general, a full reference to a book would appear in a footnote and be presented in the following order, with each piece of information separated from the next by a comma. (It may not be necessary to include all of this information for every book you refer to) :

1. *Author*: in the form given on the title page, and with first name preceding surname. When referring to an edition of a primary work which contains the author's name in the title, as with *The Sermons of John Donne*, it is not essential to repeat 'John Donne' before the title.

2. *Title*: in full and in italics. The initial letters of all principal words should be capitalised.

3. *Editor / translator, etc.*: in the form 'ed. by', 'trans. by', 'rev. by'.

4. *Series*: if the book belongs in a series, give the series title and volume number.

5. *Edition*: if other than the first edition, specify '2nd edn', 'rev. edn' etc.

6. *Number of volumes*: if the work is in several volumes, state this in the form '4 vols'.

7. *Details of publication*: these should be enclosed in round brackets, and take the form (Place of publication: Publisher, Date).

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8. *Volume number*: in roman numerals. Where necessary, include the publication date of the volume in brackets after the volume number.

9. *Page numbers*: preceded by 'p.' or 'pp.', unless you have included a volume number.

Here are some examples of first references to books under the MHRA system:

Edmund Spenser, *The Shorter Poems*, ed. by Richard McCabe (London: Penguin, 1999), p. 221

Patrick Collinson, *The Religion of Protestants: the Church in English Society 1559-1625* (Oxford: Oxford University Press, 1982), pp.7-12

Francis Bacon, *The Advancement of Learning*, ed. and with introduction, notes and commentary by Michael Kiernan, The Oxford Francis Bacon, IV (Oxford: Clarendon Press, 2000), p. 66

The Book of Margery Kempe, ed. by Barry Windeatt (London: Longman, 2000), pp. 41 – 50

Paul Strohm, *Social Chaucer*, 2nd edn (Cambridge, Mass: Harvard University Press, 1994), pp. 47 - 83

Chapters or articles in books

Information about a chapter or an article published in a book should be presented in the following order:

1. *Author*

2. *Article title*: in single quotation marks and not italicised.

3. *'in'*: preceded by a comma

4. *Title, editor and publication details of the book as described above*

5. *First and last pages of article*: preceded by 'pp.'

6. *Page number of reference*: in parentheses and preceded by 'p.' or 'pp.'

E.g.:

Mark Thornton Burnett, '"We are the makers of manners": The Branagh Phenomenon', in *Shakespeare After Mass Media*, ed. by Richard Burt (Basingstoke: Palgrave, 2002), pp. 83 – 105 (p. 91)

Virginia Woolf, 'A Letter to a Young Poet', in *The Essays of Virginia Woolf: Volume 5 1929 - 1932*, ed. by Stuart N. Clarke (London: The Hogarth Press, 2009), pp. 306 - 323

Journal articles

A reference to a journal article should be composed as follows:

1. *Author*

2. *Article title*: in single quotation marks and not italicised

3. *Journal title*: in italics

3. *Series number*: in Arabic numerals, not Roman

4. *Volume number*: in Arabic numerals, not Roman

5. *Year of publication*: in parentheses

6. *First and last pages of article*: without 'pp.'

7. *Page number of reference*: in parentheses and preceded by 'p.' or 'pp.'

E.g.:

Brean Hammond, 'Joseph Addison's Opera *Rosamond*: Britishness in the Early Eighteenth Century', *ELH*, 73.3 (Fall 2006), 601 – 629 (p. 616)

Sylvia Federico, 'Chaucer and the Matter of Spain', *The Chaucer Review,* 45.3 (2011), 299 – 320 (pp. 301 – 307)

Film

1. Title: in italics

2. Phrase 'dir. by' followed by the director's forename(s) and surname(s)

3. In brackets, name of distributor followed by a comma, followed by year of release

If recorded:

4. In square brackets, material type (e.g. CD, DVD)

OR

5. Type of source followed by a comma

6. Title of website followed by a comma

7. If available, date published/uploaded

E.g.:

Jacob's Ladder, dir. by Adrian Lyne (Tri-Star Pictures, 1990)

OR

Jacob's Ladder, dir. by Adrian Lyne (Tri-Star Pictures, 1990), streamed online, Paramount Plus, 2021.

Episode of a Television Programme/Series

1. In single inverted commas, title of episode followed by a comma

2. In italics, title of series/programme followed by a comma

2. Name of TV channel followed by a comma

3. Date of broadcast

If recorded:

4. In square brackets, material type (e.g. CD, DVD)

OR

5. Type of source followed by a comma

6. Title of database/website followed by a comma

7. If available, date published/uploaded

E.g.:

'The Renaissance Will Not Be Televised', *Cunk on Earth*, BBC Two, November 2022.

Online resources

An increasingly large amount of academic information can be found online. When choosing whether to use an online resource, you should use your judgement in determining the quality of the material. Who has created it, and why? Is it appropriate for academic citation?

When referencing an online source, you should keep as closely as possible to the guidelines given above for printed sources. Information should be supplied in the following order:

1. *Author*
2. *Title*
3. *Title of complete work / resource*: this might be the name of the website or an online database, or might be the bibliographic details for an online journal or text
4. *Publication details*: where known, supply the volume and date
5. *Full web address, URL or DOI*: in angle brackets < >. If you can find a stable URL or the DOI listed, this is better than the sometimes very lengthy web address you will have in your browser window. Avoid using TinyURL or similar for academic citation.
6. *Date of consultation*: in square brackets
7. *Location of reference*: for example, the paragraph number or page number where supplied. Include in parentheses.

E.g.:

Rosemary O'Day, 'Family Galleries: Women and Art in the Seventeenth and Eighteenth Centuries', *Huntingdon Library Quarterly*, 71.2 (June 2008), <http://www.jstor.org/stable/10.1525/hlq.2008.71.2.323>, [accessed 14 March 2011] (p. 332)

Hans J. Hillebrand, 'Reformation', in *Encyclopedia of Religion*, <http://go.galegroup.com/ps/i.do?&id=GALE%7CCX3424502608&v=2.1&u=oxford&it=r&p=GVRL&sw=w >, [accessed 6 November 2010] (p. 7657)

Melvyn New, 'Sterne, Lawrence (1713 – 1768)', in *Oxford Dictionary of National Biography*, <http://www.oxforddnb.com/view/article/26412>, [accessed 22 May 2011] (para. 12 – 16)

As more resources are accessed online, academic sites and databases regularly provide users with detailed bibliographic information about their content (often located at the very end of an article), which can be very useful when composing your footnotes.

Video Games

References to software should provide the author or designer (if identifiable), the title in italics, the date, and the platform, e.g.:

Emily Short, *Galatea* (2000), Z-machine.

Id Software, *Doom* (1993), MS-DOS and subsequently other platforms.

Neil McFarland and Ken Wong for Ustwo, *Monument Valley* (2014), iOS and Android.

Abbreviated references

After your initial, full reference, you can save space in the rest of your document by using abbreviated references to repeated sources. These abbreviated references can either be included as further footnotes, or can be placed in parentheses in the body of your document. In addition, it is permissible to include all abbreviated references to primary sources in parentheses and all abbreviated references to secondary sources as footnotes if you so choose.

Abbreviated references will normally consist of the author's name followed by the page reference (and the volume reference where necessary) as: (Strohm, 91).

Where more than one work by an author has been cited, you may also need to include a short version of the title, in addition to author, volume and page:

MHRA discourages the use of 'op. cit.', 'loc. cit.' and 'ibid.'

If you are writing an essay which consistently refers to a set of primary texts by the same author you may like to adopt a system of abbreviation. Following your first (full) citation of each text, you might say at the end of a footnote "All subsequent references are to this edition and incorporated into the body of the essay". Thereafter, you can place page numbers in parentheses within the text. If there is any ambiguity as to which primary text you are referring to, include a short title.

Alternatively, if you are consistently referring to a set of original primary sources such as manuscripts, or again, you are relying on a particular group of texts which you need to refer to repeatedly in your work,

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you may include a section in your bibliography that shows the abbreviations you will use for each source. For example, if you were writing an essay about Bacon's *Advancement of Learning* and you were using the Michael Kiernan edition cited above as your primary text, you might enter it into your list of abbreviations as follows:

AL	Francis Bacon, *The Advancement of Learning*, ed. and with introduction, notes and commentary by Michael Kiernan, The Oxford Francis Bacon, IV (Oxford: Clarendon Press, 2000)

You would then label all references to the text with *AL* and the page number (again, you can do this in parentheses or in footnotes).

3.6.2.2   MHRA (author – date system)

This system can save you space when you are working to a word limit. Instead of including full references in the document, all source information is contained in a comprehensive bibliography at the end of your document. Such a bibliography would not be included in any word counts.

Your bibliography should be arranged in alphabetical order by author surname, and multiple works by one author should be arranged by date of publication. If two or more works by the same author share a publication date, you should distinguish between them by marking them e.g. '1995a' and '1995b'. The form of each entry should follow the guidelines below in the section on Bibliographies.

When you need to make a reference in your document, you should include it in the body of the text in parentheses. It should give the author's surname, the date of publication and the page reference, in the following form: (Colclough, 2001: 105). If your text already mentions the author's name, as in "Colclough suggests that...", you may omit the name from the reference in parentheses.

3.6.3 Citing the OED

OED Online (www.oed.com) is an online resource whose content changes every three months, when new and revised entries (along with other editorial and discursive material) are uploaded to the website. When you cite *OED Online* as your authority for a definition, or for any other information in an entry (etymology, pronunciation, range and date of illustrative quotations, etc), you need to specify two things:

(1) The date at which you accessed the website - simply attach the words 'accessed MONTH DAY YEAR' as appropriate to whatever information you cite from the dictionary (2) The date at which the content you cite was published.

Currently, every entry on the website is displayed with an additional central bar, bearing either red or blue rubric, which specifies the first date and origin of the entry. Blue rubric indicates the entry has been revised since 2000 and is up-to-date. Red rubric warns you that the entry was first inserted in the dictionary many years ago and may not have been fully updated.

The noun *relic*, for example, is accompanied by blue rubric stating 'This entry has been updated (OED Third Edition, December 2009)'. So it is a reliable up-to-date entry, and when citing it you should specify the word itself, its grammatical form, the date at which the entry was updated, and your date of access, along with (if relevant) the sense number of the definition you're referring to:

e.g. *relic*, n., sense 3d: 'An old, outmoded, or outdated person or thing; someone or something left over from an earlier era, or having the characteristics of a former time', *OED Online* (revised entry Sept 2009, accessed MONTH DAY YEAR).

You may also find it relevant to quote or otherwise take note of the accompanying label, in this case '*colloq.* (*humorous* or *derogatory*)'. Note that there is no need to cite the URL.

By contrast, *slang* n³ is marked with red rubric stating 'This entry has not yet been fully updated (first published 1911)'. This alerts you that the entry may be significantly out of date. The definition of sense 1 reads 'The special vocabulary used by any set of persons of a low or disreputable character; language of a low and vulgar type'. No dictionary of English published today would intentionally incorporate value judgements in its definitions, and this definition (and its vocabulary) is significantly out of line with current linguistic thinking about slang and its users. For an up-to-date definition of *slang* you need to use either a good quality recently published print dictionary or a reliable online equivalent (to find this via *OED Online* itself, see the link below the red rubric to *Oxford Dictionaries Online* (http://oxforddictionaries.com), which defines the word as follows: 'a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people'.

When citing red rubric entries you should be sure to specify the date of first publication, e.g.

slang n³, sense 1a: 'The special vocabulary used by any set of persons of a low or disreputable character; language of a low and vulgar type', *OED Online* (entry first published 1911, accessed MONTH DAY YEAR)

As before, there is no need to cite the URL.

3.6.4 Citation of objects in written work

Illustrations may be gathered in one place at the end of the work, or, if you prefer, incorporated with the text. Captions within the text, and 'List of Illustrations' at the end of the essay, should contain the same information but captions should minimally include the following:

- o   artist/architect/maker /manufacturer (e.g. Meissen)

- o   title of work/name of building/object description (e.g. teapot)

- o   date of production (date range or century acceptable)

- o   present location

- o   brief reference for the source of the illustration

The 'List of Illustrations' should include the following information, in the recommended order:

1. artist/architect/maker

2. title of work/name of building/object description

3. size (metric)

4. medium (e.g. engraving; ceramic; textile; mixed media)

5. date of production

6. present location

7. brief reference for the source of the illustration (e.g., your own photograph, a museum photograph, copied from a book or the internet – if the last, give URL as you would for written work).

You should illustrate your work carefully since good illustrations can be vital to supporting your arguments. Wherever possible, you should use good quality, high-resolution illustrations of images, objects or buildings discussed at any length in the text. Illustrations can be in black and white; colour illustrations are only necessary if used to support a specifically 'colour-related' point in your argument or discussion. Captions can simply be numbered sequentially as Fig. 1, Fig. 2, etc., since the reader will be able to refer to the 'List of Illustrations' for the full information. Make sure you refer to your illustrations at appropriate points in your text and argument, with the relevant figure number in brackets, thus: (Fig. 10)."

Captions and lists of illustrations do not count as part of the overall word limit; neither do illustrations themselves.

3.6.5 Bibliographies

As with referencing, the format of your bibliography may vary according to the system you employ. Again, the most important thing is to maintain consistency in the way you present your sources in your bibliography.

If you have been using the MHRA referencing system outlined above, each item in your bibliography can be presented in much the same way as for the first full reference. The principal difference is that it is general practice to reverse the author's surname and first name, as in the example below. When a work has more than one author or editor, you need only invert the first named author.

E.g.:

Berg, Christian, Frank Durieux, and Geert Lernout, eds., *The Turn of the Century: Modernism and Modernity in Literature and the Arts* (Antwerp: DeGruyter, 1995)

Caws, Mary Ann, ed., *Mallarmé in Prose*, trans. by Rosemary Lloyd and Mary Ann Caws (New York: New Directions, 2001)

Page numbers are not required in a bibliography unless you are listing an article or chapter that appears within another publication.

Your bibliography should be ordered alphabetically and thereafter by date of publication. Do not include full stops after each item in the list.

It is common, but not required, to divide your sources into primary and secondary works.

3.6.6 Online referencing tutorial

The English Faculty Library (EFL) has produced an online guide covering referencing and bibliography. It should be used as a supplement to the information given in this handbook. Students taking Course II should first consult their tutors regarding referencing styles.

https://libguides.bodleian.ox.ac.uk/english/referencing

The EFL also runs training sessions on referencing, which will be advertised

4 About the Faculties

4.1 The Faculty Offices and Key Contacts

These notes of guidance will provide you with information about the English and Modern Languages FHS course, but if you do have any enquiries, a good first point of contact is the Faculty Office at both the English and the Modern Languages Faculties.

If your query or concern relates to the Joint School of English and Modern Languages itself, rather than one of the parent faculties, contact the Chair of the Joint Standing Committee, Dr Patrick Hayes, patrick.hayes@ell.ox.ac.uk

The English Faculty Office is located in the St Cross Building, beneath the Library. During term-time (including week 0 and week 9) the office is open every weekday from 9.00 to 5.30 (4.30 on Fridays). In the vacations, the office is open 9.00 to 5.00 (4.30 on Fridays). You can also call the office on 01865 271 055 or e-mail english.office@ell.ox.ac.uk.

Students with a disability, as well as students who develop any health issues during the course of their studies, are invited to make contact with Andy Davice, the Academic Administrator, Welfare and Disability Coordinator at the English Faculty, if they have any questions or concerns.

The Modern Languages Faculty Office is located at 41 Wellington Square. It is open every weekday between 8.30 and 5.15. You can call on 01865 270 750 or office@mod-langs.ox.ac.uk .

The following people are also on hand to help you with any queries:

- Your college tutors
- Catherine Pillonel, Modern Languages Undergraduates Studies and Examinations Officer, and Disability Coordinator (ML) 01865 (2)70736, catherine.pillonel@mod-langs.ox.ac.uk
- Lis Allen, English Academic Administration Officer, 01865 (2) 71540, undergrad@ell.ox.ac.uk
- Andy Davice, Academic Administrator, Welfare and Disability Coordinator (English), 01865 (2) 71930 andy.davice@ell.ox.ac.uk
- Dr Ros Temple, Director of Undergraduate Studies (ML): dus@mod-langs.ox.ac.uk
- Professor Ankhi Mukherjee, Director of Undergraduate Studies: ankhi.mukherjee@wadham.ox.ac.uk
- Professor Elleke Boehmer, Director of Diversity and Equality, elleke.boehmer@ell.ox.ac.uk

Other useful contact numbers:

Faculty Library – efl-enquiries@bodleian.ox.ac.uk	(2)71050
Modern Languages Faculty Library (Taylor Institution) - tay-enquiries@bodleian.ox.ac.uk	(2)78158
Bodleian Main Desk – reader.services@bodleian.ox.ac.uk	(2)77162
English Faculty Building Porters' Lodge (for lost property)	(2)71481
Modern Languages Faculty Building Porter (for lost property)	(2)78143
Oxford University IT Services – contact@it.ox.ac.uk	(2)73200
Oxford SU (Student Union) – enquiries@oxfordsu.ox.ac.uk	(2)88452

University Counselling Service – counselling@admin.ox.ac.uk   (2)70300

Nightline (student run service)   (2)70270

Samaritans (external number)   722122

English Harassment Advisors
Professor Matthew Bevis, matthew.bevis@ell.ox.ac.uk
Dr Annie Sutherland, annie.sutherland@ell.ox.ac.uk

Modern Language Harassment Advisors
Prof Seth Whidden, seth.whidden@mod-langs.ox.ac.uk
Dr Alice Brooke, alice.brooke@merton.ox.ac.uk
Ms Alejandra Crosta, alejandra.crosta@mod-langs.ox.ac.uk

The Faculties are committed to creating a happy and healthy working environment, where everyone is treated with respect and dignity. We do not tolerate any form of harassment or bullying.

The Harassment Advisors offer confidential support to all members of the Faculty. Seeking support from one of our Advisors is not the same as making a complaint – this is an informal opportunity to seek confidential advice. In some instances, this may be enough to resolve the issue. In other cases, should you decide to make a complaint, the Harassment Advisor can be a valuable source of support and guidance. Alternatively, if you do not feel comfortable talking to someone from within the Faculty, you can access the University's anonymous Harassment Line.

Email: harassment.line@admin.ox.ac.uk

Telephone 01865 (2)70760. See http://www.admin.ox.ac.uk/eop/harassmentadvice/

4.2   Committees and Decision-making within the Faculties

The Modern Languages and English Faculties follow similar decision making procedures, as outlined below:

Strategic decisions are taken by the Faculty Boards, in consultation with the Faculty (in the case of Modern Languages, mainly in consultation with language-based Sub-Faculties), and all other committees report to the Faculty Boards. Each Faculty Board is made up of elected representatives of all members of the Faculty, including a graduate and an undergraduate junior member.

There are a number of standing committees that report to the Faculty Boards. In addition to these, there are two joint consultative committees (made up of academics and students) – one for graduates and one for undergraduates*. See section 4.3 below.*

Changes to the English or Modern Languages courses are typically discussed at the Undergraduate Studies Committee (English) or at Sub-Faculty meetings and Undergraduate Studies Committee (Modern Languages), and then referred to the Faculty Boards for approval. All significant changes to courses must

be agreed by the University's Education Committee, published in the *Gazette* and amended in the *Examination Regulations*.

On a day to day basis, the Faculties are managed by the Chairs of the Faculty Boards and the Faculty Heads of Administration and Finance.

Changes to the English and Modern Languages course specifically are primarily dealt with by the English and Modern Languages Joint Schools Standing Committee, which meets once a term. All decisions by this committee are then passed on to the Undergraduate Studies Committee or Academic Policy Committee, and follow the normal procedure from then on.

The English academic officers 2023-24 are:

Professor Marion Turner (LMH), Chair of the Faculty Board

Professor Ankhi Mukherjee (Wadham), Director of Undergraduate Studies

Professor Joe Moshenska (University), Director of Teaching

Dr David Taylor (St Hugh's), Director of Undergraduate Admissions

Professor Simon Horobin (Magdalen), Director of Taught Graduate Studies

Professor Pablo Mukherjee (Wolfson), Director of Doctoral Studies

The Modern Languages academic officers 2023-24 are:

Prof Jonathan Thacker (Exeter), Chair of the Faculty Board

Dr Ros Temple (New), Director of Undergraduate Studies

Prof Katherine Ibbett (Trinity), Director of Graduate Studies

Professor Andrew Counter (New), Director of Masters Courses

4.3   The Undergraduate Joint Consultative Committee (JCC)

The Joint Consultative Committee for each Faculty meets once a term. The Committees comprise a number of Faculty post-holders and two undergraduate representatives from each college.

The Committee considers all aspects of Faculty activity that affects Undergraduates, for example: syllabus, teaching and examining arrangements and library facilities (though there is also a committee for library provision which deals in greater detail with the latter). The JCC also provides members for the various other committees and bodies on which students are represented (the relevant Faculty Board and Undergraduate Studies Committee, the joint schools' committees and the Committee for Library Provision). The JCC will have various items of discussion referred to it by Faculty Board and other committees for consideration, but JCC members, and the students whom they represent, can also ask for items to be put on the agenda for consideration. If you wish to serve on the English JCC, you should talk to the senior English tutor in your college. If you wish to serve on the Modern Languages JCC, you should contact the Undergraduate Studies and Examinations Officer (catherine.pillonel@mod-langs.ox.ac.uk)

4.4   Evaluation and feedback

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at:
https://public.tableau.com/views/UniversityofOxford-StudentBarometer/ReadMe?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at www.unistats.com.

4.5   Building Access

The accessible entrance to the St Cross Building (English Faculty) is via an access ramp at the front of the building, with a lift connecting all floors. For full information, see
https://www.admin.ox.ac.uk/access/dandt/socialsciences/stcrossbuilding-englishandlaw. Any students with access queries, or needing assistance from a porter, can contact the Facilities Manager on 01865 271 486.

Smokers, please note that the only designated smoking area for the St Cross Building is on the top balcony, where a cigarette bin is provided. Please do not smoke on the main steps of the St Cross Building or in the areas under the overhang of the building at ground level.

Information about accessibility for Modern Languages buildings can be found at
https://www.admin.ox.ac.uk/access/dandt/humanities/medievalandmodernlanguages

4.6   Complaints and academic appeals

Complaints and academic appeals within the faculty of English

If you have a complaint, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the English faculty, then you should raise it with Director of Undergraduate Studies. Complaints about departmental facilities should be made to the Departmental administrator (Ms Sadie Slater). If you feel unable to approach one of

those individuals, you may contact the Head of Faculty (Professor Ros Ballaster). The officer concerned will attempt to resolve your concern/complaint informally.

For complaints and academic appeals relating to Modern Languages, please refer to the Modern Languages FHS Handbook.

If your issue relates to the course overall, contact the Chair of the Joint Standing Committee.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

4.7   Career development

A number of English graduates (about 7 %) choose to undertake research, while many more use the communication and analytical skills they develop at Oxford in a range of careers including advertising, acting, publishing, teaching, librarianship, public relations, journalism, the legal profession, management consultancy and finance.

For career information relating to Modern Languages, please refer to the Modern Languages Undergraduate Course Handbook on WebLearn.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within

academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website (www.careers.ox.ac.uk)

Supplementary talks and events at the faculty will be advertised as appropriate.

5   Appendices

Remember that further helpful information can be found via: https://canvas.ox.ac.uk/courses/28028 and https://canvas.ox.ac.uk/courses/20010.

5.1   Lecture Recording

The Faculty supports the primary function of the lecture as a live teaching and learning event, and recognizes that the presence of the lecturer and students together has clear pedagogical benefits.

An important exception to this is where students require lectures to be recorded as part of their Student Support Plan (under the Equality Act). In these cases, lecturers will be informed in advance. The recording is only available to the individual student, who can view it via Canvas on Panopto. The lecture is deleted at the start of the following term.

If Faculty members choose to have their lectures captured and available to all students, then the lectures will be available on Panopto for one week only. They cannot be downloaded. Faculty members are under no obligation to do this.

Students are forbidden to download, share, copy, record, or otherwise re-broadcast a recorded lecture. The lecturer maintains intellectual property rights.

5.1.1 EULA (End User Licencing Agreement)

5.1.1.1   About this licence

*This user licence sets out the terms on which you may use a recorded lecture made available via the lecture capture service on the English Faculty Panopto pages (the **service**). By continuing to view lectures recorded and provided by the English Faculty, you are agreeing to this user licence and its conditions.*

5.1.1.2   Permitted use

All rights in a lecture made available on or through the service are reserved. You may access recorded lectures only for the purposes of your own private study and non-commercial research, provided you acknowledge any use of the lecture in accordance with academic custom and any rules or guidance issued by the University. You must not download, broadcast or copy any lecture, or make copies or access details available to another person, or make an adaptation of a lecture, unless specifically authorised in writing or permitted under applicable intellectual property laws.

No other personal recording of lectures is permitted except by authorisation of the lecturer, or by recommendation in a Student Support Plan (SSP) from the Disability Advisory Service.

5.1.1.3   Disclaimer

The views expressed in any lecture are those of the people making them, and do not necessarily reflect the views of the University or the English Faculty. The English Faculty does not guarantee that the service, or any content on it, will always be available or be uninterrupted. Access to the service is permitted on a temporary basis. The English Faculty may suspend, withdraw, discontinue or change all or

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any part of the service without notice. The English Faculty will not be liable to you if for any reason the site is unavailable at any time or for any period.

If you have any questions or concerns about this licence, please contact undergrad@ell.ox.ac.uk

5.1.2 Notice of Recording

Please be aware that lectures may be recorded in audio format. These recordings may be used by the Faculty of English and accessed via Panopto by students.

At no time will audience members be intentionally recorded, but recordings will generally start and stop automatically on the hour – so conversations held next to the desk, immediately before or after a lecture, may be picked up. Audio pickup is limited by the reach of the microphone at the desk; this may include some questions from the audience.

No other personal recording of lectures is permitted except by authorisation of the lecturer, or by recommendation in a Student Support Plan (SSP) from the Disability Advisory Service.

For more information about lecture recording at the Faculty of English, please contact undergrad@ell.ox.ac.uk.

5.2   EMERGENCY INFORMATION

If the fire alarm sounds in the St Cross building, walk immediately to the front car park on St Cross Street. Do not run, or stop to collect possessions. Do not attempt to re-enter the building until authorised to do so by Faculty staff.

In the unlikely event of an armed incident, leave the area as quickly as possible. The key advice is to:

•	RUN - to a place of safety. This is better than trying to surrender or negotiate.

•	HIDE - it is better to hide than confront. Barricade yourself in, turn phones to silent and use only when it is safe to do so.

•	TELL – the police by calling 999.

5.2.1 Oxford University Security Services

OUSS Website - http://www.admin.ox.ac.uk/ouss/

General Enquiries (24 hours) & non-emergency incident reporting (0)1865 (2) 72944

Emergency (24 hours) (0)1865 (2) 89999, E-Mail: security.control@admin.ox.ac.uk