



UNIVERSITY OF  
**OXFORD**

FACULTY OF  
ENGLISH LANGUAGE AND LITERATURE

**MSt/MPhil**  
**Handbook**  
2023-24

## FOREWORD

### 1.1 Welcome

*A warm welcome to your studies with the Faculty of English 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 we have been ranked first in the world in our subject for the last six years. 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 English literature and culture; 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. I wish you all the best for your time here.*

Marion Turner  
Lady Margaret Hall  
Chair of the English Faculty Board

### 1.2 Covid-19

It remains prudent to point out that during the 2023–24 academic year we may be required to adapt some of the teaching arrangements for your course to ensure the safety and wellbeing of students and staff whilst maintaining an excellent learning experience. Please be reassured that the academic aims, design and content of your course will remain in place, but we may be required to make changes to the ways in which teaching is delivered.

This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year. Please bear in mind, however, that the changing nature of the pandemic and its impact on the University means that the standard information below may not always reflect the specific adaptations that become necessary during 2023–24. Circumstances may change at short notice, and we may need to alter, adapt or postpone teaching sessions for reasons beyond the Faculty's control.

We now have extensive experience of teaching during the pandemic, including both online and 'blended learning' (mixed in-person and online), and are confident you will receive an excellent standard of education whatever the circumstances of next year happen to be. All efforts will be made to minimise disruption and maintain the continuity of your course experience. Please ensure that you pay close attention to email communication from your faculty, remain in regular contact with your key faculty contacts (details below). <https://www.ox.ac.uk/coronavirus/students>

### 1.3 Statement of coverage

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

## 1.4 Version

Version	Details	Date
Version 1.0	Published	8 Oct 2023
Version 1.1	Section 3.3: Examination conventions updated, clarifying marking processes and introducing automatic Agreement Not Found when raw marks are 10 or more marks apart.  Section 3.6: Examination entry deadline and late/change of entry fee updated.  Appendix 8: Recording policy updated.  Appendix 11: Clarification that captions and lists of illustrations are included in the word count.	21 Nov 2023

## 1.5 Disclaimer

The Examination Regulations relating to this course are available at <https://examregs.admin.ox.ac.uk/>. 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 Graduate Studies Office in the English Faculty on [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@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](http://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.

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## 2 THE FACULTY

### 2.1 Key contacts

If you have any queries, one of the following people will be able to help. All general queries should be sent to [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk).

- Nina Crisp, Graduate Studies Officer; telephone: 01865 (2)71541; email: [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk)
- Emily Richards, Graduate Studies Officer; telephone: 01865 (2)81140; email: [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk)
- Zoë Hart, Education Manager; email: [zoe.hart@ell.ox.ac.uk](mailto:zoe.hart@ell.ox.ac.uk)
- Professor Simon Horobin, Director of Taught Graduate Studies: [simon.horobin@magd.ox.ac.uk](mailto:simon.horobin@magd.ox.ac.uk)
- Your College Advisor, Tutor for Graduates and Senior Tutor
- Your course convenors:

Strand	Convenors
650-1550 / MPhil	Professor Mishtooni Bose and Professor Marion Turner
1550-1700	Professor Lorna Hutson and Professor Joseph Moshenska
1700-1830	Professor Rosalind Ballaster and Professor Nicholas Halmi
1830-1914	Professor Michèle Mendelssohn and Professor Helen Small
1900-Present	Professor Rebecca Beasley and Professor Michael Whitworth
English and American Studies	Professor Lloyd Pratt and Dr Nicholas Gaskill
World Literatures in English	Professor Elleke Boehmer and Dr Malachi McIntosh

- Faculty contacts:

Position	Name
➤ Research Student and Staff Training Co-Ordinator ➤ RA Advisor	Dr Nicholas Gaskill
➤ Director of Diversity and Equality	Professor Elleke Boehmer
➤ Academic Administrator ➤ Disability Coordinator	Andy Davice
➤ Faculty Chair ➤ Disability Lead	Professor Marion Turner
➤ Graduate Teaching and Careers Officer	Dr Olivia Smith
➤ Harassment Advisors	Professor Annie Sutherland Professor Matthew Bevis

### 2.1.1 Mentors

In addition to the course convenors, each MSt strand has a dedicated post-doctoral (academic) mentor, who supports the formal work of the convenors.

The role of the mentor is to

- help foster a sense of group identity and cohesion
- establish an informal space for group interaction
- contribute to the academic mentoring and professional development of the students during the course
- help trouble-shoot and generally to help students navigate sources of information etc.

Students should feel free to approach the mentors over the academic year for advice and guidance. It is strongly recommended that you attend any skills sessions organised by your mentor.

Mentors for 23-24 are:

Strand	Mentor
650-1550 / MPhil	Dr Cosima Gillhammer
1500-1700	Dr Leah Veronese-Clucas
1700-1830	Dr Caroline Ritchie
1830-1914	Dr Rachel Bryan
1900-Present	Dr Joshua Phillips
English and American Studies	Dr Eleri Watson and Dr Angelica De Vido
World Literatures in English	Dr Tinashe Mushakavanhu

### 2.2 Administrative support

The English Faculty Academic Office is located in the St. Cross Building.

The Office is open as follows:

	Term-time (incl. week 0, week 9 and bank holidays)	Vacation periods
Monday - Thursday	9:00 – 5:30	9:00 – 5:00
Friday	9:00 – 4.30	9:00 – 4:30

Alternatively you can call 01865 (2)71541 or email [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk).

The administrative staff for the Faculty are:

Sadie Slater, Head of Administration and Finance

Christine Bayliss, Deputy Administrator and Faculty Office Manager

Andy Davice, Academic Administrator, Welfare and Disability Coordinator

Emily Richards, Graduate Studies Officer (DPhil)

Nina Crisp, Academic Administration Officer (MSt/MPhil)

Lis Allen, Academic Administration Officer  
Kirstie Logan-Fowler, Administrative Assistant  
(Lectures, events and prizes)

The academic officers are:

Professor Marion Turner (Lady Margaret Hall), Chair of the Faculty Board

Professor Joe Moshenska (University), Director of Teaching

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

Professor Pablo Mukherjee (Wolfson), Director of Doctoral Studies

Professor Lorna Hutson (Merton), Director of Research

## 2.3 About the Faculty

The Faculty of English Language and Literature forms part of the Humanities Division, one of the University's four academic divisions. We are by far the largest English Department in the UK, and we have a very distinguished research record. Over the last few years the Faculty has frequently been ranked first in the *Guardian* league table of English departments in the United Kingdom, and voted the top university for English in the QS World University rankings. Our teaching has been graded 'Excellent' in every Quality Assurance review.

The Faculty currently has 73 permanent members of academic staff, including 9 statutory Professors. This is in addition to a further 100 or so members based in the colleges and temporary members of staff. The English Faculty's teaching and research covers literature in English from works in Old English of the 7<sup>th</sup> century to the current period of what has been called global English. There are approximately 900 undergraduate students (with roughly 240 admitted each year to the single honours school and a further 30 to joint honours school programmes).

There are approximately 100 master's students, with a further 180 graduate research students.



## 2.4 Committees and decision-making within the Faculty

Senior members of the Faculty (i.e. academic staff) are invited to attend meetings of the Faculty (once a term), where key items are discussed.

Strategic decisions are taken by the Faculty Board (which meets twice a term), in consultation with the Faculty, and all other committees report to the Faculty Board. The Board is made up of 20 individuals, who are elected from all members of the Faculty. It includes a graduate and an undergraduate junior member.

There are a number of standing committees that report to the Faculty Board:

- Planning, Personnel and Resources Committee
- Research Committee
- Teaching Committee (for all matters relating to graduate and undergraduate taught courses)
- (plus committees for each of the undergraduate joint schools)
- Equality and Diversity Committee
- Operations Committee

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 2.5 below.](#)

Changes to the courses are typically discussed at the Teaching Committee, and then referred to the Faculty Board for approval (with consultation with the Faculty, if necessary). All significant changes to courses must be agreed by the University's Education, Policy and Standards Committee, published in the *Gazette* and amended in the *Examination Regulations*.

On a day to day basis, the Faculty is managed by the Chair of the Faculty Board and the Head of Administration and Finance.

## 2.5 English Graduates at Oxford (EGO) and the Graduate Consultative Committee (GCC)

All graduate students within the Faculty are members of English Graduates at Oxford (EGO), which exists to

- provide a social and academic network for graduates working within the English Faculty through regular events
- represent their interests to the Faculty
- organise workshops and seminars on study skills, teaching and careers.

The EGO committee is elected at the beginning of each academic year, and is responsible for organising these activities. The committee is also the first point of contact for any concerns graduate students would like to raise with the Faculty.

As well as organising its own events, the EGO committee attends meetings of the Graduate Consultative Committee (GCC), which is attended by the Director of Taught Graduate Studies, the Research Student & Staff Training Co-Ordinator and three other Faculty members. GCC is chaired

by the president of the EGO committee. The GCC meets once a term in sixth week to discuss any issues relating to graduate students within the Faculty. The minutes of the GCC are discussed by the Teaching Committee, the Research Committee, and the Faculty Board (see above).

The committee consists of the following posts:

- **President:** co-ordinates the committee, chairs GCC, and sits as the graduate representative at Faculty Board meetings;
- **Academic Affairs Officer:** raises academic issues (especially those related to PRS/DPhil students) and sits as a representative at Teaching Committee meetings;
- **Library Representative:** represents graduate interests at meetings of the Faculty's Library committee;
- **Teaching and Careers Officer:** convenes teaching and career seminars for graduates and organises the annual teaching workshop and DPhil conference. This officer is appointed by the Faculty and not elected by EGO; they attend GCC meetings but, as a Faculty employee, are answerable to the Faculty for their specific responsibilities;
- **Welfare and Mentoring Officer:** raises welfare issues concerning graduates with the committee and organises the mentoring scheme for new students;
- **MSt/MPhil Representatives** (up to four, each from a different strand): represent the academic and non-academic interests and concerns of students enrolled on the MSt and MPhil courses;
- **DPhil Representative:** represents the academic and non-academic interests and concerns of postgraduate research students;
- **Social Secretaries** (two): organise termly social events and the weekly (free!) EGO lunch;
- **Communications Officer:** publicises events.

More information and a diary of EGO events are available at <http://www.facebook.com/EGOOxford>. New students are warmly encouraged to attend EGO events and to consider standing for election in October.

## 2.6 Lecture Lists

You can find a termly Lecture List, Guide and Timetable on [Canvas](#), along with details of research seminars taking place within the Faculty. See item [6.4](#) for further details.

## 3 COURSE CONTENT

### MSt in English

#### 3.1 Aims and objectives

The MSt programme is designed to serve both as an autonomous degree programme for students wishing to pursue more advanced studies in English literature for one year and as the standard preparation for a subsequent course of research for a doctorate.

The programme aims to enable students to:

- i) acquire advanced knowledge of written texts in a specific period or subject-area of English, American or World literatures in English, of the cultural and historical background to those texts, and of the critical and analytic approaches that have been productively used for them;
- ii) develop an understanding of general scholarly method and research practices in literary studies;
- iii) study and acquire specific tools of scholarly research in the field, including bibliography, textual theory, and the description and transcription of manuscript materials;
- iv) develop skills in writing at an advanced level.

##### 3.1.1 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.

#### 3.2 Teaching and examining

Graduate students should regard their studies as a full-time occupation of at least 40 hours per week, and expect to be resident in Oxford and available for learning activities on weekdays for each of the eight weeks every term. Please note that there will often additionally be important activities in the week preceding, and for the two weeks following, each term (for instance, exam submissions are due in week 10 of Michaelmas and Hilary terms).

Each student is required to attend all seminars and classes prescribed for their programme of study, to participate in presentations, and to submit the required formative and summative assignments at the appropriate times. *Failure to attend prescribed seminars or classes, to participate in presentations, or to submit formative assignments, is considered to be a serious breach of acceptable academic conduct, and may result in formal procedures being triggered.* If you are unable to attend a class because of illness or other emergency, you must let your course convenors know.

You will be required to complete different kinds of work on the MSt and in the first year of the MPhil:

- formal essays for the B-Course and C-Courses;
- the dissertation;
- class tests for transcription (on MSt strands 650-1550, 1550-1700, and the first year of the MPhil only);
- presentations of work given in class and at the course conference, and pieces of formative work submitted to your course tutor. These are not part of the formal assessment but are nonetheless course requirements.

The outcomes of PGT examinations are distinction, merit, pass, or fail. Candidates must achieve a pass mark on each element of the examination to be awarded the degree; should a candidate fail any element of the examination, that element may be re-submitted once, and once only. Any resubmission is capped at a 'pass' mark. Candidates must resubmit that element by noon on the last Monday of the following Long Vacation.

'Formal assessment' means assessment of each candidate's work by a Board of Examiners who are strictly separate from the course convenors and tutors. This Board of Examiners awards the marks that determine each candidate's results. The marking criteria for the current year are contained in the [Exam Conventions](#).

The word limit for the essays and dissertations is fixed, but text may incorporate images if necessary without the student having to make a special request. Penalties will be imposed by the Board of Examiners should an essay or dissertation exceed the maximum word limit. Please note that all word counts are checked, and students are advised to err on the side of caution.

Students will receive feedback on submitted essays and the dissertation, generally a paragraph or two in length. This will usually be forwarded at the end of Week 6 in the term following submission, or, in the case of the dissertation, approximately two weeks after the final results have been released. Please note – if work is submitted late (even with an authorised extension) there may be substantial delays to receipt of feedback.

It is acceptable for an essay and the dissertation to be written on the same author, or even on the same text, but you may not repeat or resubmit material in an essay or your dissertation that you have already submitted for another assessed piece of work.

You may find it helpful to read the reports from the previous year's Examining Board and External Examiners. They can be found on [Canvas](#).

Detailed information about assessments, which take the form of extended essays and class tests, is to be found in this handbook and in the [Examination Regulations](#).

Further details are available at: <https://www.ox.ac.uk/students/academic/exams>

### 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.

Presentations and mid-term essays are examples of formative assessment.

**Summative** assessments must be passed in order to progress through the course, and (in most cases) contribute directly to the final degree classification.

The four submitted pieces of coursework (plus the transcription test, for the strands which take this) are the summative assessments.

### 3.2.1 Non-English text

Depending on period, subject area and methodology, students may work on texts written in a language other than English, whether in the original or in translation. There may be different conventions of use, citation and presentation in different subject areas. Students should consult their supervisor, tutor or convenor for specialist advice regarding standard scholarly practice in their period or subject area. It will normally be expected that texts cited in a language other than English will be accompanied by an English translation. Such translations should be provided in an appendix, and will not count towards the total word count. The Chair of Examiners must formally approve essay and thesis topics.

## 3.3 Examination conventions

### 3.3.1 Introduction

This sets out the conventions for MSt and MPhil courses in English, 2023–24. The supervisory body for this course is the English Faculty Board.

Examination 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, re-sits, use of viva voce examinations, penalties for late submission, and penalties for over-length or under-length work.

### 3.3.2 Rubrics for individual papers

For MSt students and MPhil year 1 students:

In Michaelmas Term candidates will be required to submit an essay of 5,000–6,000 words on the special option taken under C in that term; to be formatted and submitted as specified in the course handbook, not later than noon on Thursday of the tenth week of Michaelmas Term.

In Hilary Term, candidates will be required to submit the following:

1. An essay of 5,000–6,000 words on a topic related to the special option taken under C in that term, to be formatted and submitted as specified in the course handbook, not later than noon on Monday of the tenth week of Hilary Term.
2. An essay of 5,000–6,000 words on a topic related to an option taken under B (in either term), to be formatted and submitted as specified in the course handbook, not later than noon on Thursday of the tenth week of Hilary Term.

Not later than noon on Monday of the eighth week of Trinity Term, candidates must submit a dissertation (10,000–11,000 words) on a subject related to their course of study. The dissertation must be formatted and submitted electronically as specified in the course handbook.

For MPhil year 2 students:

In the second year, candidates must offer three subjects and a dissertation.

The method of examination for each course will be an essay of 5,000–6,000 words to be formatted and submitted electronically as specified in the course handbook not later than noon on Thursday of the tenth week of Michaelmas Term or Hilary Term (depending on the term in which the course was offered).

The dissertation (not more than 15,000 words) on a subject related to their subject of study should be formatted and submitted electronically as specified in the course handbook, not later than by noon on Monday of the eighth week of Trinity Term.

Further information can be found in the Exam Regulations and in the course handbook.

### 3.3.3 University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70–100	Distinction
65–69	Merit
50–64	Pass
0–49	Fail

### 3.3.4 Qualitative criteria for different types of assessment

(a) Essays/dissertation

**Distinction quality work** will normally demonstrate:

- Originality, critical acumen and a wide knowledge of relevant material
- An elegant and incisive argument with a deep understanding of the issues involved

- Clarity of expression and expositions and ability to pose and engage with sophisticated questions
- Excellent scholarly apparatus and presentation
- Convincing evidence of the potential to undertake doctoral research

**Merit quality work** will normally demonstrate:

- A very good understanding of the issues and a sound grasp of relevant literature
- A clear structure and appropriate scope
- A lucid analysis supported by well-focused illustration
- Appropriate attention being paid to scholarly apparatus and presentation
- Some evidence of the potential to undertake doctoral research

**Pass quality work in the upper range (57–64)** will normally demonstrate:

- Solid grasp of issues and relevant literature
- Well-developed and relevant argument
- Competent analysis and illustration
- Reasonable standards of accuracy and scholarly presentation

**Pass quality work in the lower range (50–56)** will normally demonstrate:

- Broadly satisfactory grasp of issues and relevant literature
- Limited and narrow argument
- Avoidance of significant irrelevance and major inaccuracies
- Adequate standards of writing and presentation

**Failing work (0–49)** may:

- Show an insufficient depth of knowledge and understanding of issues
- Display an inadequate use of illustration
- Lack clarity of focus and argumentative coherence
- Show significant problems relating to scholarly presentation
- Show serious omissions and inaccuracies

### **3.3.5 Verification and reconciliation of marks**

- (i) Each script will be marked by two markers. The marks will fall within the range of 0 to 100 inclusive. Examiners are encouraged to award high marks to good scripts, though marks above 85 will be reserved for scripts that are outstanding.
- (ii) Each initial marker determines a mark for each script independently of the other marker. The initial markers then confer and are encouraged to agree a mark. Where markers confer, this does not debar them from also re-reading where that may make it easier to reach an agreed mark.
- (iii) In every case, the original marks from both markers are entered onto a marksheet available to all examiners, as well as the marks that result from conferring or re-reading.
- (iv) If conferring or re-reading (which markers may choose to do more than once) does not reduce the gap between a pair of marks to a point where a mark can be agreed between the markers, the script is third read by an examiner, who may be an external examiner.
- (v) Marks are accompanied by comments on the performance of each candidate. Comment sheets are provided by each assessor on each examination or substantial piece of work. Any comments are made available to external examiners.
- (vi) The third reader of an examination script (whether external or internal) may adjudicate between the two internal marks, and the third reader's mark will be the final mark.  
  
If agreement is not reached about the overall mark, a third reader examines the script and raw marks and comments, to decide on an agreed mark. Their mark must be within the range identified by the initial markers. Where the initial raw marks are at a variance of 10 or more marks, they are automatically referred for third marking.
- (vii) The Board of Examiners may choose to ask an external examiner to act as an adjudicator, but this is not required by University regulations. The requirement is simply that the external examiner must be in a position to report on the soundness of the procedures used to reach a final agreed mark.
- (viii) The expectation is that marks established as a result of third readings would not normally fall outside the range of the original marks. However, it is permissible for the third examiner to recommend to the Board of Examiners a final mark which fell outside the bounds of the two existing marks. Such a recommendation will only be approved by the Board if it can provide clear and defensible reasons for its decision.
- (ix) Numerical marking will be expressed in whole numbers for agreed final marks. These marks will be made available to students (as well as faculties and colleges), and will appear on transcripts generated from the Student System.

### **3.3.6 Scaling**

Scaling is not used in the assessment of this course.

### **3.3.7 Penalties for late or non-submission**

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)



Late submission	Penalty
<b>Up to one day</b> (submitted on the day but after the deadline)	-5 marks
<b>Each additional day</b> (i.e. two days late = -6 marks, three days late = -7 marks, etc.) Note that each weekend day counts as a full day for the purposes of mark deductions.	-1 mark
<b>Max. deducted marks up to 14 days late</b>	-18 marks
<b>More than 2 weeks late</b>	Fail

Failure to submit an assessment will result in the failure of the assessment. The mark for any resubmission of the assessment will be capped at a pass (50) by the MSt/MPhil Board of Examiners.

### 3.3.8 Penalties for over-length work

The Board has agreed the following tariff of marks which will be deducted for over-length work:

Percentage by which the maximum word count is exceeded:	Penalty (up to a maximum of -10)
Up to 5% over word limit	-1 mark
5-10% over	-2
10-15% over	-3
Each further 5% (or part thereof, if less than 5%) over	-1 more

Candidates are reminded that word limits are strictly applied, with no margin of error.

### 3.3.9 Penalties for under-length work

There are no formal penalties for this, and you are reminded that word limits are not a target, but a maximum. However, work that is significantly shorter than the maximum is likely to be inadequate in its coverage and content, and will be so marked. As a rough guideline, less than three-quarters of the maximum is likely to be inadequate.

### 3.3.10 Plagiarism and poor academic practice

The Faculty and University take plagiarism very seriously. All submissions are checked for plagiarism using Turnitin.

Plagiarism is the use of material appropriated from another source or sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase, from electronic or printed publication, or from unpublished materials, including theses, written by others. This constitutes literary theft. Plagiarism can also be the unintended result of careless presentation, if extensive quoted material or close paraphrase are included without acknowledgement. This constitutes 'reckless' plagiarism. Plagiarism does not describe the general assimilation of the substance of other people's ideas into one's own thoughts, without which academic discussion could not take place.

Examination boards are responsible for making an initial assessment of cases and will decide either to deal with the case locally or to refer it on to the Proctors. Where the Examination Board decides that a case constitutes poor academic practice rather than plagiarism (for instance due to incomplete referencing, or poor use of citation conventions) they may deduct marks of up to 10% of the marks available.

See [section 4.5](#) for more information on the different types of plagiarism.

Further information on plagiarism is available on the Oxford Students website:  
<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

### 3.3.11 Progression rules and classification conventions

#### *3.3.11.1 Qualitative descriptors of Distinction, Merit, Pass, Fail*

The Humanities Division encourages examiners to mark up to 100.

The Board of Examiners has adopted the following criteria:

##### Over 85 : 'Highest Distinction'

Outstanding work of publishable quality demonstrating most of the following: exceptional originality, critical acumen, depth of understanding, subtle analysis, superb use of appropriate evidence and methodology; impeccable scholarly apparatus and presentation.

##### 80-84 : 'Very High Distinction'

Excellent work with outstanding elements showing many of the following qualities: originality, wide and detailed knowledge, compelling analytical thought, excellent use of illustration to support argument, sophisticated and lucid argument; excellent scholarly apparatus and presentation.

##### 75-79 : 'High Distinction'

Excellent work with a deep understanding of the issues involved, originality, wide knowledge of relevant material, elegant and incisive argument, clarity of expression and exposition, the ability to pose and engage with sophisticated questions; very good scholarly apparatus and presentation.

##### 70-74 : 'Distinction'

Excellent work with a deep understanding of the issues involved, originality, wide knowledge of relevant material, elegant and incisive argument, clarity of expression and exposition; very good scholarly apparatus and presentation, but may exhibit uneven performance. Excellence in some areas may compensate for deficiencies in others.

##### 65-69 : 'Merit'

Highly competent work showing a very good understanding of the issues and a sound grasp of relevant literature; clear structure, appropriate scope, lucid analysis supported by well-focused illustration; appropriate attention paid to scholarly apparatus and presentation. The work will display some of the elements of 'distinction quality' work, but may be flawed in coverage or construction of argument or presentation.

#### 57-64 : 'Pass'

Competent work showing a reasonable grasp of issues and relevant literature; some limitations to argumentative structure or exposition may distinguish this work from 'merit'; perhaps too narrow or too ambitious to make effective points within the word limit; reasonable standard of scholarly apparatus and presentation. Such work may display inconsistencies, imbalances or limitations of treatment.

#### 50-56 : 'Low Pass'

Work demonstrating a broadly satisfactory grasp of issues and relevant literature; limited and narrow argument; avoidance of significant irrelevance and major inaccuracies; adequate standard of writing and presentation. Work at this level is narrowly of pass quality, and may display serious shortcomings in coverage, use of material, presentation or language.

#### 0-49 : 'Fail'

In the upper 40s, work demonstrating some relevant material and analysis; it may be limited by insufficient depth of knowledge, understanding of issues or relevant literature; or by inadequate use of illustration, poor argument or organisation of material; or lack of clarity; or problems relating to scholarly presentation. Such work may display serious omissions or inaccuracies. All of these issues will become progressively more evident in work achieving marks of 45 or lower. Examiners who award marks in this band must be prepared to indicate, through feedback forms or in a final report, the improvements necessary to bring the work to pass level.

### **3.3.11.2 Final outcome rules for the MSt**

The MSt is assessed using marks within the following range: the pass mark on each paper is 50, and this mark must be achieved on each element to gain the MSt. The overall average mark is calculated to two decimal places, with no rounding.

The Examining Board may award a Distinction in cases where:

- A candidate achieves a mark of 70 or above in the Dissertation and an overall average of 70 across the four elements of the course, with no mark below 60
- A candidate achieves a mark of 68 or above in the Dissertation and an overall average of 72 across the four elements of the course, with no mark below 60

The Examining Board may award a Merit in cases where:

- A candidate achieves a mark of 65 or above in the Dissertation and an overall average of 65 across the four elements of the course; and no mark below 57

Any re-submitted element that passes will be awarded a mark of 50. Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction or a Merit.

### **3.3.11.3 Final outcome rules for the MPhil**

The MPhil is assessed using marks within the following range: the pass mark on each paper is 50, and this mark must be achieved on each element to gain the MPhil. The overall average

mark is calculated to two decimal places, with no rounding.

The Examining Board may award a Distinction in cases where:

- A candidate achieves a mark of 70 or above in the final Dissertation and an overall average of 70 across the eight elements of the course, with no mark below 60
- A candidate achieves a mark of 68 or above in the final Dissertation and an overall average of 72 across the eight elements of the course, with no mark below 60

The Examining Board may award a Merit in cases where:

- A candidate achieves a mark of 65 or above in the final Dissertation and an overall average of 65 across the eight elements of the course; and no mark below 57

Any re-submitted element that passes will be awarded a mark of 50. Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction or a Merit.

#### **3.3.11.4 Progression rules**

Candidates must achieve a pass mark in the first-year assessments before they are allowed to proceed to the second year.

#### **3.3.12 Use of vivas**

Vivas are not used in this course.

#### **3.3.13 Assessment of options taken from another programme**

In taking an option from another faculty or department, students are to follow the assessment requirements of the faculty or department delivering that option. This may include, but is not limited to, method and format of submission, submission date, and word-limits. If you are taking an option offered by another faculty or department, you are advised to refer to the regulations and handbook of the relevant course, and seek advice from the appropriate administrator.

#### **3.3.14 Resits**

Should a candidate fail any element of the examination, that element may be re-submitted once, and once only. Candidates may resubmit that element by noon on the last Monday of the following Long Vacation; the marks for resubmitted elements will be capped at a pass (50) by the MSt/MPhil Board of Examiners.

The resubmission can be a reworked version of the original submission.

#### **3.3.15 Consideration of Mitigating circumstances**

Where unforeseen factors have impacted an assessment, a candidate may submit a mitigating circumstance notice to the examiners (MCE). A subset of the board then considers the MCEs and bands the seriousness of each notice on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the

evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates.

Candidates should note that, even where it is considered likely that a moderate or serious impact has occurred, in many cases it will not be appropriate for the board to take any action.

The actions available to an exam board are as follows:

- a) If a candidate has not finished a piece of work, the board can finalise the mark on the basis of what was completed, rather than what was required.
- b) If it seems beyond doubt that particular assessments have been adversely affected, and this would make the difference between a lower and a higher classification, then these assessments can be disregarded, with the overall mark finalised on the remaining assessments.
- c) If a candidate is on a borderline between classifications, and the board believes that the mitigating circumstances would make the difference between classifications, then the threshold can be adjusted to allow the higher classification.
- d) If a candidate has failed an assessment, the board can exceptionally allow them to retake that assessment without the usual penalty (cap).

Note that the mitigating circumstance process for exam boards may only be used where a submission was made to the deadline. If there was no submission or a late submission, then excusal for the late submission or non-submission may be sought by the College, on behalf of the student, from the Proctors. Exam boards do not have the power to excuse late submission or non-submission.

Further information on the procedure is provided in the [Examination and Assessment Framework, Annex E](#) and information for students is provided at <https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment>.

### 3.3.16 Details of examiners and rules on communicating with examiners

The Chair of the MSt/Phil exam board is Dr Philip West (Somerville College).

The Exam Board is made up as follows:

Internal Examiners	External Examiners
<ul style="list-style-type: none"><li>• Professor Rebecca Beasley</li><li>• Professor Peter Boxall</li><li>• Dr Oliver Clarkson</li><li>• Dr Will Ghosh</li><li>• Dr Nicole King</li><li>• Dr Daniel Sawyer</li></ul>	<ul style="list-style-type: none"><li>• Prof Kasia Boddy, Cambridge</li><li>• Dr Rex Ferguson, Birmingham</li><li>• Dr Alfred Hiatt, QMUL</li><li>• Professor Madhu Krishnan, Bristol</li><li>• Professor Lucy Munro, KCL</li></ul>

<ul style="list-style-type: none"> <li>• Professor Dirk Van Hulle</li> <li>• Dr Philip West (Chair)</li> </ul>	<ul style="list-style-type: none"> <li>• Professor Michael Rossington, Newcastle</li> </ul>
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You should not under any circumstances make contact with individual internal or external examiners.

### 3.4 A-Course: The Core Course on Literature, Contexts, and Approaches

Teaching on the A-Course takes place over at least the first 6 weeks of MT, though some strands may offer further weeks of teaching and/or presentations in MT or HT. Each strand runs its own A-Course, which is taught by course convenors and other tutors. This course is compulsory for all students. Full details are available in the [Course Details Book](#).

The precise format of the A-Course will vary across strands, but in general, the course is meant to stimulate open-ended but guided exploration of key primary and secondary texts, of critical and theoretical debates, and of literary historiography. The A-Course therefore is not assessed formally. However, the pedagogic formation fostered by the A-Course will be vital for the MSt as a whole, and will inform, support and enrich the research you undertake for your B- and C-essays and the dissertation. The seminars can involve a high level of student involvement through presentations.

In every strand, attendance is compulsory at all classes, seminars and any prescribed tutorials during the eight weeks of term. If you are unable to attend a class because of illness or other emergency, please let your course convenors know. Non-attendance without good cause may trigger formal procedures.

There is no formal assessment for the A-Course, but written work and/or oral presentations may be required. Convenors will enter their informal assessment of performance on GSR, the Graduate Supervision Report system, at the end of Michaelmas Term, and will provide feedback on class presentations.

Representatives from each strand, in consultation with the course convenors, will organise and hold a strand-specific conference in Trinity Term. All students are expected to give short presentations about their dissertation research at their strand's conference. Further information will be provided in Michaelmas Term. Attendance is compulsory.

### 3.5 B-Course: Research Skills

The B-Course is a core part of the MSt. It introduces students to the methodology and theory of bibliography, manuscript studies, textual scholarship and book history. Teaching consists of a mixture of classes and practical sessions appropriate to each period strand across both Michaelmas and Hilary. Attendance at all of these classes and sessions is compulsory during the eight weeks of term. Details are available in the Course Details book.

In certain cases the study of manuscript transcription will involve set exercises and class tests which students must complete to a satisfactory level.

Two strands have a final transcription test:

- for 650-1550 (MSt and first year MPhil) there will be a final transcription test in **fifth week of Hilary Term**
- for 1550-1700 there will be a final transcription test in **eighth week of Michaelmas Term**.

These transcription tests are 'pass/fail' and do not contribute to the final marks awarded by the examiners for the degree as a whole. Candidates who do not pass on the first attempt are allowed to re-sit once. These re-sit tests will be in the first week of the term immediately following the term in which the original test was taken.

Assessment for the B-Course will take the form of a 5,000-6,000-word essay or (section from an) edition.

For the B-Course, it is acceptable to range outside the period or region of primary study for the course-strand, for instance in order to study textual traditions that continue across the boundaries between MSt strands, or to consider a text's reception, including its editorial history, in other periods or regions.

If preparing an edition of all or part of a text, the limit of 5,000-6,000 words must encompass all the secondary editorial matter. Such secondary editorial matter might include, but need not be limited to, an essay about editing the text (akin to the introduction to a published edition), a body of annotation, and/or whatever else suits the text being edited. Candidates are reminded that they will be assessed on their analytical skills and argument evident in the secondary editorial material. The primary text being edited, but not the secondary editorial matter, must be submitted as an Appendix. **Please note: no material included in an appendix will be assessed. Any textual annotation (glosses or other secondary editorial matter) that you wish to be assessed must be included alongside the introductory essay – NOT in an appendix. No permission need be sought from the examiners for including the primary text of an edition, but only the primary text, as an Appendix.**

If the essay is about a digital edition of a text that the student has made online, it is permissible to include a hyperlink to the edition in the appendix rather than a print-out of the entire text.

The proposed topic must be discussed and agreed with your course convenor and B-Course tutors, and then a 50-100 word summary submitted for formal approval to the Chair of MSt/MPhil Examiners, care of the Graduate Studies Office, by **Friday of the sixth week of Hilary Term**. You will be emailed a link to submit your essay topic online. Once your topic has been approved you must not substantially change it. Essays must be submitted electronically no later than **noon on Thursday of the tenth week of Hilary Term**.

Essay	Topic length	Topic submission deadline	Essay submission deadline
B-Course	50-100 word summary	Friday of 6 <sup>th</sup> week of Hilary Term	Noon on Thursday of 10 <sup>th</sup> week of Hilary Term

Late in Michaelmas or early in Hilary, one of the B-Course tutors will arrange **up to thirty minutes (either in one meeting or split over two meetings) of one-to-one discussion of your plans for the coursework**. The discussion will help you to formulate your coursework project and to find materials for it. The tutor may or may not, at their discretion, follow up by email. They will not mark drafts of the coursework. After the **seventh week** of Hilary term, students may not discuss the content of coursework to be submitted for assessment with any tutor. (Tutors may, however, discuss and provide references for applications to other programmes or employment.). However, students may consult their course convenors for general academic advice and guidance at any time.

Please see [Appendix 2](#) for further details about the B-Course essay, including sample titles.

This short film on accessing and using special collections at the Bodleian (<https://youtu.be/qNK0xNVCBk8>) may be useful.

### 3.6 C-Course: Special Options

These are courses selected from a range of options taught by individual tutors in weekly classes in Michaelmas Term and Hilary Term. Students must choose one of these options in each term. To maintain quality, there is a limit to the number of students on each option, and students are required to give a ranked list of preferred options. To ensure fairness, where a course is oversubscribed, available places will be allocated randomly. Whilst students may not always get their first choice, the programme offers numerous opportunities to develop invaluable skills and experiences.

Details of the C-Courses available, and full reading-lists, are in the [Course Details Book](#), circulated in early July, and students will have been requested to provide a list of their course preferences for Michaelmas and Hilary Terms. Any student with any queries regarding their C-Courses should contact their course convenors.

***Please note:*** Undersubscribed Hilary Term C-Courses may be cancelled prior to Michaelmas term and therefore cease to be available. You will be notified of your allocated Michaelmas and Hilary C-Courses over the summer. If, after the start of term, you wish to change any of your options for Hilary Term, you must first contact the Graduate Studies Office who will seek approval from your course convenor and the tutor for the course you wish to take. **Requests for option changes for Hilary Term must be submitted to the Graduate Studies Office by no later than Wednesday of week 4 of Michaelmas Term. We do not accept any changes after this time. It may take several days for change requests to be reviewed by convenors, and any changes students make to registered course options after Thursday of week 4 will be subject to a £70 fee from the Academic Records Office.**

In Michaelmas Term, candidates will be required to submit an essay of 5,000–6,000 words on a topic related to a C-Course taken in that term.

In Hilary Term, candidates will be required to submit two essays, each of 5,000–6,000 words, one on a topic related to the C-Course taken that term, and another on a topic related to the B-Course

You will choose your own essay topics for assessment, but the topics must be discussed with, and approved by, your course tutor, and then submitted in the form of a 50–100 word summary for



formal approval to the Chair of MSt/MPhil Examiners. You will be emailed a link to submit your essay topics online.

Tutors on the C-Courses for which you are to write an essay are expected to read and comment on at least one piece of written work prior to submission of examined work. Tutors will therefore ask each student to submit a piece of written work of not more than 5000 words by no later than the end of Week 5 or Week 6 of the term in which the option is being taught. Individual meetings to discuss written work will last up to 30 minutes, and must be completed before Friday Week 7. (Please note that tutors may request formative written work or provide feedback before Week 6, and students are also welcome to contact tutors for feedback earlier in the term. These arrangements are flexible and should be decided in consultation with the course-tutor.)

Topics must be submitted online for approval by the Chair of MSt/MPhil Examiners by the deadlines above. Once your topic has been approved you must not substantially change it.

**Michaelmas Term C-Course:** Topics must be submitted online for approval to the Chair of M.St./M.Phil. Examiners, by **Friday of the sixth week of Michaelmas Term**. This must take the form of a 50-100 word summary. Essays must be submitted electronically via the secure online submission site no later than **noon on Thursday of the tenth week of Michaelmas Term**.

**Hilary Term C-Course:** Topics must be submitted online for approval to the Chair of M.St./M.Phil. Examiners, by **Friday of the sixth week of Hilary Term**. This must take the form of a 50 -100 word summary. Once your topic has been approved you must not substantially change it.

Essays must be submitted electronically via the secure online submission site no later than **noon on Monday of tenth week of Hilary Term**.

Essay	Topic length	Topic submission deadline	Essay submission deadline
Michaelmas Term C-Course	50-100 word summary	Friday of 6 <sup>th</sup> week of Michaelmas Term	Noon on Thursday of 10 <sup>th</sup> week of Michaelmas Term
Hilary Term C-Course	50-100 word summary	Friday of 6 <sup>th</sup> week of Hilary Term	Noon on Monday of 10 <sup>th</sup> week of Hilary Term

After the **seventh week** of term, students may not discuss the content of coursework to be submitted for assessment with any tutor, although they may continue to consult their course convenors for general academic advice and guidance. Tutors are, however, permitted to discuss and provide references for applications to doctoral programmes.

Please see item [5.7](#) for information about what to do if you are ill and wish to request an extension to an essay deadline.

### 3.6.1 Taking an option from another faculty

You may apply to take one of your two special subjects from the Faculty of Medieval & Modern Languages (MML) list, provided that you have a sufficiently high level of proficiency in the relevant language. Please consult with the course tutor to check that you have the required level of fluency.

Options from MML will have a limited number of places and some courses may be oversubscribed. Priority will be given to students from the parent faculty, and it cannot be guaranteed that you will be allocated a place. Please be prepared for the possibility that you will need to take all of your special subjects from the English options available in that academic year. The MML list is generally not available until later than the English list.

If you would like to choose an MML option, we recommend that you give us reserve course options for that term in the event that you do not get an MML C-course place.

Please note that if we notify you that you do have a place on a Faculty of Medieval and Modern Languages C-course, it is essential that you contact the MML Graduate Office for full information on their regulations for submitting written work for assessment, and instructions for the submission process. MML C options are submitted to the Faculty of Medieval & Modern Languages for marking by their deadlines, and are marked according to their Examination Conventions. These differ from English Examination Conventions in several important respects. It is therefore vital that you are clear on the MML requirements before you start preparing your work to submit to them for examination.

### **3.7 Dissertation**

You will work in consultation with a supervisor, usually a senior member of the University, with whom you will pursue an individual programme of research leading to the submission of a dissertation (10,000–11,000 words).

You will be asked to submit a short (max. 500 words) description of your dissertation topic to your convenors at the Graduate Induction Event at the beginning of 0<sup>th</sup> week in Michaelmas Term. Supervisors will be appointed by the end of 2<sup>nd</sup> week in Michaelmas Term.

As a first step to defining your topic in dialogue with your supervisor, you will be asked to prepare a scoping document. The exact nature of what the scoping document is to include should be agreed with your supervisor in your initial meeting by the end of 3<sup>rd</sup> week of MT. As a guideline, the purpose of this document should be to identify the main areas of research and development for the dissertation: typically, it could include an opening gambit, a brief outline of different sections, and a bibliography. It should be no longer than 2,000 words, and submitted in discussion with the supervisor to allow its informal evaluation on a pass/resubmit basis with feedback offered in a further meeting by the end of 8<sup>th</sup> week in MT at the latest. Please note that the scoping document does not contribute in any way to your final mark: it is formative rather than summative work, whose purpose is to help you formulate your ideas and develop your research plans.

Dissertation supervision will normally entail two meetings in Michaelmas (both in relation to the scoping document), and a further four meetings spread between Hilary and Trinity, with supervision not to exceed six hours in total. It is expected that in HT and TT meetings will normally involve the discussion of new pieces of written work.

There is a dissertation workshop for all MSt students early in Hilary Term; attendance is compulsory and the workshop gives students guidance on research techniques, assessment norms, and expectations regarding standards.

Students should note that it is their responsibility to attend and take advantage of the support provided during supervisions, and take into consideration their supervisor's workload when considering a termly schedule (supervisors will generally not be able to hold meetings and read work at short notice). It is strongly advised that you should be able to discuss some draft written work by

the beginning of Trinity Term *at the latest*. Be aware that delaying this process will leave little time to make revisions in response to feedback, and is likely to have a detrimental effect on results.

Candidates must gain approval of the topic of their dissertation first from their course convenor, and then formal approval by submitting the topic online to the Chair of MSt/MPhil Examiners, by **Friday of the sixth week of Hilary Term**, providing an outline of the topic in not more than 200 words. A link will be emailed by the Graduate Studies Office for this purpose. You are not obliged to provide a title, but may do so if you wish. Please note that you may not repeat material that you have already submitted as part of another assessed piece of work. Once your topic has been approved you must not substantially change it.

You must include a brief abstract, of no more than 250 words, at the beginning of your dissertation, as part of your title page. This does **not** count against the word-limit, and will not be marked, but is intended to assist the Board of Examiners.

The dissertation must be submitted via the secure online submission site (Inspira), not later than **noon on Monday of the eighth week of Trinity Term**.

Essay	Topic length	Topic submission deadline	Essay submission deadline
Dissertation	200 words maximum	Friday of 6 <sup>th</sup> week of Hilary Term	Noon on Monday of 8 <sup>th</sup> week of Trinity Term

Please see item [5.7](#) for information about the procedure to follow if you are ill and wish to request an extension to an essay deadline.

*A list of the key dates is included in [Appendix 1](#).*

### 3.8 MPhil in English (Medieval Studies)

#### 3.8.1 Teaching and examining

In their first year, candidates for the MPhil in English (Medieval Studies) follow the same course as the MSt in English (650-1550) students. Provided you achieve a pass mark in your first-year assessments, you may proceed to the second year.

The second year of the MPhil offers great freedom of specialization. Candidates choose three further courses to be studied during the year, and write a longer dissertation as the culmination of the degree. The three courses may include up to two of the MSt C-courses offered in that year (provided you have not done the same course the year before); or you may choose to submit coursework essays in any medieval topic agreed with the convenors for which a supervisor is available. These courses are entered under the following titles (each of which may only be entered once, to ensure breadth as well as specialization). **Candidates are strongly encouraged to consult with their course convenors in Trinity Term or early in the Long Vacation of the first year in order to make an informed and feasible choice of options.**

1. The History of the Book in Britain Before 1550 (Candidates will be required to transcribe from, and comment on specimens written in English in a 1 hour examination)
2. Old English

3. The Literature of England after the Norman Conquest
4. The Medieval Drama
5. Religious Writing in the Later Middle Ages
6. Medieval Romance
7. Old Norse sagas
8. Old Norse poetry
9. Old Norse special topic (only to be taken by candidates offering either option 7 or 8, or both)
- 10./11. One or two of the C-Courses on offer in any strand, as specified by the MSt English for the year concerned; candidates may not re-take any option for which they have been examined as part of their first year.
- 12./13. Relevant options offered by other Faculties, as agreed with the course convenors. The teaching and assessment of these options will follow the provisions and requirements set by the Faculty offering the option.
14. Another option as approved by the course convenors.

### 3.8.2 Second year assessment

The method of examination for each course will be an essay of 5,000–6,000 words. Essays must be submitted electronically via the secure online submission site, not later than **noon on Thursday of the tenth week of Michaelmas or Hilary Term** (depending on the term in which the course was offered). After the **seventh week** of Michaelmas or Hilary term (depending on the term in which the course was offered), tutors may not discuss the coursework to be submitted for assessment.

You must gain approval of the topic of your essays by submitting a summary online to the Chair of MSt/MPhil Examiners by **Friday of the sixth week of Michaelmas Term or Hilary Term** (depending on the term in which the course was offered). You will be emailed a link to submit your essay topic online. Once your topic has been approved you must not substantially change it.

The dissertation (of 13,000–15,000 words) must be submitted electronically via the secure online submission site, no later than **noon on Monday of the eighth week of Trinity Term**. The dissertation must be presented in proper scholarly form. You must gain approval of the topic of your dissertation by submitting the topic online to the Chair of MSt/MPhil Examiners, care of the English Graduate Studies Office, by **Friday of sixth week of Hilary Term**, providing an outline of the topic of not more than 200 words. You will be emailed a link to submit your dissertation topic online. You are not obliged to provide a title, but may do so if you wish. Once your topic has been approved you must not substantially change it.

You must include a brief abstract, of no more than 250 words, at the beginning of your dissertation, as part of your title page. This does **not** count against the word-limit, and will not be marked, but is intended to assist the Board of Examiners.

Dissertation supervision entails a total of 7.5 hours of supervision (inclusive of email contact), normally in the form of five meetings. The majority of these meetings are to involve discussion of draft written work.

You should note that it is your responsibility to attend and take advantage of the support provided during supervisions, and take into consideration your supervisor's workload when considering a termly schedule (supervisors will generally not be able to hold meetings and read work at short

notice). Be aware that delaying this process will leave little time to make revisions in response to feedback, and is likely to have a detrimental effect on results.

Candidates are warned that they must avoid duplicating in their answers to one part of the examination material that they have used in another part of the examination. However, it is recognised that the dissertation may build on and develop work submitted for the first-year dissertation.

No candidate who has failed any of the above subjects will be awarded the degree in that examination. Candidates who fail any of the three papers or the dissertation may resubmit it by noon on the last Monday of the Long Vacation. A candidate may resubmit or retake a paper on only one occasion. No resubmitted work will be marked before the resubmission deadline.

*A list of the key dates is included in [Appendix 1](#).*

## 4 ASSESSMENT AND STUDY ADVICE

### 4.1 The practice submission

You are strongly advised to make a **practice submission** before attempting to submit any final piece of work for assessment, to ensure that you are familiar with the process. We will remind you to submit a practice assessment two weeks before your first assignment submission date and send you detailed instructions.

### 4.2 Submission of essays and the dissertation

- All assessments are submitted electronically, using the secure submission site (Inspira). Carefully read the [Guide to online submission](#) for full details of the submission process.
- Your **candidate number** must be used on all items of submitted work. You can obtain the number using Student Self Service (see item 5.1). Please note that your candidate number is **different from your student number and University Card number**.
- Files may be submitted in .doc, .docx or pdf format.
- The submission time (noon) and date **must** be strictly adhered to unless you have been given permission by the Proctors (via your college) to submit at a later time and date. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline. (See section 3.3.6 'Penalties for late or non-submission').
- Hardware or internet connectivity problems unrelated to the online submission system will **not** be accepted as mitigating factors for late submission. Make frequent backups of your work, and **give yourself plenty of time to make your submission**.
- Each piece of submitted work should start with a cover sheet. We suggest you use the format of the cover sheet provided in this [submission template](#). Put your **candidate number, assignment type, assignment title (if used), and word count on the cover sheet** of your work. We also recommend that you add a note on the cover sheet to explain which referencing system you are using (see [4.4.5](#)). For the Dissertation, the cover sheet should also include the 250 word abstract. The cover sheet does not count towards your word limit.
- **Do not** add your name, college or supervisor to any part of the work, or any other information which might identify you.
- Take time to **check your submission** before submitting it online. Make absolutely sure that the file you are submitting is the correct and final version. Once you have submitted a piece of work to the secure online submissions site, you may request for your submission to be withdrawn and resubmitted **once** by emailing the correct version to [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk) immediately after the deadline, no later than 30 minutes after the deadline (or, no later than 30 minutes after the time of your submission if you submit late). **After that, you will not be permitted to change your mind and resubmit a substitute.**
- As part of your submission, you must make a declaration certifying that the essay is your own work.

- Please note that in accordance with the University regulations regarding plagiarism, you must avoid duplication when it comes to your essays and dissertation – you may not repeat or resubmit material in an essay or your dissertation that you have already submitted as part of another assessed piece of work. The relevant regulation states:

*Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.*

You may find it helpful to read the reports from the previous year's Examining Board and External Examiners. They can be found on [Canvas](#).

### 4.3 Resubmission of work

Candidates must achieve a pass mark on each element of the examination in order to be awarded the MSt; should a candidate fail any element of the examination, that element may be resubmitted once, and once only. Candidates must resubmit that element by noon on the last Monday of the following Long Vacation. No resubmitted work will be marked until the deadline has passed, and the highest mark that may be awarded for resubmitted work is 50 (pass). Candidates who have initially failed any element of the examination will not be eligible for the award of a Distinction or a Merit.

If you fail a piece of work, you may request a discussion of the examiners' feedback with your supervisor or course convenors, and seek advice from them on how to proceed with the resubmission; however, no further supervisions will be provided.

Note that graduation is not possible until any resubmitted work has been formally verified by the Board of Examiners. This will generally not take place until Michaelmas term in the following academic year.

If you resubmit an essay or dissertation you should follow the same procedures as listed under section [4.1](#).

### 4.4 Style and format of essays

#### 4.4.1 Formatting work

It is a courtesy to your readers and a requirement of your examiners that your written work should be lucid and presented in a scholarly manner. Display only as much evidence as is essential to substantiate your argument without loss of weight or clarity. Document it in a manner which is concise, consistent, accurate and complete.

The text must be double spaced. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography.

*Pagination.* Each page after the first (by convention left unnumbered) should be numbered, preferably at the top right-hand corner, where numbers are most easily seen. Page numbers do not count against your word limit.

#### 4.4.2 Examination Regulations

Read carefully the regulations given in the *Examination Regulations* for the preparation and submission of essays. They are University regulations and must be complied with. They can be found online at: <https://examregs.admin.ox.ac.uk/Regulation?code=rftcoue-p11soawforanexam&srchYear=2023&srchTerm=1&year=2021&term=1>

#### 4.4.3 Word limits

Essay	Word limit
Michaelmas C-Course	5,000-6,000 words
Hilary B-Course	5,000-6,000 words
Hilary C-Course	5,000-6,000 words
Dissertation	10,000-11,000 words (MPhil 2 <sup>nd</sup> year: 13,000-15,000 words)

The word limits include footnotes, headings and sub-headings, epigraphs and picture captions but exclude the essay title, cover sheet, page numbers, bibliography and appendices. The 250 word abstract at the start of your dissertation is excluded from the word count. You are advised not to include a “table of contents”, and warned that this will be counted within the word limits. Penalties will be imposed by the MSt Examining Board should you exceed the maximum word limits. These limits are strictly applied, and candidates are advised to err on the side of caution.

#### 4.4.4 The relation of text, notes and appendices

The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word limit placed upon your thesis assumes a scale appropriate to the topic, the time you have to research it, and the importance of reporting your results clearly and succinctly. In writing and revising it, strive always to make it simpler and shorter without prejudicing the substance of your discussion.

When revising your text, you may find it helpful to relegate as much as you can spare of it to footnotes, until your argument stands clear. Then pare down the footnotes until they serve primarily to offer essential references, citations of primary evidence, or cautionary qualifications.

In essays and dissertations, for any part of the course, appendices offer a convenient way of keeping your text and footnotes clear. Any material in an appendix will not be assessed, and is not included in the word count. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. If your dissertation requires extensive quotation from texts in languages other than English, the substantive passages should be included in the text in their original language, and translations provided in an appendix. Indexes to important material in documents you alone have examined will often save other scholars a great deal of time and trouble in locating evidence they need. But every case must be argued within the essay or dissertation in terms of the relevance and intrinsic value of the appended matter. For such primary or bibliographical materials in an appendix, and argued for in the main submission, no special permission need be sought from the examiners.

However, you must seek formal approval if the nature of the materials on which you are working is such that you might need to exceed the specified word limit (for example, the extensive quotation



of manuscript material not conducive to inclusion in an appendix, particular kinds of translation work, etc.). However, these are exceptional cases and will be considered by the Chair of the MSt Examiners only in cases of clearly demonstrated academic necessity.

As noted above, when preparing editorial materials for an edition of a passage of a text, for the B-Course or as a dissertation, the word-limit must encompass all the secondary editorial matter. The primary text being edited, but not the secondary editorial matter, must be submitted in excess of the word-limit as an Appendix. No special permission need be sought from the examiners for including the primary text, but only the primary text, of an edition as an Appendix beyond the word-limit.

#### 4.4.5 Styling your written work as you write it

There are several sets of conventions and published guides to explain them. None is obligatory, but some are more appropriate than others for literary theses. The Faculty recommends following the conventions in the latest editions of ONE of the following:

- *MHRA Style Guide: A Handbook for Authors and Editors*
- *The Chicago Manual of Style*
- *The MLA Handbook*

Whichever you select, you should follow one system for each individual piece of work you submit, as appropriate to the material and style of each assignment. You will be asked on the cover sheet to say which recognised system of annotation you have used.

A list of works consulted (a bibliography) must be provided, usually at the end of the essay (or before the glossary, if a glossary is presented). The bibliography does not count towards your word count.

#### 4.4.6 Quotations

Your examiners will treat any casual modernisation of older texts as misquotation. Any passage you quote must be completely faithful to its source in all details of spelling, punctuation, capitalisation, etc. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless textual variation dictates alternative versions.

As stated above (in section 3.2.1.), depending on period, subject-area and methodology, students may work on – and therefore quote from – texts written in a language other than English, whether in the original or in translation, subject to the approval of the Chair of Examiners. With some exceptions (see next paragraph), it is normally acceptable to quote non-English texts using a reputable translation, though you are strongly advised to take the fact of translation clearly into account when writing your essay, and demonstrate that you have considered the most suitable way to proceed given your topic and subject-area. In doing so there may be cases where it is helpful to cite the original text, either alongside the translation or in a footnote; any such citations will not count towards your word limit. If you are in doubt about the correct way to use translated materials in your subject area, seek advice from your supervisor or course leader, and if necessary they will agree an approach with the Chair of Examiners. If you are citing a non-English text, a translation should be provided, either in a footnote (in the case of brief or very occasional quotations) or in an appendix (in the case of long or frequent quotations). Where such an appendix is necessary, it will not count towards the word limit. The translations provided should be straightforward and literal in spirit.

The main exception to the rule stated in the previous paragraph is that quotations from pre-thirteenth-century English texts should always be given in the original, except where they are clearly incidental or peripheral to the main argument, and a translation need not normally be supplied unless some difficulty of comprehension is likely to arise.

Quotations from modern criticism and scholarship originally written in a foreign language may also be quoted in translation where a published version exists (though as stressed above, it may be appropriate to refer to the original version if a particular point of terminology or interpretation is at stake). In the case of an edition of a text no translation need be supplied, provided that a glossary or a commentary on linguistic difficulties is included. If you are in doubt about the best procedure you should consult your supervisor or course leader.

#### **4.4.7 Footnotes**

The main function of a footnote is to cite the authority for statements you make in the text, so that your readers may verify it by reference to your sources. It follows that to frustrate or mislead your readers by giving an incomplete, incorrect or ambiguous reference is to negate its function. Examiners regard such faults as serious, not venial.

Footnotes, numbered continuously for each chapter, are preferable to endnotes; but if their organisation presents difficulties, endnotes may be used instead and placed at the end of the chapter to which they refer.

Try to place footnote references at the end of sentences or paragraphs in your text. Up to a point you can also reduce their number by giving several references in a single note.

Avoid long footnotes. They should rarely include discussion. There may be occasions when some qualification of a point made in the text, fuller citation of a primary document, or brief summary of a contrary view, is called for. But keep such diversions to a minimum.

#### **4.4.8 Textual apparatus**

If you are presenting an edition of a literary work, the textual apparatus, in single spacing, must normally appear at the foot of the page of text to which it refers.

#### **4.4.9 References**

*Illustrations, Tables, etc.*: The sources of all photographs, tables, maps etc. which are not your own must be acknowledged, preferably close to the item itself, otherwise in a separate but itemised list.

#### **4.4.10 Bibliography**

A list of works consulted must be provided, usually at the end of the essay (or before the glossary, if a glossary is presented). The bibliography should be an alphabetical list by authors' surnames, or titles of anonymous works, or of works (especially of reference) usually referred to by title, e.g. *Middle English Dictionary*.

It is often helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material (under the authors' surnames or the titles of anonymous works), and secondary writings. You might follow the pattern:

1. Primary
  - (a) manuscripts
  - (b) printed works

2. Secondary
  - (a) contemporary with the author(s) or work(s), the subject of your essay
  - (b) later studies

#### 4.4.11 Glossary

Any glossary will normally follow the appendices. Whether it is select or complete, or whether etymologies are given, will depend on the nature of the work edited. Do not use it to accommodate even brief explanatory notes. These should come in a distinct section devoted to them and their existence be signalled thus in the glossary: 2115n, which indicates that there is a note to line 2115. It is best to follow an established example: consult recent authoritative editions in your field

#### 4.5 Plagiarism

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) on a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

#### Why does plagiarism matter?

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

#### What forms can plagiarism take?

- **Verbatim quotation** of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- **Paraphrasing** the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular

sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

- **Cutting and pasting from the Internet.** Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- **Collusion.** This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- **Inaccurate citation.** It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- **Failure to acknowledge.** You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach. The use of third party proof-readers is not permitted for work where the word limit is fewer than 10,000 words (this includes B and C-Course essays).
- **Professional agencies.** You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided. For guidance, see <https://academic.admin.ox.ac.uk/policies/third-party-proof-readers>
- **Autoplagiarism.** You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination. This means, for instance, that you should not cut and paste sentences or paragraphs from previously submitted essays, or include passages of identical or very similar analysis of the same or similar parts of primary texts. Where earlier work by you is citable, i.e. it has already been published, you must reference it as normal.

### **Not just printed text!**

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

There is further information on the Faculty's guidelines on plagiarism available on [Canvas](#).

The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties.

Please see <http://www.ox.ac.uk/students/academic/guidance/skills> for more information.

Students will benefit from taking [an online course](#) which has been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

<https://cosy.ox.ac.uk/accessplan/LMSPortal/UI/Page/Courses/book.aspx?coursecompanyid=EPICE018~RES EAR4Y6R~oxforduni&referrer=coursesearch>

## 5 PRACTICALITIES

### 5.1 Registration and Student Self-Service

All new students receive details of how to register for University services (including your Single Sign-on account, or SSO) via email: <https://www.ox.ac.uk/students/new/arrive>

In order to complete your registration as an Oxford University student, navigate to <http://www.ox.ac.uk/students/selfservice> and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally you should complete registration before you arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once you have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information you will need throughout your academic career. You can amend your address and contact details via Student Self Service, which you can use to access detailed exam results, see your full academic record, and print transcripts.

### 5.2 University Card

The University Card provides you with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties students also need the card as a payment card or to enter buildings, which have swipe-card access control. The University Card also acts as a form of identity when you are on college or University premises. You will be issued with your card by your college on arrival in Oxford once registration has been completed.

### 5.3 Email

Once your registration details have been processed, you will be able to find out your email address from [IT Self Service](#) (<https://help.it.ox.ac.uk/it-self-service>) and have access to email either by the Oxford Nexus service (Nexus365) (<https://outlook.office.com/owa>) or via an email client such as Thunderbird, Outlook, or MAC mail. For client configuration information see the web pages at <http://help.it.ox.ac.uk/nexus365/setting-up-email>. The email system is controlled by the OUCS and problems should be referred to them. **You should not expect university officers and academic staff to contact you via an email address other than your university email address and should consult your university email account regularly (ideally daily).**

#### 5.4 Graduate Supervision Reporting (GSR)

At the end of each term, your convenor(s)/supervisor(s) will submit a report on your academic progress via the University's online Graduate Supervision Reporting system (GSR). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community (e.g. seminar/conference attendance).

Your convenor(s)/supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your convenor(s)/supervisor(s) and college advisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, you should review the current term, and measure this progress against the timetable and requirements for your programme of study.

You should briefly describe which subject-specific research skills and more general personal/professional skills you have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by the Faculty or the Division. You should also reflect on the skills required to undertake the work you intend to carry out. You should mention any relevant skills you do not already have or may wish to strengthen through training.

If you have any complaints about the supervision you are receiving, you should raise them in the first instance with the course convenors or the Director of Taught Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in week 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to the Director of Taught Graduate Studies and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will the Director of Taught Graduate Studies and your College Advisor. The Director of Taught Graduate Studies is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College Advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

You will be able to access GSR by logging into [Student Self Service](#) and clicking on My Supervision Reporting in the menu at the top of the page (the same way you would click on My Student Record to access your personal details, for example). You can log in to GSR from wherever you are, and it will work on mobile devices.

## 5.5 Feedback

The University, Faculty and your college are always keen to receive comments (good or bad) about your experience of studying English at Oxford. You will be sent a termly invitation by email to submit your own assessment of your progress as part of the official Graduate Supervision Reporting system. All reports from your tutors (compiled at the end of each term from B- and C-course tutors by course convenors) are read and approved by the Director of Taught Graduate Studies, after which they are released to Colleges. You are also welcome to discuss any problems with the Director of Taught Graduate Studies or the Graduate Studies Officer. Alternatively, you can bring issues or suggestions to your GCC representative who will raise them at the next meeting of the Committee (See section 2.4). All items discussed at GCC meetings are seen by the Teaching Committee and the Faculty Board.

With regard to feedback from tutors, MSt and MPhil students should expect the primary source of formative feedback to be the tutor/supervisor who is teaching them for the course, whether A, B, C or dissertation. Feedback is given for each submitted essay in the term following their submission (for dates, see Appendix 1).

## 5.6 Complaints and academic appeals within the Faculty of English

The University, the Humanities Division and the English faculty all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, 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 OUSU 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 faculty, then you should raise it with Director of Taught Graduate 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 Marion Turner). The officer concerned will attempt to resolve your concern/complaint informally.

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>).

## 5.7 Illness

If you become so unwell that is likely to affect your ability to work, please inform your College Advisor/Tutor for Graduates/Senior Tutor, and your course convenors, as soon as possible. If you wish to request an extension to an essay deadline, a request must come from your Tutor for Graduates/Senior Tutor, which is then forwarded to the Proctors, and will usually require a doctor's note. The request **must** be made **before** the essay deadline. The Faculty cannot authorise or request extensions: your college must contact the Proctors directly. An extension to the deadline for submission of a summative assessment does not imply additional teaching time. Please note that extensions past the end of Trinity Term may impact your [graduation](#) date.

Should ill health or other personal factors significantly impede progress and where there are good grounds for believing that you will be able to resume work *within a reasonable period*, you may apply for suspension of status for up to three terms. Suspension of status within the University 'stops the clock' for all elements of your degree, including residence, fees and terms.

Application forms (GSO.17 for suspension of status or GSO.17b for maternity/paternity leave; see Appendix 3) should be returned to the Graduate Studies Office for review by the Teaching Committee. Please contact the office for information on relevant committee meeting dates. Where a suspension is being requested on medical grounds, the application must also be accompanied by a letter of support from a doctor.



## 5.8 Visa students and suspension or extension of studies

Suspension, deferral, withdrawal and course transfer can all have an impact on your visa. If you suspend your studies, the Home Office would usually expect you to return to your home country unless you are not medically able to do so.

Changes to the duration of your degree do not automatically extend the duration of your leave to remain in the UK.

For further advice, please see <https://www.ox.ac.uk/students/visa> or contact [student.immigration@admin.ox.ac.uk](mailto:student.immigration@admin.ox.ac.uk).

## 5.9 Term dates and travel

All students must be aware that most deadlines for the submission of examined work for the MSt/MPhil are *later than* the University's 'full' (i.e. teaching) term. Before making travel arrangements (especially if you live outside the UK), be sure that you have consulted the dates in [Appendix 1](#). Please note in particular that the transcription test for the Michaelmas Term B-course is held in week 8 and that the deadline for the Michaelmas Term C-Course Essay falls particularly close to Christmas (Thursday of week 10).

## 5.10 Residence requirements

As a full-time graduate student, if you are not living in college-owned accommodation, you must live within the residence limits, which are twenty-five miles from Oxford city centre. If you live outside the residence limits without permission, you will not fulfil the requirements for your degree. In exceptional circumstances, it may be possible to apply to the Proctors for exemption from these requirements through your college.

## 5.11 Admission to PRS/DPhil

Candidates currently studying for a master's course at Oxford wishing to apply to a research programme, with no break in their study, can apply for admission using the online application system. Such applications will be considered as a "readmission" and will not incur an admission fee. Please note that there is no automatic transfer to a research programme; all applications will be considered alongside those submitted by applicants with master's degrees from other universities. More information and guidance on the readmission application process, including eligible courses, is available from:

<http://www.ox.ac.uk/admissions/graduate/applying-to-oxford>

All candidates for doctoral degrees are admitted for a first year as Probationer Research Students (PRS), and will be required to submit an application for transfer to DPhil. status at the beginning of the third term of the first year. Current master's students wishing to apply should consult their course convenors as early as possible in Michaelmas Term to discuss their applications, and must expect to work on designing a research proposal and leave time to secure at least one new reference. Candidates may use some of the supporting information provided with their master's application.

Useful information on various aspects of the admission process may be found at:

<http://www.ox.ac.uk/admissions/graduate>

### 5.11.1 Funding for research at Oxford

Doctoral or prospective doctoral students are able to apply for some funding schemes advertised from time to time by the Humanities Division, including TORCH (The Oxford Research Centre in the Humanities), and usually circulated by the Faculty's mailing lists. Such funding often supports conferences, seminars, networks, knowledge exchange or public engagement. The call for proposals to each scheme will stipulate whether or not graduate students are eligible. You should check eligibility carefully from the circulated information or specified website, and you can resolve unanswered queries from the named contact for the scheme in questions.

Graduate students are sometimes able to apply for external funding or opportunities which would complement their doctoral research. Such opportunities include research fellowships at libraries and archives or small amounts of financial support, often to attend conferences or for research expenses, from specialist societies in particular sub-fields. Your supervisor is the best person to direct you to such small and specialist funding schemes, and to adjudicate whether participation will support your doctoral research. The Research Facilitators in the Humanities Division are not involved in drafting applications for graduate students.

A very few applications for larger grants need to be approved by the Faculty and University: these few are mostly from major funding bodies such as the AHRC. (There are separate procedures published each year for applications for standard postdoctoral fellowships funded by the British Academy or The Leverhulme Trust.) The call for proposals circulated within Oxford will indicate whether Faculty approval is needed. It is always needed for any application for funding to the Wellcome Trust. To seek approval, you should contact your supervisor **and** the Faculty's Chair of Research Strategy Committee. (Professor Lorna Hutson ([lorna.hutson@ell.ox.ac.uk](mailto:lorna.hutson@ell.ox.ac.uk))) The Faculty's approval of your application will not automatically be given; it will depend on the suitability of the application for the scheme in question (based on many factors). Most important is that you leave ample time for the decision whether or not approval is needed, and then for the approval process itself. The Faculty's and University's official approval of your final application will normally need at least ten working days before the declared deadline.

With all grant applications, it is crucial to enquire early about suitability and to prepare one's submission far in advance.

Further information on available funding may be found on the Faculty website and at:

<https://www.ox.ac.uk/students/fees-funding>

Smaller grants for conference attendance and research trips are available via the [Maxwell & Meyerstein fund](#).

## 5.12 Graduation

Once you have successfully completed your degree, you may graduate in person or in absence, either immediately after you've finished your degree, or at a later stage. You will receive an email in mid-December from the Degree Ceremonies Team with instructions on when and how to book your degree ceremony.

Note that if you fail any assignments and have to resubmit work, graduation is not possible until the marks for any resubmitted work have been ratified by an exam board. This exam board will generally take place in Michaelmas term in the following academic year, and **you are strongly advised not to make arrangements for graduation until your outcome is confirmed.**

Note that if you submit work later than the official deadline (even with an authorised extension) this may also result in your work missing the final exam board, and your final outcome being delayed until the following term. If you have requested an extension, or are considering doing so, and are concerned about your graduation date, please contact the graduate office.

There is more information about graduation on the [University website](#).

## 6 RESOURCES, FUNDING AND SUPPORT

### 6.1 Libraries

Oxford has excellent library provision at three levels: college, faculty and university:

<http://www.ox.ac.uk/research/libraries>

Approximately 40 libraries – not college libraries, but including the Bodleian and the English Faculty Library (EFL) – are part of a wider organisation called the Bodleian Libraries of the University of Oxford: <http://www.bodleian.ox.ac.uk/>

#### i) College libraries

College libraries vary a good deal: some are extremely well stocked, while others are less well provided for. They are unlikely, wherever you are studying, to supply all the books that you will want to use, but they have certain major advantages: they are often open twenty-four hours a day, they provide a congenial working atmosphere, and you can borrow books from them for long periods. If your college library doesn't hold a particular book which is important to your work, ask your college advisor if it might be possible to order it; budgets differ, but most tutors and college librarians are receptive to useful suggestions.

#### ii) English Faculty Library (<http://www.bodleian.ox.ac.uk/english/>)

If you have suggestions about books, journals or e-resources you think should be purchased for either the EFL or the Bodleian, contact Helen Scott, the English Subject Librarian for the Bodleian Libraries ([helen.scott@bodleian.ox.ac.uk](mailto:helen.scott@bodleian.ox.ac.uk)).

The EFL holds over 107,000 items, including subscriptions to around 45 current print journals, and has substantial audio-visual collections covering Shakespeare, poetry and film. Most books can be borrowed, but the library also keeps reference copies of titles in heavy demand. It also holds on closed access approximately 9000 rare books, and back runs of literary journals; these can be fetched on demand during office hours, Monday-Friday. The library's special collection relating to Old Norse is accommodated in the Turville-Petre Room and can be accessed on request.

EFL and Bodleian Library staff provide induction sessions for new postgraduate students, including an introduction to the Bodleian Libraries and its services, and help with making the best of the online catalogue and the many electronic resources subscribed to by the Bodleian Libraries. See <http://ox.libguides.com/english> for further details of the information skills programme.

#### iii) Bodleian Library (<http://www.bodleian.ox.ac.uk>)

The Bodleian is a nationally and internationally renowned research library. It has been a legal deposit library since 1610, acquiring copies of everything published in the UK since then, which makes it possible to discover all kinds of writing in its collections whether well-known or obscure. Its budget doesn't stretch to buying every book published overseas, however, and it's not a lending library; all books have to be read in the reading rooms and if you're ordering books from closed stacks (i.e. the Book Storage Facility at Swindon) you need to specify which reading room you want to read them in.

To get into the Bodleian's various buildings you will need your University Card, which you should have received from your college secretary.

English literature books and journals are held in several different locations:

- on the open shelves in the upper reading room (Upper Camera) of the Radcliffe Camera (mainly critical works relating to the undergraduate syllabus and postgraduate taught courses: shelfmark SE);
- in the Upper Reading Room of the Old Bodleian (primary works, bibliographies, and bibliographical and book history journals: shelfmark A.2, etc.);
- in the Lower Gladstone Link, which houses Bodleian Library high-use Humanities material in an interdisciplinary sequence. The GL also houses an interdisciplinary collection of Humanities print journals (shelfmark PERHums);
- in Duke Humfrey's Library in the Old Bodleian and in the Weston Library Reading Rooms;
- many books and back runs of print journals are held offsite in the Bodleian Libraries Book Storage Facility (BSF) and need to be ordered in advance, so planning your work is essential.

iv) Online catalogue (<http://solo.bodleian.ox.ac.uk>)

Most books and journals in Oxford's many libraries (including most college libraries) can be found through SOLO (Search Oxford Libraries Online), which incorporates the online catalogue as well as providing links to Oxford University e-Journals and Databases (see below).

v) Electronic resources (<https://libguides.bodleian.ox.ac.uk/az.php>)

Computers in all Oxford libraries provide access not only to the catalogue SOLO but to Databases A-Z, the Bodleian Libraries platform for major e-resources, through which you can access the huge range of electronic resources subscribed to by the Bodleian Libraries, including databases, electronic reference works, e-journals, and e-book collections. You can also access thousands of full text journal articles electronically via OU e-Journals.

Please note that everyone is welcome to ask library staff for further help and to attend any training sessions. An online guide to SOLO is available here:

<http://libguides.bodleian.ox.ac.uk/SOLO>

## 6.2 Computing facilities

When you study at Oxford, you need to be aware of the print and online resources available to you through the various libraries, and of useful academic information available electronically, including student handbooks, lecture lists, reading lists, information on Faculty members' research interests, and concordance programmes, for example.

- i) Just off the English Faculty Library is a computer room. This room is regularly used for teaching, but is available at other times for individual use (a weekly timetable is posted by the computer room door). You will be able to word process and access the web, [Canvas](#), and email on these PCs. Please note that you cannot save work on these public PCs, so any work you do should be saved to a memory stick. You will need to log in using your Bodleian Libraries username and password, which is not the same as your Single Sign-On account.

For details, see: <https://www.bodleian.ox.ac.uk/services/library-account>

Library staff will be happy to help if you have any problems with logging on. If you wish to print from these or other Bodleian Libraries PCs, you will need to use the PCAS system which allows you to send print jobs to any of the photocopier/printing machines in any of the Bodleian Libraries, including the EFL

For further details, see: <https://www.bodleian.ox.ac.uk/services/pcas>

N.B. The computers in the Computer Room are maintained by IT Services (for more information, see below), not the staff at the EFL. If you experience any problems, inform a member of library staff and they will report the problem. Any general IT queries (e.g. non-Bodleian Libraries password or account registration issues) should be addressed to IT Services (<http://www.it.ox.ac.uk/>).

- ii) You can also use the computers in your college. Most colleges have a student computer room and an IT officer who will be able to assist you with any technical questions that you might have. Some also have separate facilities for graduates. In some cases the IT officer will be able to assist with research questions such as how to access and use SOLO. Most college libraries have terminals for consulting catalogues and other resources. Again, it is important to recognise that every college will have different policies regarding computer use and assistance.

### 6.3 IT resources

- i. The Databases A-Z gateway is the link to networked electronic resources. It can be accessed by clicking on the Databases A-Z link on the SOLO front page, or directly at <https://libguides.bodleian.ox.ac.uk/az.php>. You will need your Single Sign On to access many of the resources from off-site.

### 6.4 Canvas (intranet system)

Canvas is the intranet for the Faculty; it contains information and resources for current students and staff. It includes reading lists for the various courses and information/papers from the Faculty's key committees.

You can access the site at: <https://canvas.ox.ac.uk>

You will need your 'Single sign on'/Nexus username and password to access the system which is issued to you via your college on registration.

If you have any problems accessing the site, or any queries regarding the content, please contact the Graduate Studies Office ([graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk)).

### 6.5 Graduate workspace and common room

There is a graduate common room upstairs in the St Cross Building with kitchen facilities (including tea and coffee), and newspapers during term time. A dishwasher is provided, and students are requested to keep this area and the associated kitchen clean and tidy.

There is a graduate workspace for quiet work, located underneath the graduate common room. It includes a number of desks with power points for computer use and some computers available for general use and for limited amounts of printing – drafts of essays, occasional web resources etc.

## 6.6 Languages

The University's Language Centre specialises in the teaching of languages for practical purposes. The Library contains materials in 200 languages, including a large collection of audio material for those wishing to improve their English. Enquirers will be given full information in the Library at 12 Woodstock Road (Tel. (2)83360).

Further information on the classes available, including some in English as a Foreign Language, may be found on the Centre's website at: <http://www.lang.ox.ac.uk/>. To register, you should visit the Centre as early as possible during the first week of your course.

In addition, the Faculty of Classics offers courses specially-designed for graduates for all levels of acquisition of Latin and Greek. Students should consult the Classics Faculty lecture lists for times.

## 6.7 Careers Service and employment

Graduate students are advised to give early consideration to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56 Banbury Road, can help graduate students to evaluate their prospects of finding employment, both academic and non-academic.

It is open on weekdays from 9am to 5pm. It provides a service for both undergraduates and postgraduates which you are very welcome to use, whether you are contemplating a career within or outside of the academic world. There is a well-stocked information room, and details are kept of a large number of specific job vacancies. Specialist careers advisors are available to offer personal assistance. Amongst other things, they can help you to assess your main strengths and weaknesses, and point you towards the type of job that would suit you best. You are encouraged to arrange an interview with the advisor for your subject area at least a year before the end of your course, so that you can make the most informed choice about your future career.

Their website is available at: <http://www.careers.ox.ac.uk/>

The English Faculty Office offers a service by which graduates may arrange for copies of their *curriculum vitae*, references and any other relevant documentation to be kept on file and sent out to prospective employers, or other institutions to which they are applying, as required. There is an initial charge of £25 to cover postal costs (with further charges if those costs exceed that sum). For further information, please contact the Faculty Office.

## 6.8 Research skills training

The English Faculty offers a series of lunchtime seminars designed to help graduate students develop essential research skills. The sessions are organised by the Teaching and Careers Officer, and led by invited members of Faculty. No pre-registration is required and all graduates, at no matter what stage in their course of study, are welcome to participate.

The sessions run throughout the term and will take place in the Graduate Common Room at the English Faculty. They are advertised on [Canvas](#) and in the English Faculty building.

Previous seminars have included:

- Being a DPhil or MSt Student: Training, Writing and Planning;
- Postdoctoral Opportunities;
- Attending and Planning Conferences.

For any further information, please contact the EGO [Teaching and Careers Officer](#).

During Trinity, the Teaching and Careers Officer organises a conference for English Postgraduate Students. This provides an opportunity for graduates to present a paper on their research and to receive feedback from both peers and Faculty members. The conference usually takes place in Trinity Term and is generally run by a small committee. If you would like to get involved and gain experience of running a conference as part of your career skills training, you should contact the EGO Teaching and Careers Officer in Michaelmas term.

The Humanities Division offers a range of seminars and events related to transferable skills, with training and information posted at <http://www.humanities.ox.ac.uk/researcher-development> (see [Appendix 5](#)).

Within the Humanities Division, the Humanities Training Co-coordinator organises Division-wide graduate training events from time to time, which will be advertised through Faculty channels.

## 6.9 Funding for conferences and research trips

The Faculty has very limited funding for graduate student attendance at conferences. Students may apply for up to a maximum of £400 during the course of their programme at the English Faculty from the Maxwell and Meyerstein Fund. Application forms are available on the Oxford English Student Site, under [Funding and Bursaries](#).

## 6.10 General student support

### 6.10.1 Equality and Diversity at Oxford

*“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.”*

University of Oxford [Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age,



disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: [edu.web.ox.ac.uk](mailto:edu.web.ox.ac.uk) or [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk).

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: [edu.web.ox.ac.uk/harassment-advice](http://edu.web.ox.ac.uk/harassment-advice)

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: [edu.admin.ox.ac.uk/religion-and-belief-0](http://edu.admin.ox.ac.uk/religion-and-belief-0)

### 6.10.2 [Student Welfare and Support Services](#)

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: [www.ox.ac.uk/students/welfare/disability](http://www.ox.ac.uk/students/welfare/disability)

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [www.ox.ac.uk/students/welfare/counselling](http://www.ox.ac.uk/students/welfare/counselling)

The Counselling Service offers remote consultations.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/welfare/peersupport](http://www.ox.ac.uk/students/welfare/peersupport)

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.oxfordsu.org/representation/campaigns/](http://www.oxfordsu.org/representation/campaigns/)

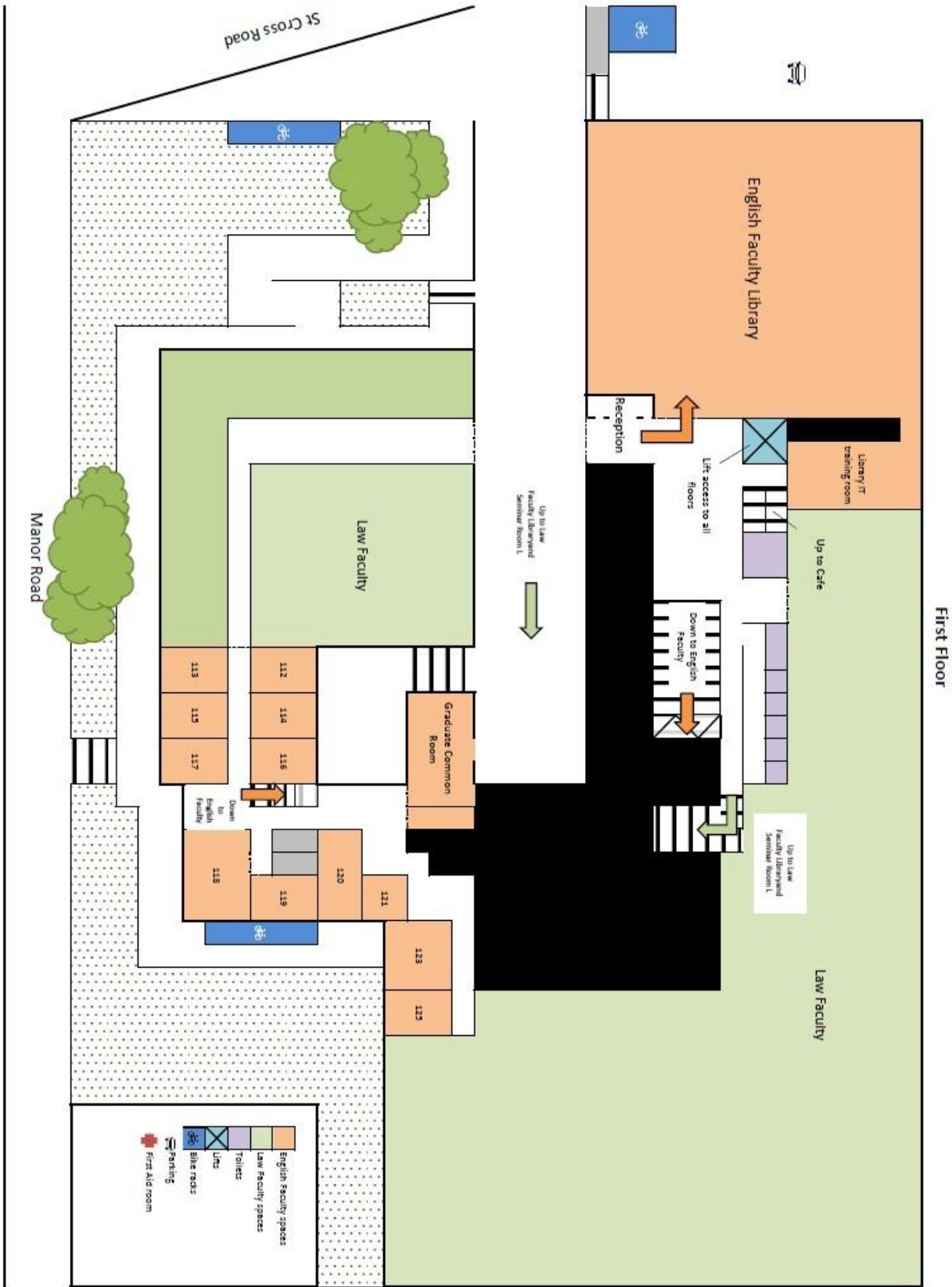
There is a wide range of student clubs and societies to get involved in - for more details visit: [www.ox.ac.uk/students/life/clubs](http://www.ox.ac.uk/students/life/clubs)

### 6.10.3 Other useful links:

- Financial hardship – <http://www.ox.ac.uk/students/fees-funding/assistance/hardship>
- Visa and immigration information – <https://www.ox.ac.uk/students/visa>
- Childcare services – <https://childcare.admin.ox.ac.uk/home>
- [University Policy on Student Maternity, Paternity and Adoption Leave](#)
- [Student-led support resources](#)
- [Student Welfare and Support Services](#)
- [Disability Advisory Service](#)
- [University advice and guidance on counselling and mental health](#)
- [Fitness to study procedure](#)

## 6.11 The St Cross Building





The accessible entrance to the St Cross Building is via an access ramp at the front of the building, with a lift connecting all floors. Any students with access queries, or needing assistance from a porter, can contact the Facilities Manager on 01865 271 481.

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.

## APPENDIX 1: IMPORTANT DATES

### Michaelmas Term

8 October – 2 December 2023 (full term, weeks 1-8)

Week 6	Friday 17 November (23:59)	Submission of C-Course assignment topic for approval
Week 8	tbc	Transcription test for 1550-1700 B-Course
Week 10	Thursday 14 December (noon)	Online submission of C-Course essay

### Hilary Term

14 January – 9 March 2024 (full term, weeks 1-8)

Week -1	Friday 5 January (noon)	Deadline for applying for the PRS/DPhil course (via Graduate Admissions)
Week 5	tbc	Transcription test for 650-1550 B-Course
Week 6	Friday 23 February	Feedback and provisional mark for Michaelmas Term essay available
Week 6	Friday 23 February (23:59)	Submission of B-Course and C-Course assignment topics and dissertation topic for approval
Week 10	Monday 18 March (noon)	Online submission of C-Course essay for MSt and 1 <sup>st</sup> year MPhil students
Week 10	Thursday 21 March (noon)	Online submission of B-Course essay for MSt and 1 <sup>st</sup> year MPhil students
Week 10	Thursday 21 March (noon)	Online submission of all Hilary Term essays for 2 <sup>nd</sup> year MPhil students

### Trinity Term

21 April – 15 June 2024 (full term, weeks 1-8)

Week 6	Friday 31 May	Feedback and provisional marks for Hilary Term essays available
Week 8	Monday 10 June (noon)	Online submission of the dissertation

	Mid-July	Final results and feedback on the dissertation usually released by this time.  University email accounts close one month after the end of term – students should set up forwarding in order to receive notification of release of results.
	Monday 7 October	Online submission, by noon, of any failed assignments. Results of resubmitted assignments will be released towards the end of Michaelmas term in the following year.

***Please note:*** The Teaching Committee meets on Monday of weeks 2 and 7 of each term; materials for consideration at these meetings must be received in the Graduate Studies Office at least 10 days before the date of the meeting in order for them to be added to the agenda. If you miss this deadline they cannot be considered until the subsequent meeting.

## APPENDIX 2: B-COURSE ESSAY TOPICS

Coursework for the B-Course of 5000–6000 words might be an essay or it might be the editorial matter for an edition of all or part of a text. It should present a substantive and well-formed critical argument that draws on skills and knowledge acquired during the B-Course. That is, it must draw on the research skills (e.g. palaeography, bibliography, editing and others) introduced during the B-Course, so that its argument engages with some primary sources (including digital versions of them) in material or textual detail. It might also engage with one or more of the research topics introduced by the B-Course, such as manuscript studies, bibliography, the history of the book, material texts, the history of reading, reception studies, textual transmission, textual editing or theories of textuality and media.

Candidates who submit materials for an edition of all or part of text are reminded that the primary text must appear in an Appendix, in excess of the word-limit, and that they will be assessed on their analytical skills and argument evident in the secondary editorial material, e.g. an essay about editing the text (akin to the introduction to a published edition), a body of annotation, and/or whatever else suits the text being edited.

A sample of past topics is provided below, in order to illustrate the range of possible B-Course essays and editions; it is not intended to recommend any particular topic or approach.

### Sample essay titles

These titles are illustrative of the range of possible B-Course essays. They are not intended to recommend any particular topic or approach.

### MSt in English (650–1550)/MPhil in English Studies (Medieval Period)

Images and absent images in MS 01 of an OE herbal

The influence of Psalters on the presentation of OE prose in MS 02

Revisions of the text of six OE riddles in the light of the recent digital facsimile

The erasures in MS 03: sermons, revision and censorship in the late twelfth century

An unedited early Middle English flyleaf poem in MS 04: an edition and study of its material and historical context

An Anglo-Norman miscellany and its orientalism: race, place and language in thirteenth-century Norwich

Book exchange in the Hundred Year's War: a French MS and its provenance in fourteenth-century England

The rubrication of five copies of Trevisa's translation of Higden's Polychronicon

Scribal versions of Chaucer's The House of Fame in four fifteenth-century MSS

Orality and literacy in a recipe collection in MS 06

Booklet ten of MS MS 07: an early modern English astrological manual encoded through Welsh phonology

The post-medieval marginalia of 'Swinburne' in MS 08

### **MSt in English (1550-1700)**

'Yet It is a Legitimate Off-Spring': The Peculiar Conception, Birth, and Maturation of Milton's Maske

'Guiding Milton's Left Hand': Editing Milton's Polemical Prose in the 1680s Editions of Tillotson's Works in the Mid-Eighteenth Century: A Preliminary Study

'You Catholickes that Protistants by names of papists call': A Critical Edition of Bodleian MS. Rawl. D. 107, fol 134v.

The Almanac Monopoly 1571-1603: A Visual Narrative

Reading Willie's Notebook: MS. Rawlinson Poetry 142

The Printed Form of Selected Lord Mayors' Shows, 1585-1639

Meric Casaubon's John Dee: The 1659 Publication of John Dee's A True and Faithful Relation of what passed for Many Yeers between Dr. John Dee ... and Some Spirits

Notes towards an Edition of John Marston's The Metamorphosis of Pygmalion's Image (1598)

A Transcription and Discussion of MS Bodley 900

'A Poet Soaring in the Cool Element of Prose': Milton as Pamphleteer, 1644-5

### **MSt in English (1700-1830)**

'Explanatory Enlightening or Controversial Notes': The Compilation and Annotation of Harley's 'Epistles by Mr Pope and Others' (Bodley MS. 3.19 Art)

Towards a Publication and Reception History of Edward Bysshe's The Art of English Poetry The Building and the Book: Interactions, 1600-1830

'For the Encouragement of Learned Men to Compose and Write useful Books': Pope's Relationship with Copyright

Considerations for a Future Editor of Johnson's Private Papers

### **MSt in English (1830-1914)**

"On Every Lady's Table, In Every Gentleman's Library": Publishing Richard Burton's Arabian Nights



Shelley's Intention: Literary and Textual Politics, Publishers and Social Reception, with particular reference to Laon and Cythna (or, The Revolt of Islam)

A Critical Edition of Three Poems by Maria Edgeworth from Bodleian MS Eng. Misc. c. 897 28

'The Editor's Ernest Desire, to Intrude Nothing of Himself': William Godwin's Editorial Practice

An English Classic: Publication History and Reception of John Aitken Carlyle's Protean Inferno

'Have you seen a Water-baby?': Word and Image in 19th Century editions of Kingsley's Text

Authoring Aesop: Thomas Bewick and Other Fabulists

'Pleadings All in Print': Browning's Negotiations with Print Culture in The Ring and the Book

A Selection of Shades: Social and Editorial Issues surrounding the Nineteenth-Century Ghost Story Anthology

Writing Thoughts from George Eliot: A Critical Edition of the Author's Notes from her 1864 Journey to Italy and for The Spanish Gypsy

Recovering the Great Unknown: Sir Walter Scott, the Construction of the Author, and the Editorial Practice of the EEWN [Edinburgh Edition of the Waverley Novels]

### **MSt in English (1900-Present)**

Lost in the War: A History of the Publication and Reception of Jean Rhys's Early Works, 1930-1960

Refining the Author out of Existence: Modes of Narrative Distancing in Early Versions of Joyce's A Portrait of the Artist as a Young Man

'These Were the Hours': Nancy Cunard's Hours Press (1923-33) and Notes to an Early Publication History of Samuel Beckett

'Reade him, therefore, and againe and againe': The textual dramatic ideal in Bernard Shaw's 'readable plays'

A Science of the Text: An Examination of Intertextuality's Treatment of 'Text' as Production and Interplay contrasted with Relevant Contemporary Textual Theories

Intertext and Context in E. M. Forster's Two Cheers for Democracy

Unquiet Graves: A Materialist Reconsideration of the Author-Function and its Role in the Production of Texts with Reference to Key Points of Debate in Textual Criticism and some Pertinent Literary Paradigms

Paratextual Permutations in David Foster Wallace

Re-Reading McGann: Pierre Macherey and the Idea of Text as 'Re-production'

'The Making of the Book': Roy Fisher and the Poetics of the Art Book

Edith Sitwell: Writer or 'English Eccentric' Publicity Figure?

'Tentative-Intermittent-Unfinishing': Mina Loy, Editorial Inconsistency, and Pseudonymia

### **MSt in English and American Studies**

Republishing 'The Horror and the Glory': The Many Afterlives of the Excised Half of Richard Wright's Autobiography

'Suicide of the Author: reading the blocked biography of J.D. Salinger

The Pocket Oscar Wilde: Epigram-Books and Victorian Reading Culture

### **MSt World Literatures in English**

Consecrating (Translated) Fictions: The Man Booker International Prize and the Korean Book Market

'[O]ne zillion different kinds of Welsh people': Building a Posthumous Reputation for Raymond William

Localising the Booker, Cultivating Cores: The International Prize for Arabic Fiction

Instituting Literary Form: A Case Study of V.S.Naipaul's *In A Free State*

## APPENDIX 3: PRIZES

Up-to-date information can be found here: <https://www.english.ox.ac.uk/prizes-and-studentships>

### Matthew Arnold Memorial Prize

The Matthew Arnold Memorial Prize, the value of which is £500, providing there is an entry of sufficient merit, is open to members of the University, who, on the closing date for receipt of essays, have qualified by examination for the Degree of BA and have not exceeded seven years from matriculation or have qualified by examination for any other degree of the University and have not exceeded four years from matriculation or, not being graduates of the University, are pursuing a course of study leading to a postgraduate degree of the University and have not exceeded three years from their matriculation. The subject of the prize is listed on the [Faculty website](#).

Entries should be submitted by email with the subject "*Matthew Arnold Memorial Prize*" to the [English Faculty Office](#), *not later than Monday of 7th Week, Hilary Term*. Authors should conceal their names and identify their entry documents with a motto. Please complete the [contact details form](#) and submit this alongside your entry. Essays are not expected to exceed 5,000 words, though no maximum length has been prescribed.

The prize will not be awarded twice to the same person.

### Chancellor's English Essay Prize

The Chancellor's English Essay Prize, the value of which is £500, providing there is an entry of sufficient merit, is open to members of the University who on the closing date for receipt of essays have not exceeded four years from the date of their matriculation. The subject of the prize is listed on the [Faculty website](#).

Entries should be submitted by email with the subject "*Chancellor's English Essay Prize*" to the [English Faculty Office](#), *not later than Monday of 8th Week, Hilary Term*. Authors should conceal their names and identify their entry documents with a motto. Please complete the [contact details form](#) and submit this alongside your entry.. Essays should not exceed 12,500 words in length and may be considerably shorter than this.

The prize will not be awarded twice to the same person.

### Lord Alfred Douglas Memorial Prize

A prize of £500 will be awarded, providing there is an entry of sufficient merit, for the best sonnet or other poem written in English and in strict rhyming metre. Any member of the University, who is registered for a degree of the University, whether as an undergraduate or a graduate student, may enter for the prize. The prize shall not be awarded more than once to the same person. A copy of the winning entry shall be deposited in the Bodleian Library.

The prize is open to current undergraduate and graduate students. The maximum number of entries per person is three.

Entries should be submitted by email with the subject "Lord Alfred Douglas Prize" to the English Faculty Office, *not later than Monday of 1st Week, Trinity Term*. Authors should conceal their names and identify their entry documents with a motto. Multiple entries should also be numbered. Please complete the [contact details form](#) and submit this alongside your entry.

### Shelley-Mills Prize

This prize, the purpose of which is to promote the study of the works of William Shakespeare, providing there is an entry of sufficient merit, is open to members of the University who on the date of

this supplement have not exceeded three years from matriculation; and who have not been a member of any other university for more than a year.

The value of the prize is about £500, and will be awarded for the best essay. The subject of the prize is listed on the [Faculty website](#).

Entries should be submitted by email with the subject "Shelley-Mills Prize" to the English Faculty Office, ***not later than Monday of 8th Week, Hilary Term***. Authors should conceal their names and identify their entry documents with a motto. Please complete the [contact details form](#) and submit this alongside your entry.

Candidates must also submit a statement by the Head or Senior Tutor of their College that they have not been a member of any university other than Oxford for more than one year.

### **Sir John Rhÿs Prize**

This prize, the purpose of which is to promote the study of Celtic Languages, Literature, History, and Antiquities, is administered by the Trustees of the Rhÿs Fund. The prize value of £250 shall be awarded by the judges every year to the writer of the best relevant essay or dissertation, provided there is an entry of sufficient merit. It is eligible to members of the University who have not previously won this prize and shall not on the day appointed for sending in the compositions to the Registrar of the University, have exceeded eight years from the time of their matriculation.

The judges have power to recommend to the trustees that grants be made out of the Rhÿs Fund towards the expenses of printing the whole, or parts, of any essay and/or to enable the successful candidate, or candidates, to carry on the work which has been the subject of the essay. The judges have power to recommend to the trustees that presents of books may be made to unsuccessful candidates whose essays have shown special excellence

Entries should be submitted by email with the subject "*Sir John Rhÿs Prize*" to the [English Faculty Office](#), ***not later than Friday of 1st Week, Hilary Term***. Authors should conceal their names and identify their entry documents with a motto. Multiple entries should also be numbered. Please complete the [contact details form](#) (this information is for Prizes and Awards administration purposes only and will NOT go forward to the judges) and submit this alongside your entry.

## **Examination prizes**

### **Charles Oldham Shakespeare Prize**

Two prizes will be offered, if there are candidates of a sufficient merit, each of a value of £250. The first shall be for the best performance in Course I Paper 2 of the Final Honour School in English and its associated Joint Schools (as judged by the board of examiners for the relevant School).

The second shall be for the best dissertation on a subject dealing with the works of Shakespeare submitted by a candidate for the MSt in English or for Transfer from PRS to DPhil status (as judged by the Board of Examiners for the MSt course).

### **Marilyn Butler Prize**

A prize will be offered, if there is a candidate of sufficient merit, for the best PGT dissertation. The prize is to the value of £100.

## APPENDIX 4: PERSONAL AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR HUMANITIES RESEARCHERS

Whether you are a graduate student or a postdoctoral researcher, there are two pressing questions with which you will no doubt be occupied:

- How can I get this project finished in time, and up to the standard I want it to be?
- And what am I going to do afterwards?

The development opportunities provided by the Humanities Division are designed to help you address these questions in stimulating, interactive ways. Provided by experts and with the input of industry professionals from the BBC to Citigroup, these workshops and initiatives complement and supplement subject-specific and generic training provided through your faculty and training opportunities provided by the Language Centre, Computing Service, Library Service and Careers Service.

Alongside researcher and student-led initiatives, and TORCH (The Oxford Research Centre in the Humanities <http://www.torch.ox.ac.uk>) initiatives such as the Interdisciplinary Graduate Conference Competition, opportunities include the following:

- Career planning using the new electronic Career Planner and the Researcher Development Framework (see <http://www.vitae.ac.uk>);
- Introduction to the DPhil.; Managing your progress; Preparing for the DPhil viva;
- Turning your thesis into a monograph; journal article publishing workshop;
- Media training (*Newsnight*-style interviews); research careers outside academia;
- Introduction to postdoctoral fellowships; applying for BA postdoctoral fellowships;
- Developing Learning and Teaching (DLT) programme, leading to Associate Fellowship of Advance HE (<https://www.advance-he.ac.uk/>).

To find out more about graduate training in the Humanities, see an up-to-date list of events at:

<http://www.humanities.ox.ac.uk/researcher-development>

or email [training@humanities.ox.ac.uk](mailto:training@humanities.ox.ac.uk)

## APPENDIX 5: GRADUATE FORMS

Available at: <http://www.ox.ac.uk/students/academic/guidance/graduate/progression> and <https://www.ox.ac.uk/students/academic/guidance/graduate/progression/exceptional>

<b>GSO.17</b>	Application for Suspension of Status
<b>GSO.17a</b>	Return from suspension of status
<b>GSO.17b</b>	Suspension of status for maternity, extended paternity and adoption leave
<b>GSO.25</b>	Application for a Change of Supervisor or Appointment of a Co-Supervisor
<b>GSO.28</b>	Change of Programme of Study
<b>GSO.29</b>	Notification of Withdrawal from Programme of Study
<b>GSO.30</b>	Notification of change of personal details, e.g. name or title

## APPENDIX 6: GUIDELINES FOR 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. The latter arrangement is more complex to achieve, and only recommended if you feel it will enhance your argument. 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:

- artist/architect/maker /manufacturer (e.g. Meissen)
- title of work/name of building/object description (e.g. teapot)
- date of production (date range or century acceptable)
- present location
- brief reference for the source of the illustration

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

- artist/architect/maker
- title of work/name of building/object description
- size (metric)
- medium (e.g. engraving; ceramic; textile; mixed media)
- date of production
- present location
- 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 paper or thesis 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)."

## APPENDIX 7: RESEARCH INVOLVING LIVING SUBJECTS

Any planned interactions with living subjects (such as interviews) or collection of the personal data of identifiable living subjects that forms part of a research project (including an essay or dissertation) must first be approved by a formal ethics review according to University ethics procedures. Be aware that the process may take several weeks. It is important that you do not begin your study until approval is granted.

It is likely that you will need to follow the procedure for “straightforward ethical issues applications” (CUREC 1A checklist and supporting documents):

<https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec>

If you have any questions or concerns, please contact the graduate office at [graduate.studies@ell.ox.ac.uk](mailto:graduate.studies@ell.ox.ac.uk).



## APPENDIX 8: LECTURE RECORDING

Please note that lecture recordings and all attendant online materials may be used only for your personal and private study, and must not be passed on to any other person (except for transcription purposes, if required due to the nature of a disability, in which case they can only be provided to the transcriber), nor reproduced or published in any form (this includes, but is not limited to, the internet and hard copy publication). Any breach of this agreement or the University's policy on the recording of lectures and other formal teaching sessions will be regarded as a disciplinary offence.

*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. For this reason, lectures are (with very occasional exceptions) delivered as live, in-person events, and students are encouraged to attend in person.*

*For access and inclusivity, lectures will normally be recorded (unless lecturers have requested to opt out of recording for pedagogical reasons) and made available to all students for a period of two weeks, after which they will be taken offline.*

*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, the recording is available to the individual student, who can view it via Canvas for the entire term. The lecture is deleted at the end of 9<sup>th</sup> week.*

*Other forms of teaching, including classes, tutorials, seminars etc. will not normally be recorded.*

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

### ***EULA (End User Licencing Agreement)***

#### **About this licence**

This user licence sets out the terms on which you may use a recorded lecture made available via Canvas 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.

#### **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.

#### **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 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 [lecture.list@ell.ox.ac.uk](mailto:lecture.list@ell.ox.ac.uk)

### ***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 Canvas 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 [lecture.list@ell.ox.ac.uk](mailto:lecture.list@ell.ox.ac.uk)

## APPENDIX 9: EMERGENCY INFORMATION

If the fire alarm sounds, 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.

### Oxford University Security Services

- OUSS website - <https://estates.admin.ox.ac.uk/security-services> General enquiries (24 hours) & non-emergency incident reporting (0)1865 (2) 72944
- Emergency (24 hours) (0)1865 (2) 89999
- Email: [security.control@admin.ox.ac.uk](mailto:security.control@admin.ox.ac.uk)

## APPENDIX 10: DISABILITY

The Disability Advisory Service (DAS) assesses student need and makes recommendations for reasonable adjustments to remove disability-related barriers. You are not obliged to declare a disability, but we encourage you to contact the DAS as early as possible if you have a disability, specific learning difficulty (SpLD), or long-term health condition that might impact your studies. You are welcome to contact the DAS for informal discussions about how and when any information would be shared before deciding how to proceed. Any recommended adjustments will be detailed in a Student Support Plan (SSP) which – if you consent – is shared with the Disability Co-ordinator at the Faculty. Please feel free to contact the Disability Co-ordinator with any questions or concerns. Please note that there is no assumption that summative assessment deadlines will be extended for students with an SSP, and that the overall amount of tuition hours and consultation time is fixed.

**Even if you have an existing SSP relating to a previous course of study, please contact the DAS and the Graduate Studies Office, to ensure that we are aware of this, and that your old SSP is updated with any new information and recommended adjustments. You need to do this even if you studied here last year.**

Students who have been recognised by the DAS as having a specific learning difficulty (SpLD) will have an SpLD form attached to their assessed work.

[Disability Advisory Service](#)

Tel: 01865 280459

Email: [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk)

Disability Co-ordinator for the English Faculty: [andy.davice@ell.ox.ac.uk](mailto:andy.davice@ell.ox.ac.uk)

## APPENDIX 11: REFERENCES AND BIBLIOGRAPHY

The English Faculty does not impose 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. 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.

### 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*, 16<sup>th</sup> edn (Chicago; London: University of Chicago Press, 2010)

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, rev. by Wayne C. Booth, Gregory Colomb and Joseph M. Williams, 8<sup>th</sup> edn (Chicago; London: University of Chicago Press, 2013)

### 11 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 provided below. 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.

### **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 '2<sup>nd</sup> 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, Year).
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*, 2<sup>nd</sup> 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: 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, 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).

### 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.

#### 11.1.1 Citing the OED

*OED Online* ([www.oed.com](http://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* n<sup>3</sup> 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* n<sup>3</sup>, 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.

Further information on the OED Online and how to cite material from it may be found on the Faculty Canvas page.

### 11.1.2 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:

1. artist/architect/maker /manufacturer (e.g. Meissen)
2. title of work/name of building/object description (e.g. teapot)
3. date of production (date range or century acceptable)
4. present location
5. 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 are included as part of the overall word limit.

### 11.1.3 Text Analysis Tools

When citing text analysis tools it is sufficient to simply state the tool which has been used, in the body of the text in parentheses.

For example: ....this passage has a Gunning Fog Index of 18.2 (LexTutor)

### 11.1.4 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.

### 11.1.5 Online Resources

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.

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

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