UNIVERSITY OF OXFORD

FACULTY OF

ENGLISH LANGUAGE AND LITERATURE

MSt/MPhil
Handbook
2025-26

1. 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 nine 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.

Professor Simon Horobin
Magdalen College
Chair of the English Faculty Board

1.2. Statement of coverage

This handbook applies to students starting the course in Michaelmas Term 2025. The information in this handbook may be different for students starting in other years.

1.3. Version

Version	Details	Date
Version 1.0	Published	6/10/2025
Version 1.1	Criteria for Merit and Distinction updated; minimum mark in Dissertation requirement removed.	8/12/2025
Version 1.2	Section 2.6 C Courses – additional information regarding granting C course change requests provided.	3/2/2026

1.4. 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.

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

1.5. Contents

2. COURSE INFORMATION

2.1. 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.

2.1.1.   Note on content

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

2.2. 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 by 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 [here](#).

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.

2.2.1 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. You can find the policy on other languages for the MSt in World Literatures in English here: https://www.english.ox.ac.uk/sitefiles/mst-wlie-language-policy-.pdf.

2.3. Examination conventions

2.3.1. Introduction

This sets out the conventions for MSt and MPhil courses in English, 2025-26. 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.

2.3.2. 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.

2.3.3. 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

2.3.4. 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

2.3.5. 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. Markers 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.

(v) Marks are accompanied by comments on the performance of each candidate. Comment sheets are provided by each marker on each examination or substantial piece of work. Any comments are made available to external examiners.

(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. Where the initial raw marks are at a variance of 10 or more marks, the script is automatically referred for third marking.

(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.

(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.

2.3.6. Scaling

Scaling is not used in the assessment of this course.

2.3.7. 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
Up to one day (submitted on the day but after the deadline)	-5 marks
Each additional day (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
Max. deducted marks up to 14 days late	-18 marks
More than 2 weeks late	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 (see section 3.3).

2.3.8. 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.

2.3.9. Penalties for under-length work

There are no formal penalties for under-length work, and candidates 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.

2.3.10. 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 3.5 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

2.3.11. Progression rules and classification conventions

2.3.11.1. 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.

<u>50-56</u>: '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.

<u>0-49</u>: '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.

2.3.11.2. 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 an overall average of 70 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 an overall average of 65 across the four elements of the course, with 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.

2.3.11.3. 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 an overall average of 70 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 an overall average of 65 across the eight elements of the course, with 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.

2.3.11.4. Progression rules

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

2.3.12. Use of vivas

Vivas are not used in this course.

2.3.13. 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.

2.3.14. 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.

2.3.15. 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.

It is likely that in most cases no further action will be required for notices in band 1. Students will be informed that their notice to examiners has been considered but that no adjustment has been made. It is also possible for there to be clear evidence of moderate or even very serious impact on a student (bands 2 or 3) but for there to be no appropriate action which the examiners can take, and therefore for no adjustment to be made.

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.

2.3.16.   Details of examiners and rules on communicating with examiners

The Chair of the MSt/Phil exam board is Professor Erica McAlpine (St Edmund Hall).

External examiners generally serve for three years. The names and institutions of external examiners are published in the Examiners' Reports at the end of the academic year.

Internal examiners are appointed on an annual basis. The names of internal examiners are published in the Examiners' Reports at the end of the academic year.

Examiners' reports for past years can be found here https://oess.web.ox.ac.uk/examiners-reports.

Candidates should not under any circumstances seek to make direct contact with individual examiners regarding the content, conduct, or outcome of an examination. Any queries should be addressed to the Chair of Examiners via the Graduate Studies Office. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see Section 5.5).

2.4. 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.

2.5. 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 6th week of Hilary Term	Noon on Thursday of 10th 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/qNKOxNVCBk8) may be useful.

2.6. 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 fee from the Academic Records Office.

No requests to change C-courses will be approved that take the number of students in a class above the maximum of 8 or under the minimum of 3.

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 MSt/MPhil 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 MSt/MPhil 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 6th week of Michaelmas Term	Noon on Thursday of 10th week of Michaelmas Term
Hilary Term C-Course	50-100 word summary	Friday of 6th week of Hilary Term	Noon on Monday of 10th 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 5.6 for information about what to do if you are ill and wish to request an extension to an essay deadline.

2.6.1. MSt day conferences

Each strand organises and holds a one-day strand-specific conference at the start of Trinity Term where students give a brief presentation about their dissertation research. Attendance is compulsory. The conferences should take place no later than Week 4 of Trinity Term.

Two or more students from each strand, in consultation with the course convenors, are responsible for organising their strand's conference. Conferences are usually held in the faculty, but may also be held in colleges. Organisers should contact the Faculty Office (english.office@ell.ox.ac.uk) to organise faculty room bookings, catering and AV requirements. The budget is in proportion on the number of students in the strand.

Further information will be provided in Michaelmas Term.

2.6.2. Taking an option from another faculty

In place of one of your C courses, you may apply to take one options course from the Faculty of Medieval & Modern Languages (MML) list, provided that you have a sufficiently high level of proficiency in the relevant language (C1 of the Common European Framework of Reference for Languages (CEFR)). 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 options courses 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, you will need to give us reserve course options for that term in the event that you do not get an MML options course place.

Please note that if we notify you that you do have a place on a Faculty of Medieval and Modern Languages 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.

2.6.3. Auditing C courses

Because of their size and participatory nature, it is usually not possible for MSt or DPhil students to sit in on C Courses that they are not enrolled on. In exceptional cases, where students feel they have a particular academic reason for attending an additional course, they should contact the Graduate Studies Office in the first instance, who will consult with the Director of Taught Graduate Studies. Such requests will only be granted with the consent of the C Course tutor and an agreement as to what would be expected of the student in advance. No such requests will be approved that take the number of students in a class above the maximum of 8.

2.7. 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).

The outline for dissertation preparation is as follows:

- By the end of 5th week of Michaelmas Term, students provide their course convenors with a short account of their dissertation project (initial lines of enquiry, reading/research so far, etc.)

- Convenors will meet with students for a one-to-one 'research conversation' for 30 minutes in week 7 or 8 of Michaelmas term. At this meeting students will be given feedback, suggestions for further reading, and possible ways to fine-tune/revise their ideas.

- By the beginning of 0th week of Hilary Term, students will submit a short document (250 words maximum) to course convenors outlining the final topic area for their dissertation. On the basis of these documents course convenors will assign dissertation supervisors by the beginning of week 2 in Hilary Term, and work with supervisors can then begin.

Dissertation supervision will normally entail six meetings spread over 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 very 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 (Inspera), 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 6th week of Hilary Term	Noon on Monday of 8th week of Trinity Term

Please see item 5.6 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.

2.8. MPhil in English (Medieval Studies)

2.8.1. 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.

Please note, that when you are entering your exams, you must ensure that you select the correct term:
- **'CV'** indicates you will submit in the Christmas vacation, for an option that you studied in Michaelmas term.
- **'EV'** indicates you will submit in the Easter Vacation, for an option that you studied in Hilary term.

Please get in contact with the course administrator before confirming your entry if you have any questions.

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 (Inspera), 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.

3. ASSESSMENT AND STUDY ADVICE

3.1. 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.

3.2. Submission of essays and the dissertation

- All assessments are submitted electronically, using the secure submission site (Inspera). 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 must be submitted in 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 2.3.7 '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 Appendix 11). 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 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 [here](#).

3.3. 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 [3.2](#).

3.4. Style and format of essays

3.4.1. 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.

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.

3.4.2. 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=2025&srchTerm=1&year=2025&term=1

3.4.3. 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 2nd 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 dedication or table of contents, and warned that these 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 there is no acceptable 'buffer' before a penalty is applied for over-length work (see section 2.3.8).

3.4.4. 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.

3.4.5. 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.

3.4.6. Presentation of submitted essays

All submissions must be in pdf format. We recommended that the body of the text should be 1.5 or double-spaced, in either 11 or 12 point of a formal and readable font (such as Times New Roman). Quotations should not be italicized. Short quotations of a single sentence of prose, or less than three lines of verse, should be incorporated in the main text. Longer quotations should be set in a separate paragraph, indented and single-spaced. Don't indent the first line of the first paragraph, or the first paragraph of a new section of the essays. Indent all subsequent paragraphs. You may wish to split your essays into titled sub-sections; this is at your discretion (but remember that starting a new

section is no substitute for having a coherent flow of argument). Please remember to number the pages of your essays.

3.4.7. 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 2.2.1.), 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 in doubt about the best procedure you should consult your supervisor or course leader.

3.4.8. 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.

3.4.9. 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.

3.4.10. 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.

3.4.11. 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

3.4.12 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.

3.5   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, including the use of material generated wholly or in part through use of artificial intelligence, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties.

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.

Resources

The university website has information about [what plagiarism is and how you can avoid it](#).

The faculty has produced a [video on avoiding plagiarism](#), by Professor Adam Smyth.

The University has an extensive set of [resources to help you maintain good academic practice](#).

Guidance on good referencing practice can be found in [Appendix 11](#) of this handbook.

The Faculty's [guidelines on plagiarism](#) are available on Canvas.

There is an [online course](#) from the university, providing a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

4. THE FACULTY

4.1. Key contacts

If you have any general queries, you can contact a member of the graduate administration team on graduate.studies@ell.ox.ac.uk or telephone: 01865 (2)71541.

Other key contacts are:

- Professor Matthew Bevis, Director of Taught Graduate Studies: matthew.bevis@ell.ox.ac.uk

- Your College Advisor, Tutor for Graduates and Senior Tutor

- Your course convenors:

Strand	Convenors
650-1550 / MPhil	Professor Nick Perkins and Professor Rachel Burns
1550-1700	Professor Bart van Es and Professor Nandini Das
1700-1830	Professor Nicholas Halmi and Professor David Womersley
1830-1914	Professor Stefano Evangelista and Professor Ushashi Dasgupta
1900-Present	Professor Peter Boxall and Professor Michele Mendelssohn
English and American Studies	Professor Nicole King and Professor Antoine Traisnel
World Literatures in English	Professor Will Ghosh, Dr Elisa Sotgiu

- Faculty contacts:

Position	Name
Research Student and Staff Training Co-Ordinator	Professor Paulina Kewes
RA Advisor	Professor Daniel Wakelin
Director of Diversity and Equality	Professor Siân Grønlie
Academic Administrator and Disability Coordinator	Andy Davice
Faculty Chair and Disability Lead	Professor Simon Horobin
Graduate Teaching and Careers Officer	Amy Wells
Harassment Advisors	Professor Andrew Klevan, andrew.klevan@st-annes.ox.ac.uk Dr Rachel Burns, rachel.burns@ell.ox.ac.uk

4.1.1. 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 2025-26 are:

Strand	Mentor
650-1550 / MPhil	Dr Hannah Schule-Lewis
1500-1700	Dr Emily Stevenson
1700-1830	Dr Stephen Turton
1830-1914	Dr Damien Maher
1900-Present	Dr Elena Violaris (MT & HT); Dr Mantra Mukim (TT)
English and American Studies	Dr Sheila Byers
World Literatures in English	Dr Elena Violaris (MT & HT); Dr Mantra Mukim (TT)

4.2. Administrative support

The English Faculty Academic Office is located in the Schwarzman Centre for the Humanities.

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.

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, Student Welfare and Disability Coordinator

Emily Richards, Graduate Studies Officer (DPhil)

Holly Bickerton, Academic Administration Officer

Nina Crisp, Academic Administration Officer

Lis Allen, Academic Administration Officer

The academic officers are:

Professor Simon Horobin (Magdalen), Chair of the Faculty Board

Professor Kathryn Murphy (Oriel), Director of Teaching

Professor Matthew Bevis (Keble), Director of Taught Graduate Studies

Professor Rebecca Beasley (Queen's), Director of Doctoral Studies

Professor Peter Boxall (New), Director of Research

4.3. About the Faculty

The Faculty of English Language and Literature is 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 UK, 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 English Faculty's teaching and research covers literature in English from works in Old English and the other languages of the British Isles of the seventh century to the current period of what has been called global English.

The Faculty currently has over 70 permanent members of academic staff, including nine statutory Professors. This is in addition to a further 100 or so members based in the colleges and temporary members of staff such as postdoctoral researchers. 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.

4.4. 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 15 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:

- Graduate Studies Committee (for all matters relating to the DPhil and taught graduate courses)
- Undergraduate Studies Committee, plus committees for each of the undergraduate joint schools
- Research Committee
- Planning, Personnel and Resources Committee
- Equality, Diversity and Inclusion 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 4.5 below.

Changes to the courses are typically discussed at Graduate Studies 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.

4.5. 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, and the EGO President chairs, 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.

The GCC meets once a term, usually in 5th week, to discuss any issues relating to graduate students within the Faculty. The minutes of the GCC are discussed by the Graduate Studies 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 Research 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 before the start of term 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.

New students are warmly encouraged to attend EGO events and to consider standing for election in October.

4.6. 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.

5. PRACTICALITIES

5.1. Registration and Student Self-Service

The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Canvas and the Graduate Supervision Reporting System (GSR).

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, go 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 your 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. 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. You will receive an automated GSR email notification when your reporting window opens. 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.

5.4. 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 are 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 4.4). All items discussed at GCC meetings are seen by the Graduate Studies Committee and the Faculty Board.

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.

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).

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at:
www.ox.ac.uk/students/life/student-surveys

In Trinity term you will be invited to complete the Postgraduate Taught Experience Survey (PTES). This is a national survey of postgraduate taught students inviting you to comment on your course and experience.

5.5. Complaints and academic appeals

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 (Sadie Slater). If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty Board (Professor Simon Horobin). 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, 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.

5.6. Extensions to submission deadlines

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.

You can request a short extension of up to 7 days via the self-certification route on Student Self Service. This can be done up to 24 hours after the missed deadline.

If you wish to request an extension to an essay deadline of longer than 7 days, a request must come from your college office, which is then forwarded to the Proctors, and will require independent evidence (e.g. a doctor's note). Requests should, where possible, be submitted before the essay deadline. The Faculty cannot authorise or request extensions: for extensions of longer than 7 days, 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.

For more information on self-certification and other extensions or issues with submission, please check the University guidance online: Problems completing your assessment | University of Oxford

5.7. Suspension of studies

5.7.1.   Requesting suspension of studies

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 5) can be found in the My Student Record tab of Student Self Service. Where a suspension is being requested on medical grounds, the application must also be accompanied by a letter of support from a doctor. After you have submitted your completed form, it will be reviewed by your college, strand convenor and the Director of Graduate 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.

While suspended you will retain access to your University card, SSO and email, and access to online resources and university libraries. If your University card expires while you are suspended, you should contact your college to request a new one.

5.7.2. Return from suspension

The Return from Suspension of Status form (GSO.17a) should be completed in Student Self Service when you are ready to return to study.

5.8. Working during and after your course

The university guidelines state that you should regard your studies as a full-time occupation of at least 40 hours per week. The recommendation is that you do not undertake more than 8 hours' paid work each week while studying. If you are studying on a visa, you should check that the type and amount of work is allowed. During term time you must not exceed 20 hours of work per week. Outside of full term time, you are allowed to work more than 20 hours per week. After you have completed your course, including all work to hand in and assessments, you are allowed to work full-time while your Student visa is still valid. For more information, see https://www.ox.ac.uk/students/visa/during/work

If you are interested in staying in the UK to work after your course, you can apply for a visa via the Graduate Route: https://www.ox.ac.uk/students/visa/after/work

For further advice, please see https://www.ox.ac.uk/students/visa or contact 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. Residency 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 the DPhil

Candidates currently studying for a master's course at Oxford wishing to apply to the DPhil in English, 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

5.12. Graduation

Once you have successful 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: colleges, faculties and University. 23 libraries – excluding collegiate libraries, but including the Bodleian and the Humanities Library – are part of a wider organisation called the Bodleian Libraries of the University of Oxford: https://www.bodleian.ox.ac.uk/. The full list of Bodleian Libraries can be found here: https://www.bodleian.ox.ac.uk/libraries

The Libraries' online guides to resources in particular subjects are available here: https://libguides.bodleian.ox.ac.uk/subjects, including an overview of key collections and online resources useful for English literature and language https://libguides.bodleian.ox.ac.uk/english

6.1.1 Bodleian Library

The Bodleian (https://www.bodleian.ox.ac.uk/libraries/old-library) is an internationally renowned research library. It was founded in 1603, reviving the University's first central library which had been established in the mid 1400s. It has been a legal deposit library since 1610, acquiring copies of almost 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, but it makes extensive acquisitions of materials published abroad. Most of the Bodleian's collections are kept in the Bodleian Offsite Storage facility and need to be requested via SOLO (the library catalogue, see below) and called to a library reading room. Collections on the open shelves of the Bodleian Library are non-lending, as are the many of books in the Bodleian Offsite Storage.

Works on English language and literature are held in several different locations:

i. on the open shelves in the upper reading room (Upper Camera) of the Radcliffe Camera, which house mainly critical works relating to the undergraduate syllabus and postgraduate taught courses (shelfmark SE);

ii. in the Upper Reading Room of the Old Bodleian, which houses mainly primary works and bibliographies (shelfmark A.2 to A.7);

iii. in the Lower Gladstone Link, which houses high-use Humanities material in an interdisciplinary sequence and an interdisciplinary collection of Humanities print journals (shelfmark PER Hums);

iv. the reading rooms of the Weston Library, which houses rare books, special collections and ancillary secondary works;

v. the off-site Bodleian Offsite Storage facility, which houses many books and back runs of print journals, which need to be ordered in advance and requested to a reading room.

6.1.2 Humanities Library

The Humanities Library (https://www.bodleian.ox.ac.uk/libraries/humanities), newly opened at the Schwarzman Centre in September 2025, holds approximately 110,000 books on the open shelves, and this includes a substantial collection on English language and literature, supporting teaching, study and research in the English Faculty. Most books in the Humanities Library can be borrowed, but there is a minority of library-use only material, often copies of titles in heavy demand. Print collections are complemented by extensive ebook provision (see below).

The library also holds a rare books collection of approximately 7,800 pre-1850 volumes, and a significant collection of 19th-century journals; these can be requested or in some cases have more restricted access via library staff. The library has a special collection relating to Old Norse-Icelandic, accommodated in the Rare Materials Teaching Room within the library.

There is also a considerable audiovisual collection supporting film studies, and including Shakespeare productions and literary adaptations. This collection of physical format films supplements online access to filmed performances via platforms such as Drama Online, Digital Theatre+, and Box of Broadcasts.

More information about the English literature and language collections of the Humanities Library can be found here: https://www.bodleian.ox.ac.uk/libraries/humanities/collections-and-resources

The Humanities Library has 80 seats in dedicated graduate study spaces, including two 32-seater graduate study rooms (with a mix of open tables and individual screened study desks) and two bookable study/meeting/seminar rooms (eight seats).

The Humanities Library 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. Details of sessions on library resources for English will be advertised by email. The Bodleian libraries also run workshops for researchers on topics such as searching for scholarly materials, using reference management software, and so on – see https://www.bodleian.ox.ac.uk/ask/workshops#/ for further details

To get into the Humanities Library (and other Bodleian libraries), you will need your University Card, which you should have received from your college.

If you have suggestions about books, journals or e-resources you think should be purchased for either the Humanities Library or the Bodleian, contact the English Subject Librarian for the Bodleian Libraries at the email addresses in [section 2.1](#).

6.1.3 College Libraries

College libraries vary a good deal: some are extremely well stocked, and many have collections of rare materials that will be useful for your research. They are unlikely, wherever you are studying, to supply all the books that you will want to use for advanced doctoral research, but they have certain major advantages: they are often open for extended periods, provide a congenial working atmosphere, and allow you to borrow books for long periods. If your college library doesn't hold a particular book which is important to your work, ask your college advisor whether it might be possible to order it. Acquisitions policies differ, but most tutors and college librarians are very receptive to useful suggestions.

6.1.4 Online catalogue

SOLO (Search Oxford Libraries Online: http://solo.bodleian.ox.ac.uk) is the library catalogue. The physical collections of the majority of libraries within the University of Oxford, including the Bodleian Libraries and most college and departmental libraries, can be found via SOLO as well as the University's collections of e-books, e-journals, articles online and databases. The SOLO page also has links to the Libraries' Databases A-Z platform which give an alternative route to many online resources (see below).

An online guide to SOLO is available here: http://libguides.bodleian.ox.ac.uk/SOLO

6.1.5 Electronic resources

The Bodleian Libraries provide access to a wealth of purchased and subscription electronic resources, including over 1.4 million ebooks and over 118,000 ejournals, as well as major e-resources such as bibliographic databases and digitised collections of primary texts including digitised archives and manuscripts. Access to the Bodleian's e-resources is primarily via SOLO; signing in with your Single Sign On (SSO) will provide full access to content. Major e-resources can also be accessed via the Databases A-Z platform https://libguides.bodleian.ox.ac.uk/az.php

The Libraries also have access to electronic Legal Deposit (eLD) content, both book and journals. Due to the legal framework around legal deposit, access to these eLD items is restricted to Bodleian Libraries PCs. (Many eLD books and journals are duplicated in print or fully accessible electronic form.)

6.2. Computing facilities

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. A university-wide network links all the colleges, departments and libraries, and there is wireless access in many libraries and public spaces across the University. There is a variety of places where you can access computers and get help.

i. The Humanities Library has a number of PCs that readers can use to work on. 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.

These PCs can be used for accessing electronic Legal Deposit (eLD) material (which can only be accessed via Bodleian Libraries PCs).

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 Humanities Library in the Schwarzman Centre.

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

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. 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. The Oxford University IT Services also provides facilities for graduates and a variety of training programmes. An up-to-date list of courses can be found here: https://www.it.ox.ac.uk/do/training-and-facilities. Students can also buy a range of discounted software from the IT Services shop (http://www.it.ox.ac.uk/want/shop/)

6.3. IT resources

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, the current Lecture List, Guide and Timetable, details of research seminars in the faculty, 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 username and password to access the system. Your username 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 Academic Office (graduate.studies@ell.ox.ac.uk).

6.5. Graduate Study Room

There is a Graduate Study Room in the English Faculty at the Schwarzman Building with 10 desk spaces with power points for computer use. Enter through the Faculty Hub on the first floor and turn right. The Study Room is at the very end of the corridor. The room also has kitchen facilities (including tea and coffee) and a dishwasher. Pleasea keep this area clean and tidy.

6.6. Language Centre

The University of Oxford Language Centre provides a wide range of general and specialised courses in foreign languages and Academic English.

It specialises in the teaching of languages for practical purposes. Teaching is offered across 11 modern languages and Academic English – from intensive short courses to in-depth three-term programmes, and from daytime to evening to suit your schedule.

The library contains materials in 200 languages, including a large collection of audio material for those wishing to improve their English. It has lending books, sound recordings, videos, newspapers and online resources. It includes all the languages taught at the Language Centre, other languages,

indigenous and heritage languages, less commonly taught languages, pidgins and creoles, as well as material in some endangered languages.

For further information see 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/

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 term, 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 4).

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 limited funding for graduate student attendance at conferences and research trips. Students may apply for funding from the Maxwell and Meyerstein Fund up to £200 to attend a conference or up to £400 for a research trip, to a maximum of £400 during each course of study.

Please note:

- All applications require the support of your course convenor.
- Retrospective applications will not normally be considered.
- Grants are not made for word-processing, photocopying, proof-reading, thesis binding or normal subsistence.
- Applications for less than £40 will not normally be considered.

Application forms are available on OESS at: https://oess.web.ox.ac.uk/maxwell-meyerstein-fund

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 or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges as part of the 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

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

6.10.2. Harassment

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

The Faculty's harassment advisors for the current academic year are listed in section 4.1. Everybody should feel free to contact one of them, or the Chair of Faculty Board, the Head of Administration Ms Sadie Slater, or the Director of Taught Graduate Studies (all listed in section 4.1) should they wish to raise this topic.

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

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

Telephone: 01865 (2)70760

The University Sexual Harassment and Violence Support Service provides a safe place for students to be heard – independent of their college or department, offering free support and advice to any student who has been affected by sexual harassment or violence.

The service supports students in all situations, whether the experiences of sexual harassment or violence happened in Oxford or elsewhere, and whether it was recent or in the past.

Email: supportservice@admin.ox.ac.uk

Further information: www.ox.ac.uk/supportservice

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. All new students should complete the 'Consent for Students' course to develop their understanding, communication and respect as a student in Oxford's community. You can access the course at https://www.ox.ac.uk/students/welfare/supportservice/consent-matters, and we encourage you to complete the training as soon as possible.

6.10.3. Student welfare and support services

The University's unique and close-knit collegiate system provides a wealth of pastoral and welfare services for students to support engagement with studies and University life, promoting student wellbeing by providing opportunities for social interaction and sport and arts. Additionally, the central Student Welfare and Support Services department offers professional support that complements provision in colleges and departments. More detail can be found in the University's Common Approach to Support Student Mental Health.

The Disability Advisory Service (DAS) can provide information, advice and guidance on reasonable adjustments to teaching and assessment, and assist with organising disability-related study support. For more information visit: 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 and the counselling team are committed to providing culturally sensitive and appropriate psychological services. Students can request to see a male or female therapist, a Counsellor of Colour, or to attend a specialist group such as the LGBTQ+ or Students of Colour Groups. All support is free and confidential. For more information visit: www.ox.ac.uk/students/welfare/counselling

The Sexual Harassment and Violence Support Service provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this took place. More information is available from www.ox.ac.uk/students/welfare/supportservice.

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 with remote consultations available. For more information visit: www.ox.ac.uk/students/welfare/counselling

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

Oxford SU (students' union) 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/

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

6.10.4. 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](#)

6.10.5 Disability and Neurodivergence

The University is fully committed to exemplary inclusive teaching practice, anticipating the needs of neurodivergent and disabled students and providing inclusive teaching and supervision that enables them to thrive and attain their potential. The university's current access and participation scheme includes the objective to increase the proportion of disabled students awarded good degrees and to support students' mental health and well-being.

The university is also bound by the Equality Act of 2010 to promote equality, diversity and inclusion and abide by its anti-discrimination legislation. This includes the legal responsibility to make reasonable adjustments to educational provision where neurodivergent or disabled students might otherwise be at a substantial disadvantage.

General advice about provision for neurodivergent and disabled students at Oxford can be found on the University's Disability Advisory Service (DAS) website at https://www.ox.ac.uk/students/welfare/disability. English Faculty contacts for disability and neurodivergence can be found at https://www.english.ox.ac.uk/equality-and-diversity. The disability co-ordinator for the English Faculty is Andy Davice (andy.davice@ell.ox.ac.uk). Please feel free to contact the disability co-ordinator with any questions or concerns.

UK students should check whether they are eligible for Disabled Students' Allowance: https://www.gov.uk/disabled-students-allowance-dsa/eligibility. This includes disabilities, mental health conditions, and specific learning difficulties that affect your ability to study. It can pay for disability-related study support, such as specialist mentoring, as well as the costs of specialist equipment and assistive software. You can apply for it before you arrive. The University may contribute towards disability-related study support for international students where other sources of funding have been exhausted.

Neurodivergent and disabled students who need reasonable adjustments should contact the Disability Advisory Service (DAS), who can assess your needs and provide you with a Student Support Plan. You do not need a formal diagnosis to start this process. There is more information about Student Support Plans here: https://academic.admin.ox.ac.uk/disability/student-support-plan. We encourage you to contact DAS as early as possible so that support can be put in place for you early in your course. You can email them at disability@admin.ox.ac.uk or phone them on 01865 280459.

If you have a Student Support Plan (SSP), this will be shared with the faculty and college disability co-ordinators, and it will be made available to your supervisor and course convenors. It is a good idea to discuss it with your supervisor and course convenors, to make sure that they have read it carefully and understand what adjustments need to be made.

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

Please note that students with a SPP will still need to apply for any extensions to summative assessment deadlines as detailed in 5.6 **Extensions to submission deadlines**. The University policy on lecture recording is set out in Appendix 8.

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

For more information about neurodivergent-informed teaching practices, and suggestions for adjustments and support, see also NESTL (Neurodivergent Education for Students, Teaching and Learning) at https://www.education.ox.ac.uk/project/neurodivergent-education-for-students-teaching-learning-nestl/.

6.11. The Schwarzman Centre for the Humanities

Information about the Schwarzman Centre can be found here: https://www.schwarzmancentre.ox.ac.uk

The English Faculty

- The English Faculty Hub is on the first floor.
- The Theatre for main sessions is in the basement.
- Rooms for individual course meetings may be spread around the building.

Access

- Access to the staff and student areas of the Centre is granted by use of your University card.
- Access to the upper floors is by card access only. There are access card readers (Salto) on the barriers to stairs, within the lifts and doors to the private areas of the building.
- Please carry your card with you at all times to facilitate access to the Centre and your workspace.
- If you forget your card please report to Reception.

Accessibility

- There is level access to all main entrances to the Schwarzman Centre. The north and south entrances have sensor activated powered doors.
- There are powered doors internally for all key entrances.
- There is ramped access, with visual contrast, within the Great Hall and some performance spaces
- There is visual contrast on internal doors.
- Induction loops are in place in all receptions, the café, bar, cloakrooms, performance spaces and teaching spaces.
- There are nine accessible parking bays to the north and south of the building, close to the main entrances.
- To book an accessible parking space please contact the Building Operations team.
- Each floor in the Centre has male, female and gender neutral toilets. Each floor also has an accessible toilet.
- There is a disabled refuge/call point next to the lifts on the upper floors, and behind the lifts in the basement.

Accessibility information for the building can be found here: https://www.accessguide.ox.ac.uk/schwarzman-centre-for-the-humanities

0 **Ground Floor**
Great Hall
North Reception
South Reception
Bodleian Humanities Library
Music Practice Suites
Reading Room
Bate Collection
Learning Centre
White Box
Cinema
Cafe ☕ ⫼
Coffee Bar ☕
Baby Change ⚲
Toilets ♂ ♀ ♿ ⚲
Stairs ◢
Lift ▣

North Entrance
Reading Room
Bate Collection
Learning Centre
Music Practice Suites
Bodleian Humanities Library
North Reception
Cinema
Great Hall
White Box
Cafe ☕ ⫼
South Reception
South Entrance
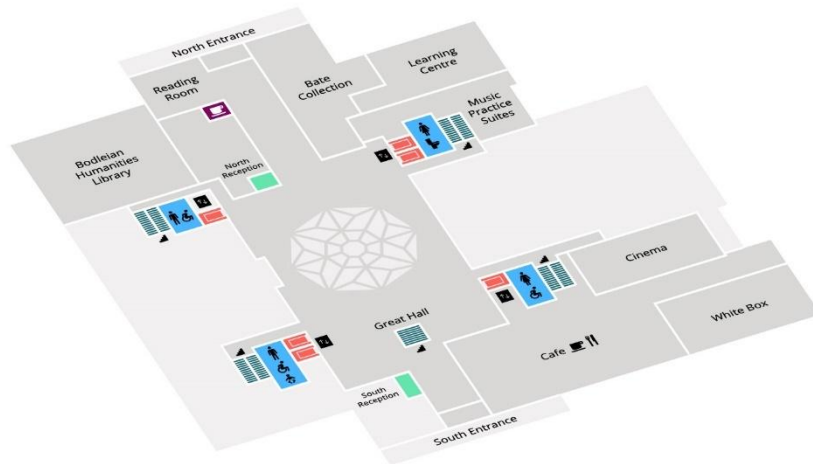
1 **First Floor**
Bodleian Humanities Library
English
Music
Institute for Ethics in AI
Ethics in AI Lecture Theatre
Graduate Study Space
Toilets ♂ ♀ ♿ ⚲
Stairs ◢
Lift ▣

Bodleian Humanities Library
Graduate Study Space
English
Ethics in AI Lecture Theatre
Music
Institute for Ethics in AI
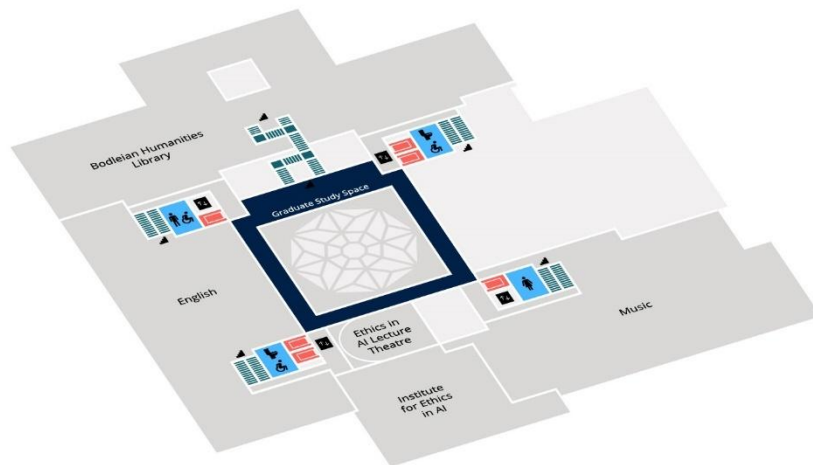
2 **Second Floor**
Bodleian Humanities Library
History
History of Art
Philosophy & Ethics in AI
Oxford Internet Institute
Graduate Study Space
Baby Change ⚲
Toilets ♂ ♀ ♿ ⚲
Stairs ◢
Lift ▣

Bodleian Humanities Library
History of Art
Graduate Study Space
Oxford Internet Institute
History
Philosophy & Ethics in AI
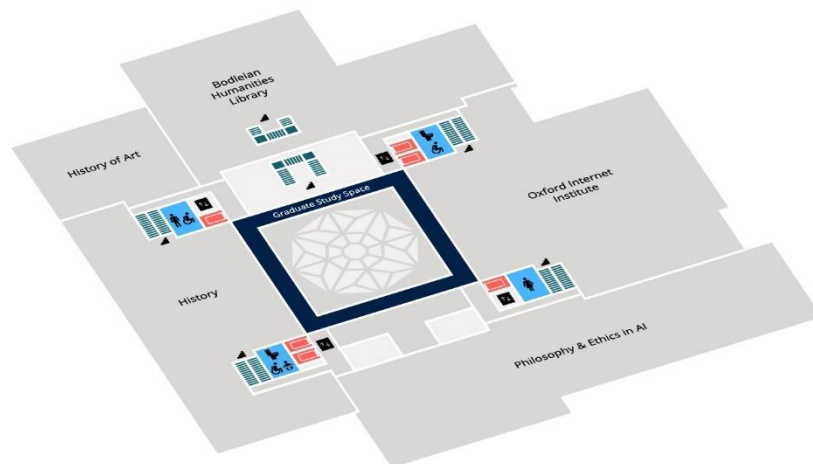
3 **Third Floor**
Linguistics, Philology & Phonetics
Medieval & Modern Languages
Theology & Religion
Humanities Divisional Office
Oxford Internet Institute
Graduate Study Space
Toilets ♀ ♂ ♿ ⚦
Stairs ▰
Lift ⊞

Theology & Religion

Humanities
Divisional Office

Graduate Study Space

Linguistics, Philology
& Phonetics

Medieval &
Modern
Languages

HR

Shared
Teaching Space

Oxford Internet
Institute
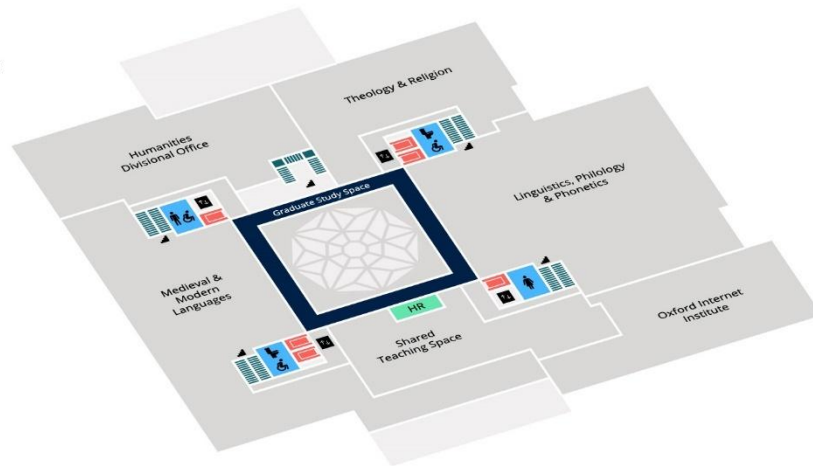
B1 **Basement 1**
Sohmen Concert Hall Balcony
Theatre Balcony
Cloakroom ⚲
Nursing Room ◖
Baby Change ⚼
Toilets ♀ ♂ ♿ ⚦
Stairs ▰
Lift ⊞

Sohmen Concert
Hall Balcony
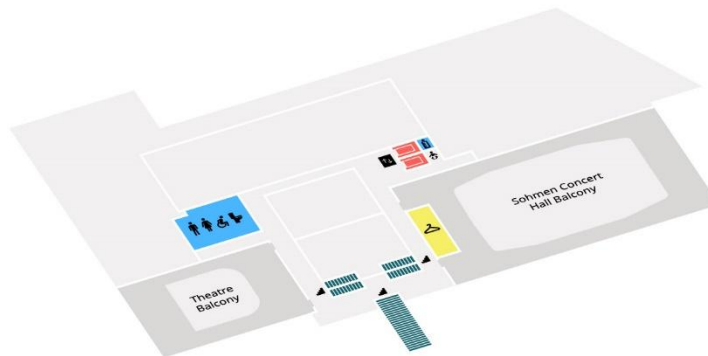
Theatre
Balcony

B2 **Basement 2**
Sohmen Concert Hall Stalls
Theatre Stalls
Recital Hall
Black Box
Foyer ⍩
Cloakroom ⚲
Toilets ♀ ♂ ♿ ⚦
Baby Change ⚼
Changing Places ⚿
Stairs ▰
Lift ⊞

Recital
Hall

Black
Box

Sohmen Concert
Hall Stalls

Foyer ⍩

Theatre
Stalls
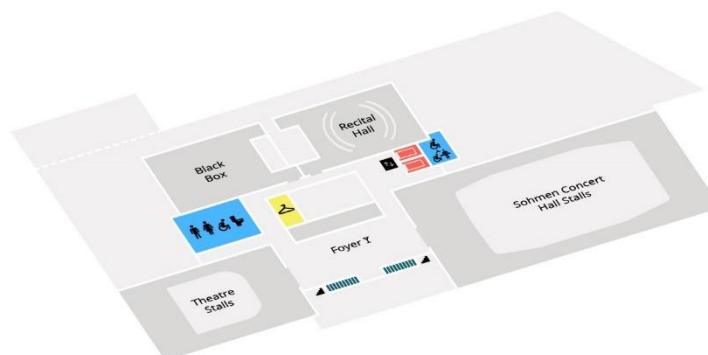
APPENDIX 1: IMPORTANT DATES

Michaelmas Term

12 October – 6 December 2025 (full term, weeks 1-8)

Week 5	Friday 14 November	Initial account of dissertation project to be provided to course convenors
Week 6	Friday 21 November (23:59)	Submission of C-Course assignment topic for approval
Week 7 or 8	Monday 24 November – Sunday 7 December	30 minute 'research conversation' to take place with convenors
Week 8	tbc	Transcription test for 1550-1700 B-Course
Week 10	Thursday 18 December (noon)	Online submission of C-Course essay

Hilary Term

18 January – 14 March 2026 (full term, weeks 1-8)

Week -1	Tuesday 6 January (noon)	Deadline for applying for the DPhil course (via Graduate Admissions)
Week 0		Final dissertation topic (250 words max) to be submitted to convenors
Week 5	tbc	Transcription test for 650-1550 B-Course
Week 6	Friday 27 February	Feedback and provisional mark for Michaelmas Term essay available
Week 6	Friday 27 February (23:59)	Submission of B-Course and C-Course assignment topics and dissertation topic for approval
Week 10	Monday 23 March (noon)	Online submission of C-Course essay for MSt and 1st year MPhil students

Week 10	Thursday 26 March (noon)	Online submission of B-Course essay for MSt and 1st year MPhil students
Week 10	Thursday 26 March (noon)	Online submission of all Hilary Term essays for 2nd year MPhil students

Trinity Term

26 April – 20 June 2026 (full term, weeks 1-8)

Week 6	Friday 5 June	Feedback and provisional marks for Hilary Term essays available
Week 8	Monday 15 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 5 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.

Dates of full term: https://www.ox.ac.uk/about/facts-and-figures/dates-of-term

Please note: The Graduate Studies 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 AND DISSERTATION 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.

Students submit a dissertation of 10-11,000 words.

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 B course 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 Pseudonymania

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

Sample dissertation titles

'þæt monnum nis/cuð geryne': Seeking Knowledge of Divine Mystery in the Old English *Advent Lyrics*

"ma mort est tusjours fresche": Encountering the Crucifixion in Anglo-Norman and Early Middle English Lyric

Good Touch/Bad Touch: Reading Marks of Devotion and Sin in MS Bodley 415's *Handlyng Synne*

"And for short time an endlesse moniment" („Epithalamion 24.7"): Spenser and the Poetics of Monumentality in *The Faerie Queene* (1590)

"The manuscripts he shall bring forth out of their dust and darkness"1 Lichfield Cathedral's Lost Library in its Seventeenth-Century Context

A Digital Humanities Analysis of Marriage Formation in Early Modern Comedy

"A place where Contrarieties are equally true": Querying the Possessive Reader of William Blake Apollonian and Dionysian Homosociality in the Marlow Group

Beyond Boundedness: The Formal Ethics of William Blake's Antinomian Excess

The Queer Child and Aesthetic Education in Vernon Lee's *Œuvre*

Unexplored Experiments: Constance Naden and Poems of the Woman Question

Utopian Bodies: Visions of Female Leadership in Feminist-Eugenic Writings

Placing Text: The Experimental T[y/o]pography of Ruth Wolf-Rehfeldt, Susan Howe and Sam Winston

'Speak the word only': T. S. Eliot and the Spoken Word from *Ash-Wednesday* to *The Rock*

The 'Business of Bantering', or, Art at Work: Ekphrasis, Aesthetics, and Reification in Kazuo Ishiguro's Early-Mid Novels

"To whom do I owe the symbols of my survival?": Black and Chicana Lesbian Feminist Cultural-Representation in Audre Lorde's and Cherríe Moraga's Life-Writing

'THIS IS A PAID ADVERTISEMENT': Advertising Poetics in *Yugen* and C

Time's Fragmentation of the Self in Jorie Graham's Ecopoetry

Re-opening the Case of *The Satanic Verses*: Technologies of Censorship, the Literary Field, and the State

Stifling the Mother Tongue: Negotiating the Postmonolingual Condition in Eva Hoffman's *Lost in Translation: A Life in a New Language* (1989) and Jennifer Croft's *Homesick* (2019)

The Event of American Sign Language (ASL) Poetry

APPENDIX 3: PRIZES

The faculty runs a number of different prize competitions. Students are invited to interpret the title to produce work that they think addresses or unfolds it in interesting ways; literary and creative and analytic approaches – or a combination of all three – are equally welcome.

Full details, including the subjects of the prizes, 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. An additional prize, of £350, may be awarded. 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.

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 students 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 7,000 words in length (excluding bibliography) 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 from 14 to 28 lines in length, written in English in contemporary diction and 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. 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

The purpose of the Shelley-Mills Prize is to promote the study of the works of William Shakespeare. This prize is open to all students of the University, who have not been a member of any other university for more than a year. A prize of £500 will be awarded, providing there is an entry of sufficient merit, for the best essay of about 5,000 words on the subject. 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 Rhŷs 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 Rhŷs Fund. The prize is open to members of the University who, on the closing date for entries, have not exceeded eight years from their matriculation. Finishing MPhil students and undergraduate finalists are very welcome to submit their entries. £500 will be awarded, providing there is an entry of sufficient merit, for the best essay on a subject relating to Celtic Language, Literature, History and Antiquities. Entrants may submit more than one piece. Candidates are free to choose their own subject. The judges have power to recommend to the trustees that grants be made out of the Rhŷs 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 Rhŷs Prize"* to the [English Faculty Office](), *not later than Friday of 8th Week, Michaelmas 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.

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 MSt/MPhil dissertation. The prize is to the value of £100.

APPENDIX 4: HUMANITIES RESEARCHER DEVELOPMENT AND TRAINING PROGRAMME

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards.

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?
- 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.

Our programme is organised via 'training pathways', designed to foster virtuous circles between research and personal development. These Pathways are:

- Preparation for Academic Practice Pathway: Resources to support all aspects of your development as a researcher, from writing book proposals to preparing for the DPhil viva

- Public Engagement with Research Pathway: Skills and tools to enable researchers to communicate, collaborate and inspire beyond the academy. Workshops include storytelling, Presentation Delivery Skills and How to Organise a Conference

- Heritage Pathway: A varied programme of research, training and events in collaboration with heritage partners to promote knowledge exchange and Public Engagement with Research

- Teaching Pathway: Supports Humanities researchers who are currently teaching (or intend to teach) at Oxford

- Career Confidence: Resources and opportunities tailored to the interests, skills and preferred career destinations of Humanities researchers.

Our workshops and events are open to Master's and DPhil students and postdoctoral researchers (including teaching-only and college-only appointments). Most of our events are free, but some require a £20 deposit which will be returned once you have attended the course, or cancel more than 72 hours before the event start time.

See https://researcherdevelopment.humanities.ox.ac.uk for the calendar of upcoming events and for more information about the programme.

You can also email the Humanities Researcher Development and Training Team at training@humanities.ox.ac.uk if you have any queries.

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

GSO.17	Application for Suspension of Status
GSO.17a	Return from suspension of status
GSO.17b	Suspension of status for maternity, extended paternity and adoption leave
GSO.25	Application for a Change of Supervisor or Appointment of a Co-Supervisor
GSO.28	Change of Programme of Study
GSO.29	Notification of Withdrawal from Programme of Study
GSO.30	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.

APPENDIX 8: LECTURE RECORDING

The University Educational Recordings Policy is located here: academic.admin.ox.ac.uk/educational-recordings-policy

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 until the start of the *following term. All previous lectures are deleted on Friday of 0th 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

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

APPENDIX 9: EMERGENCY INFORMATION

If the fire alarm sounds, walk immediately to the nearest fire exit. 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

APPENDIX 10: 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 Humanities Library, 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, 16th 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, 8th edn (Chicago; London: University of Chicago Press, 2013)

10. 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.

6.1.5.1   MHRA (general)

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

Books

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

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

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

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

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

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

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

7. *Details of publication*: these should be enclosed in round brackets, and take the form (Place of publication: Publisher, 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*, 2nd edn (Cambridge, Mass: Harvard University Press, 1994), pp. 47 - 83

Chapters or articles in books

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

1. *Author.*

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

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

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

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

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

E.g.:

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

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

6.1.5.2   MHRA (author – date system)

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

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

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

10.1.1.   Citing the OED

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

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

Currently, every entry on the website is displayed with an additional central bar, bearing either red or blue rubric, which specifies the first date and origin of the entry. Blue rubric indicates the entry has been revised since 2000 and is up-to-date. Red rubric warns you that the entry was first inserted in the dictionary many years ago and may not have been fully updated.
The noun *relic*, for example, is accompanied by blue rubric stating 'This entry has been updated (OED Third Edition, December 2009)'. So it is a reliable up-to-date entry, and when citing it you should specify the word itself, its grammatical form, the date at which the entry was updated, and your date of access, along with (if relevant) the sense number of the definition you're referring to:

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

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

By contrast, *slang* n[3] 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[3], 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.

10.1.2. 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.

10.1.3. 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)

10.1.4. 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.

10.1.5. Online resources

The Humanities Library 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.