If you require the Handbook or any other materials in an alternative format, please let us know. On request we can provide you with a printed copy, enlarged print on coloured paper, audio recording or Braille version.
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**MA ENGLISH LITERATURES**

1
What is the philosophy of the Programme?

English is a wide-ranging discipline involving the rigorous study of Anglophone literature. It allows students to develop skills in critical argument, and to engage imaginatively with literary texts both past and present. Students of English become attentive to the ways in which the formal characteristics of literature have developed over time and across diverse cultures within the Anglophone world, as well as to the socio-political, ethnic, and gender contexts that inform and influence the literary texts that they study.

English at Keele is founded on the University’s principles of tradition, innovation, and diversity. The historical range of the material covered in its under- and postgraduate programmes extends from 1500 to the present day, and its scope extends to modules on American literature, Film Studies, and literature in translation, as well as to the theoretical enquiry that has become fundamental to the discipline over the last thirty years. The MA programme utilises the full range of this expertise. It offers students the opportunity to choose from a wide range of elective modules but it also maintains a central coherence through a number of core modules which introduce students to the research skills they need, the theoretical approaches that define the subject, and the nature and value of the canon, and hence of what we read.

The taught element of the Masters programme, then, comprises core modules in (1) Research Skills in the Humanities; (2) Reflective Practice in the Humanities; (3) Criticism, Analysis and Theory; (4) Canon, anti-Canon and Context, and (5) one optional module. On completion of the taught element of the course students pursue a dissertation topic of their own choosing under the supervision and guidance of a relevant member of the teaching team. All modules are taught by staff who are research-active in their fields and who are committed teachers of their areas of expertise.

The programme can be studied either full or part-time. As well as the Master of Arts award, Postgraduate Certificate and Postgraduate Diploma routes are also available.

Aims of the Programme

The Masters programme aims to encourage students to:

- Engage in wide and varied reading among the regional and global varieties of literature and literary criticism.
- Think both critically and creatively about literature in English.
- Assess the form and meaning of literary and filmic texts.
- Develop their understanding of the characteristics of key literary genres (prose fiction, poetry, and drama) and periods (post-1500), and of the principles of canonisation that elevate and marginalise texts and their authors.
- Understand, evaluate, and apply to literary texts a range of critical ideas and theories relevant to textual criticism at Masters level.
• Communicate ideas and arguments with clarity and care in a number of different forms (for instance: essays, oral presentations, reflective diaries) using appropriate language and techniques of presentation.

• Work both constructively and critically, by themselves and as part of a team, to deliver specific projects.

• Reflect productively on their strengths, weaknesses, and methods of learning.

• Develop research skills commensurate with postgraduate study in the field of English Literary Studies.

What you will learn

On completion of the MA students will have enhanced their subject knowledge and understanding, and developed both subject-specific and transferable skills.

They will be able to:

• Demonstrate a rigorous and critically-informed knowledge of a range of literary texts from different historical periods.

• Describe and evaluate a range of key concepts and theories in literary criticism and apply these in their analysis of a range of texts from different cultural and historical contexts.

• Construct clear, persuasive arguments using advanced communication skills, and harness these skills in appropriate contexts, and for a range of audiences, through oral presentation and in writing.

• Manage time and resources to deliver assignments on time and to required standards (both individually and as part of a team).

• Use the knowledge and skills they have acquired in complex and unpredictable contexts, and as the basis for more advanced learning or professional training.

The structure of the Programme.

An outline of the structure of the Programme is provided in the table below. Compulsory core modules are shown in bold; optional modules are in regular font; their credit values are in parentheses.

The Humanities Master Research Training modules make up 30 credits, comprising Research Skills in the Humanities (15 credits) and Reflective Practice in the Humanities (15 credits). Canon, anti-Canon, Context is a long, thin module taught across the first two semesters, worth 30 credits in total. In the first semester all students will take the compulsory Criticism, Analysis, Theory module. In semester 2, students choose one of a number of options, each of which is worth 30 credits. They reflect the variety in cross-period and thematic spread of English as a subject. The dissertation module is worth 60 credits: although it runs mainly in semester 3, students are encouraged to start
thinking about dissertation topics much earlier. Part time students follow the same basic structure across two years, with slight modifications.

**Full-Time Mode**

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<th>SEMESTER 1</th>
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<td>Humanities Masters Research Training: Research</td>
<td>Humanities Masters Research Training: Reflective</td>
<td>Dissertation (60)</td>
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<td>Skills in the Humanities (15)</td>
<td>Practice in the Humanities (15)</td>
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<td>Canon, anti-Canon, Context (30)</td>
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<tr>
<td>Criticism, Analysis, Theory in Literary Studies</td>
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<td>(30)</td>
<td>Option Module (30)</td>
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<td>ENG-40011 Victorian Cultures and Context (Dr</td>
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<td>ENG-40035 Sex, Scandal and Society: Eighteenth-</td>
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<td>ENG-49938 Shakespearean Stages: Advanced</td>
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<td>Studies in the Plays of Shakespeare and his</td>
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**Part-time programme**

Part-time students complete the course over two years. An option module will be completed in the first semester of year two.

**Part Time Mode**

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<th>SEMESTER 1</th>
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### Year 1

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<tr>
<th>Humanities Masters Research Training: Research Skills in the Humanities (15)</th>
<th>Humanities Masters Research Training: Reflective Practice in the Humanities (15)</th>
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| Criticism, Analysis, Theory in Literary Studies (30) |

### Year 2

#### Semester 1

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<td>Dickens Collins and Detection and Neo-Victorian Contexts</td>
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Modules on the Programme

Core Modules

[Fuller details of the intended learning outcomes of these modules can be found on the MA programme specification.]

HIS-40017 Humanities Masters Research Training (Core) (30 credits) Convenor: Dr Siobahn Talbott (History)

Comprising:

Research Skills in the Humanities (Semester 1): 15 credits
Reflective Practice in the Humanities (Semester 2): 15 credits

HIS-40016 Research Skills in the Humanities (15 credits)

This module is intended to serve as an introduction to the central aspects of the process of academic research and to provide training in technical skills to assist students in developing and managing research. It is also a forum in which research students from across the Humanities (and the University) can meet and share their experiences. The course consists of 3 half-day sessions (details below).

It aims to:

- Familiarize the student with the relevant university regulations and procedures for management of a research degree as well as identifying any issues of research ethics affecting your work.
- Explore the nature of the supervisor-supervisee relationship, and introduce several approaches for time management and stress management.
- Consider the nature of the research and writing process.
- Improve bibliographic skills and introduce the most important aspects of information management and retrieval in the student's general subject area.

Assessment

Project Outline, 600 words (50%)
Annotated Bibliography, 1,200 words (50%)

HIS-40016 Reflective Practice in the Humanities

This module consists of eight two-hour sessions. It aims to develop and extend the practical skills acquired in the first semester by engaging in more academically focussed work on key methodological and theoretical issues in the Humanities today. It introduces students to a variety of key theoretical and methodological texts and encourages interdisciplinary discussion. Students will also be asked to reflect on the place of their own work within their discipline and the Humanities more broadly. Keele is proud of its reputation as an inter-disciplinary university, and this course seeks to explore the value of such approaches: we collectively discuss what methods and assumptions our various disciplines share, and how they differ. Each session will typically include short presentations by tutors, discussion of set texts and an open discussion. You will need to have
read the set texts in advance of the session, and we also ask you to try in advance to locate the issues raised by the reading within your own discipline and research area.

Aims

- To enhance the awareness of central ideas and issues within the Humanities.
- To explore the intellectual connections between your research area and wider fields of study.

Assessment

Reflective Diary, 3,000 words (100%)

ENG-40007: Criticism, Analysis, Theory (30 credits)  Module Convenor: Professor Susan Bruce.

This module focuses on a number of central theoretical and critical issues and methods in contemporary literary and cultural analysis. It introduces all students on the MRes and MA programmes to a framework of critical discourse that encompasses the great variety of interpretive methods presently operative in the discipline of English. It aims to: help students draw distinctions between major paradigms in literary criticism and cultural and critical theory; to give them confidence in applying such theory to a range of literary texts; and to enable them to come to informed decisions about individual critical priorities and methods, in the light of collective debate and discussion.

Assessment for the module consists of a 4,000-5000 word essay (100%). There will also be a formative essay (1500 words) on textual criticism/book history and a formative oral presentation at the end of the module.

ENG-40032: Canon, anti-Canon, Contexts (30 credits)  Module Convenor: Dr Jonathan Shears

This module offers students the opportunity to study a selection of major canonical texts alongside some in-depth analysis of the contexts and co-texts which informed and were informed by them. Example sessions may include: *Hamlet* and Robert Burton’s *Anatomy of Melancholy*; Byron’s *Don Juan*, Pulci and *conversazione*; Thomas Hardy, George Egerton and the New Woman Question; *Uncle Tom’s Cabin* and nineteenth-century American slave narratives. The module invites students to reflect on and dispute key critical issues including the rationale and function of canon formation, the reasons why we make value judgements, the purpose of studying texts in historical context and the ways in which literary texts can be read in dialogue with other texts.

The module aims to: help students to develop high-level skills in cross-period, comparative reading through a variety of literary periods, national and international contexts, and movements (including Early Modern, Eighteenth Century, Romantic, Victorian, Modernist, Contemporary and Postmodern, American and Postcolonial, Women’s Writing); train students in the comparison of canonical material with non-canonical texts; enable them to raise questions about ‘literary value’ and explore the politics and consequences of acts of cultural recovery; and help them situate literature and the phenomenon of ‘literariness’ in its contexts (including its relationships to non-literary materials).
Assessment

1. 1 X 20% oral presentations (15 minutes)

2. 1 X 80% essays 4000-5000 words.

For post-experience students following a CPD route through this module, it will be possible to build a significant element of reflective analysis into these essays, enabling them to develop links between classroom teaching practice, and the research-based learning facilitated by the module.

Option Modules

Modules running in Semester One:

[Modules running in semester one are normally available only to part-time students, but if full-time students are especially keen to choose one of these modules, it may possible for them to audit these modules and complete the written work and further reading under supervision in semester 2. Students wishing to pursue this option should see the module convenor of the module they are interested in]

ENG 40033- : Dickens, Collins and Detection (30 credits): Convenor: Professor David Amigoni

Charles Dickens and Wilkie Collins, two of the most important Victorian novelists, were close friends, who influenced each other greatly and collaborated on a number of stories. This module will study two major novels by Dickens (Bleak House and the unfinished Mystery of Edwin Drood,) and three by Collins (The Woman in White, The Moonstone, and The Law and the Lady). Bleak House interweaves one of the earliest detective plots in fiction into a story of social and personal mystery, guilt and retribution. Edwin Drood is concerned with opium addition, hypnotism and the power of the unconscious. The Woman in White and The Moonstone are texts full of mystery, suspense and strange states of mind; The Law and the Lady puts at the centre of its plot perhaps the first ever female detective character.

These novels, through serialization and awareness of new modes of journalism, create new generic possibilities, forms of characterization and plot development. They contribute to the rise of the sensation novel, and experiment with very different depictions of femininity, sexuality and crime that seem to put them at odds with what are taken to be Victorian norms. They are deeply concerned with imperial violence abroad and social transgression at home, and they respond to this disturbing material in formally innovative ways.

ENG-40037: Contemporary British Fiction (30 credits) Convenor: Dr Nick Bentley

This module investigates some of the important trends, thematic content, and stylistic innovations produced in selected fiction of the last 40 years. Novelists that may appear on the course are Martin

The module aims to: include the study a wide range of selected contemporary fiction; enable students to reflect on the way social contexts and political ideologies of the contemporary period are reflected in fiction; provide students with a knowledge of various critical frameworks (cultural and literary) such as feminist theory, postmodernism and postcolonialism, and to develop an ability to work with these as part of an independent critical practice; enable students to appreciate and analyse the emergence and significance of different literary styles during the period; and account for the importance of gender, class, sexual and racial identities in the literature of the period.

Assessment

01: Essay weighted 80%
A 4,000 word essay comparing at least three primary texts, and contextual material
Students will write a 4000 word essay on at least three primary texts, including one text from a range of independent reading undertaken by M/4 level students. The essay will also ask students to address contextual material.

02: Review weighted 20%
1,000 word review of a contemporary novel
Students will produce a review of one of the contemporary novels on the course or one that is agreed with the seminar tutor. The review should be appropriate for publication in a literary magazine, journal or broadsheet review section. Preparation for the exercise will consist of discussing similar reviews of other novels prior to the submission date of the review. The review will be due in week 7 of the module.

ENG-40042: Postcolonial and World Literature in English (30 credits). Convenor: Dr Jude Roberts

This module aims to introduce students to the diversity of literature produced in postcolonial contexts since the end of World War II. We will compare material from a number of formerly colonised regions – including Africa, the Middle East, America, and the Caribbean – and explore how postcolonial texts relate to local cultural and historical experiences. The module is structured around some of the most highly charged issues tackled by postcolonial artists: cultural identity and nationhood; race, gender, and the body; slavery; globalisation; migration; diaspora; and war. As we address these, we will look at ways of applying the exciting and challenging ideas raised by postcolonial theory, and consider how world literature is consumed in a global marketplace.

The module aims to introduce students to critical issues in postcolonial literary and cultural production, post-World War II; enable them to relate postcolonial texts both to their cultural and historical contexts and to global markets in which they circulate; help them to apply postcolonial theory to a wide range of global literary and cultural texts; and assist them in developing writing and presentation styles appropriate for a range of purposes and audiences.

Assessment:

01: Presentation weighted 20%

02: 4000-5000 essay weighted 80%
ENG-40045 Wild Woods and Wide Worlds: British and American Children’s Fiction (30 credits) 
Convenor: Dr Tim Lustig

The module compares the concerns and strategies of British and American children’s fiction and situates literary texts within relevant cultural and historical contexts (for example, British imperialism, the American Civil War and its aftermath, the ‘Gilded Age’, the ‘strange death of liberal England’, the response to industrial modernity, ruralism, paganism, and the economic depression of the 1930s). The keynote question of the module is this: do children’s writers reflect dominant values or subvert them?

The aims of the module are to place literary texts within relevant cultural and historical contexts; to compare traditions of children’s writing in Great Britain and the United States; and to consider and make use of critical and theoretical debates about the generic and ideological nature of children’s writing.

20% 15-minute presentation
80% 4,000–5,000 word essay

ENG-40047 Words and Pictures: the Contemporary American Graphic Novel (30 credits) Convenor: Dr. James Peacock

The graphic novel is becoming an increasingly important form and proving itself worthy of scholarly attention. For many readers coming to graphic novels for the first time, the form poses specific challenges, requiring new modes of attention. One of the exciting aspects of this module is that it offers students guidance in these new ways of reading. Time is taken with each primary text, reflecting both the scope and ambition of the texts themselves, and also the need for reflection throughout the module on the reading process itself. Content is not neglected, however, and students will have the opportunity to explore the startling variety of themes, ideas and issues tackled in graphic novels, from racial identity to sexual politics, teenage angst and 9/11.

Assessment
01: Presentation weighted 20%
Students will offer a 15-minute presentation, held during one of the weekly feedback hours and before the seminar, on one of the core texts. Formative feedback on the presentation will be given, and presentation materials will be submitted in written form and/or as Powerpoint slides.

02: E4000-5000 word essay weighted 80% The essay should usually address two or three primary texts, at least one of which must be drawn from the core reading. In addition, it should draw on some theoretical material related to the interpretation of comics. Students will be expected to analyse the formal details of the texts at a high level. They will discuss their plans for the essay during weekly consultation hours.
Modules running in Semester Two:

**Sex, Scandal, and Society: Eighteenth-Century Writing and Culture** Convenor: Dr Nick Seager

This module examines the period which saw the emergence of the English novel, the rise of the periodical press, and the professionalisation of imaginative writing, as well as an upsurge in comedies of social manners on the stage, a flow of erotic and pornographic texts, and poetry whose sexual and satiric energy is barely curbed by social decorum. Men and women of letters were interested in society in fascinating new ways that were the result of the exponential growth of London, the financial revolution that helped erode old social hierarchies, changes in sexual relations and constructions of gender, celebrity culture, and the rise of personality-based politics. Perhaps it is not too much to say that our own society is the heir to changes that happened in the Georgian age. 

*Works studied will include Eliza Haywood's *Fantomina* (photocopy), John Cleland's *Fanny Hill* (Oxford, ed. Sabor), Charlotte Lennox's *Sophia* (Broadview, ed. Schurer), poetry by Jonathan Swift and Alexander Pope (including *The Rape of the Lock* - Penguin edn of Pope, ed. Damrosch), Frances Burney's *Evelina* (Norton edn, ed. Cooke), and Richard Brinsley Sheridan's *The School for Scandal* (any edn). The longest works are Samuel Richardson's *Clarissa* (Penguin, ed. Ross) and Henry Fielding's *Tom Jones* (Penguin, ed. Mutter), so starting on these two is good pre-course preparation!*

**Assessment:**

15-20 minute oral presentation weighted 20%;

4,000-5000 word essay weighted 80%.

**AMS-40040 High Culture** Convenor: Dr Oliver Harris

The module examines the social, cultural, psychological, medical, philosophical, and aesthetic dimensions of works dealing with three decades of American history that are concerned with a range of intoxicants - alcohol, heroin, LSD, and peyote. Rather than taking a biographical approach (which might, for example, focus on the role of drink in the writing of the Lost Generation), the module focuses on representations of individuals or groups involved in sub- and counter-cultural use of mind-altering and/or addictive substances. The first half of the module focuses on addiction, the second half on the relationship between pharmacological and aesthetic experimentation. The emphasis on studying formal features of texts also includes comparative analysis of Hollywood adaptations and films. Texts studied may include:

in Las Vegas (1971); Fear and Loathing in Las Vegas (1998), film.

Assessment:

20% 20-minute presentation
80% 4,000–5,000 word essay

ENG-40046 Contemporary American Fiction (30 credits): Convenor, Dr Tim Lustig

The module opens with an investigation of two novels which have been seen as key instance of American literary postmodernism: E. L. Doctorow’s Ragtime (1974) and Toni Morrison’s Jazz (1992). The module then goes on to investigate a number of American novels published in the last ten years including bestselling literary fiction by, for example, Lionel Shriver and Jonathan Franzen and less well known work by novelists including Teju Cole and Alison Bechdel.

The central aim of the module is to explore representations of the American family and the city in contemporary American fiction. The module also aims to equip students with a variety of theoretical approaches to postmodernism and post-postmodernism.

20% 15-minute presentation
80% 4,000–5,000 word essay

ENG-40011: Victorian Culture and Context (30 credits) Convenor: Dr Jonathan Shears

This module looks in detail at the literary landscape of Victorian Britain, particularly the status of poetry, drama and prose, through the study of writers like Barrett Browning (Sonnets from the Portuguese), Ibsen (Hedda Gabler), and Wilde (De Profundis), which it sets within wider cultural debates about science, empire and nation, consumerism, capitalism and gender relations. The module also considers the challenges of reconstructing the Victorian period from a range of twenty-first-century vantage points (through the work of Matthew Sweet, David Amigoni and Simon Schama) before encouraging students to think about what has been termed the ‘material turn’ in Victorian studies through reading novels by Balzac, Charlotte Bronte and Zola and studying the representation of major events such as the Great Exhibition of 1851.

The module aims: to explore the meanings and constructions of the ‘Victorian’ by examining the role played by novels and poetry in shaping the characteristics of the period (progress, peace and prosperity, individual notability, the country and the city, industrialisation, science, the emergence of class identities and conflicts, the Woman Question, and modes of regulating gendered character and behaviour). It also aims to consider the variety of genres at work in ‘constructing’ our image of the nineteenth century (the self-help narrative, the family chronicle, the picaresque, the grotesque, the sentimental, realism, naturalism, satire), and to explore these varieties in relation to contexts of critical, cultural-historical and historiographical writings.
Module Assessment:

01: Oral Presentation: formative
15 minute oral presentation write-up
Students will be asked to prepare and deliver a 15 minute oral presentation, designed to introduce a text, and the critical issues to which it gives rise for the purpose of seminar focus and discussion. Having received formative feedback on the presentation, they will then produce a written up version of the presentation on which they will be assessed.

02: 4000-5000 word essay weighted 100% comparing at least three texts, and contextual material.

Eng-40038: Shakespearean Stages: Advanced Studies in Shakespeare and his Contemporaries
Convenor: Dr Rebecca Yearling

This module gives students the opportunity to study the plays of Shakespeare in depth, and to consider them alongside the plays of his rivals, collaborators and successors. We will explore how these works relate to the social, political and cultural contexts of their time, and also consider their effect on stage, both in the early modern period and today.

The module aims to: deepen and broaden students’ understanding of the plays of Shakespeare and his contemporaries and successors, and of the social, political and cultural conditions attendant on both their original production and their theatrical revival in the twentieth and early twenty-first centuries; expose students to an extensive range of primary and secondary sources; explore key local and national collections (e.g. the New Victoria Theatre archive, the RSC archive, the Theatre Museum and the British Library) and online resources (e.g. Early English Books Online; Eighteenth-Century Collections Online); communicate a systematic sense of the research process and research findings clearly to an advanced academic audience using a variety of written, oral and visual means; and enable students to explore their own specialised research interests.

Assessment:

01: Oral Presentation weighted 20%
15 minute oral presentation
Students will be asked to prepare and deliver a 15 minute oral presentation, designed to introduce a text, and the critical issues to which it gives rise for the purpose of seminar focus and discussion. They will then produce a written-up version of the presentation on which they will be assessed.

02: Essay weighted 80%
4000-5000 word essay, which should cover at least three texts, including at least one text from the range of independent reading undertaken. The essay will demonstrate substantial research and independent thinking, and will draw on a range of appropriate sources (including but not limited to academic criticism; theatre history; stage and, where appropriate, screen performances; journalistic material and reviews; and archive material).

ENG-40034 Dissertation (60 credits)
The dissertation module is the culmination of the programme. In it, students research, plan and write a substantial dissertation, locating their specific topic within the context of relevant debates within the discipline of English literature and the humanities more generally.

The process begins in the latter part of semester 2, and extends over the summer with a submission date in September. The process includes discussion and refinement of ideas with your supervisor, a literature search (primary and secondary), and, at an early stage in the process, the production of a detailed written plan for your dissertation, including proposed chapters and indicative bibliography, on which he or she will offer feedback. Thereafter, you will produce written chapter drafts according to a timetable agreed between you and your supervisor. See below for further information about dissertation management and supervision.

Study hours:

Consultation with supervisor: 20 hours
(2 hours of consultation on initial ideas and foundational reading; 3 hours consultation about and feedback on plan; 15 hours of consultation about and feedback on draft chapters)
Research for the dissertation: 480 hours
Writing up of the dissertation: 100 hours

**Assessment:**

01: Dissertation weighted 100%  
A substantial piece of written work (15000 words) based on research related to an area of literatures in English.
02: Dissertation Plan  
Formative dissertation plan.

***********************************

Essay deadlines:

- Semester One modules: 26 January 2016.
- Semester Two modules: 10 May 2016.
- Dissertation (for f/t students): 13 September 2016

Please hand in one copy to the office, and submit one copy to the KLE.

The word limit for the MA dissertation is 15,000 (plus or minus 10%).
Dissertation Responsibilities.

Work on the dissertation is a two-way process, involving responsibilities on the part of both the student and the supervisor.

It is the student’s responsibility to engage actively in the learning process, to make his or her needs known in a timely way, and (as far as possible) to submit preparatory work and draft materials to agreed times. Students should have clear written information on the arrangements for dissertation supervision. They should know how to contact their supervisor and who to go to if they are experiencing any problems with the supervisor. Students should receive supervisor support to gain ethics approval, if necessary.

It is the supervisor’s responsibility to advise the student at each stage of the work (scope of the project, sources, methodology, structure, content, style and presentation). A guideline minimum level of support for a full-time student is a meeting of about once a month during semesters 1 and 2 and once a fortnight during semester 3. A guideline minimum level of support for a part-time student is a meeting of about once every two months during year 1 and once a month in year 2. For both full-time and part-time students the guideline minimum contact time is 12 hours in total. Most supervisors will ask their students to submit a written dissertation plan and will provide feedback on this plan. During the writing process supervisors should, at various stages, read all of the dissertation in draft form and provide written or verbal feedback to enable the student to produce work to the best possible standard.

Supervisors and students will generally agree targets for completion of particular sections of the dissertation. Supervisors should ensure that students are aware of periods when the supervisor is away from Keele (in the case of holidays, for example). Supervisors are not to be expected to read draft materials less than two weeks before the final deadline. Supervisors cannot copy-edit final draft dissertations.

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Nuts and Bolts: Useful Information about how things work (and what to do if things aren’t working).

Communication

The School(s) and other University services will contact you intermittently with important information related to your studies. The primary channel for communication will be your Keele
email address. It is expected that you will check your Keele email regularly: you are responsible for reading University emails and taking action if appropriate.

**E-Vision** - You will also need to make yourself familiar with eVision. EVision provides an opportunity to:

- View your current and previous module marks
- View and update your personal information and contact details
- Request a course change
- View your credit requirements
- View your absence record
- Re-register for your course each year

You can access eVision through the [student login](http://www.keele.ac.uk) on the Keele homepage. E:vision is then accessible through ‘The Office’ tab.

**Keele Learning Environment (KLE)** – The KLE is used by Keele to provide every student and member of staff with a personal teaching and learning workspace that can be accessed through the Internet.

The KLE gives you access to information, activities and resources associated with the modules you are studying. These might include, for example, lecture notes and slides, pictures and other material together with interactive features such as discussion groups.

You should regularly access the KLE, ideally on a daily basis, since it provides the most accurate and up-to-date information with regard to your modules.

Online help for the KLE can be found here: [http://www.keele.ac.uk/klehelp/](http://www.keele.ac.uk/klehelp/)

**IT Services**

IT Services are responsible for your IT systems and networks throughout the University. Their services include the wireless network, printing service, IT Suite and Labs, Laptop Loan and Laptop repair service. They provide help and advice using Keele systems such as the KLE, eVision, office software or Google Mail and Apps and advice when connecting to the wireless network (eduroam).

Remember when using Keele University IT systems that you are bound by the IT Conditions of Use, a link to which can be found on [http://www.keele.ac.uk/it/](http://www.keele.ac.uk/it/). It is important that you familiarise yourself with these to ensure that you use the systems within the terms of the Acceptable Use Policy.

The IT Service Desk is the first point of call for anything IT related. It is based in the campus Library and IT Services building and is open 7 days per week throughout the Semester. For further information regarding IT Services, or to report a problem or seek advice, please visit: [http://www.keele.ac.uk/it/](http://www.keele.ac.uk/it/).
Links to University policies and regulations

Student-related regulations:

http://www.keele.ac.uk/paa/governance/actcharterstatutesordinancesandregulations/universityregulations/student-relatedregulations/

Student Discipline procedures: http://www.keele.ac.uk/studentdiscipline/

Regulations on examinations and assessments: http://www.keele.ac.uk/regulations/registration8/

Key University dates: http://www.keele.ac.uk/keydates/

University Policy on Late Submission of Assessed Work:
http://www.keele.ac.uk/paa/academicadministration/policies/lateandfailuretosubmitwrittenwork/

Library

The University Library's mission is to provide effective access to all forms of academic information in support of the University's teaching, learning and research.

We have two Library sites, the main Campus Library and the Health Library at the University Hospital of North Staffordshire (UHNS). We offer almost 1000 study spaces and extensive opening hours - the Campus Library is open 24/7 during semester and the Health Library seven days a week all year (except bank holidays). Students can work in a variety of study environments, ranging from group to silent study, and can also book rooms for either purpose. There’s also a refreshment area in the Campus Library, and WiFi access is available on both our sites.

Our academic collections are provided both online and in print. We subscribe to around 20,000 e-journals, 300,000 e-books and have over 600,000 items on our shelves. Students can access many reading lists online, and our "Catalogue Plus" service can be used to find relevant information both in print and online via a single easy-to-use web catalogue. Books can normally be borrowed for two weeks, one week or one day, depending on demand for the title. Students can get help from our staff at the Library's InfoPoint, and throughout the year. Liaison Librarians provide an extensive range of training tailored to help students with their research and information skills.

Find out more about our library services from our website: http://www.keele.ac.uk/library/.

Student Support and Wellbeing:

Whilst we know that you will have a great experience at Keele, there are likely to be times when you need support, advice or just somebody to talk to. At the University there are services and staff who are specifically in place to offer such support should you need it. We encourage you to familiarise yourself with these services and should things not feel 100% please do seek out their support - that’s what they are here for.
Student Support Centre - The Student Support Centre should be your first stop for Academic Advice, Financial Support, Support in Accommodation, International Student Support, Critical Incident Support, and Personal Issues. The team are experienced in dealing with a wide range of issues and will work with you to resolve any issues or concerns that you have at any point during your time here at Keele. Visit: http://www.keele.ac.uk/ssc

Student Wellbeing - Your wellbeing is of paramount importance to us. If you have any problems, you are encouraged to come and talk to us or, if you need to, to visit also engage with Wellbeing Services, which include Disability and Dyslexia Support, Counselling and Mental Health Support. Their team of trained and specialist professionals are all committed to providing effective, sensitive support and specifically understand the challenging experiences that students often face.

http://www.keele.ac.uk/studentcounselling/
http://www.keele.ac.uk/dds/

Careers and Employability - The Careers and Employability Service offers an excellent source of information and support. You are welcome to talk to the Careers Advisors there, who can help you check listings of graduate vacancies, update your c.v. or look for internships and other opportunities. Visit: http://www.keele.ac.uk/careers/

To find out more about all of the services above go to www.keele.ac.uk/studentsupport

Advice and Support at Keele (ASK)

Located on the ground floor of KeeleSU, ASK delivers independent advice on a whole range of issues, including academic, health, family, wellbeing, accommodation, finance, legal, international and employment. The advice and support that ASK offers is free, confidential, non-judgemental and impartial. Our trained Education and Welfare Advisors are here to help, just ASK. For more information, please visit www.keelesu.com/advice or come and see us between Mon-Fri 10.00am to 12.30pm and 1.00pm to 4.00pm. There is also a live chat facility available via the website.

Personal Tutoring

Professor Susan Bruce is the Personal Tutor for all Masters students in English. She can offer general guidance on academic and career development and, if you wish, may refer you to specialist academic support services within the University. She can also provide advice, support and general guidance on non-academic issues or, again, if you wish, refer you to pastoral support services within the University. You do not, of course, need to see her if you wish to self-refer to these services, but if there are any serious issues which are likely to interfere with your studies, you must let her know.
Extenuating Circumstances (ECs):

If your personal circumstances are affecting your studies then you should speak with Professor Bruce as soon as possible to see if any arrangements can be made. If it is deemed necessary then you may have to submit a claim for extenuating circumstances. It is in your best interests to speak with someone as quickly as possible, and certainly before any assessment deadline or exam. If you leave it too late then it may be more difficult to give you the necessary help. You should also not wait until you receive your end of year results and then decide to ask for extenuating circumstances to be taken into account as this will not be allowed.

Detailed information on extenuating circumstances criteria, the claims process and evidence requirements can be found in the “Extenuating Circumstances Guide to Students” which can be downloaded from: www.keele.ac.uk/ec

Leave of Absence:

If you feel you need a break from your course for personal, financial, medical or other reasons, it may be possible to take a Leave of Absence, which usually lasts for a semester or a year. You should talk to Professor Bruce in the first instance if you think you may need to take a leave of absence. Further details are available here: http://www.keele.ac.uk/ssds/changeofcircumstances/takingaleaveofabsence/

Academic Appeals:

Your final module marks, and your eventual degree classification, are confirmed by a Board of Examiners. It may be possible, in exceptional circumstances, to appeal against the outcome using the Academic Appeals process. The reason for your appeal must be based on one of the following:

- A procedural irregularity in the conduct of the assessment
- Extenuating circumstances (providing that the Board of Examiners were not already aware of them, that evidence can be provided to support them, and that there is a valid reason for not notifying the Board at an earlier stage)

For more information, please visit http://www.keele.ac.uk/appeals/

Academic Misconduct:

Academic Misconduct refers to a number of situations where a student might attempt to gain an advantage for him/herself and/or another student by doing something that goes against University Regulations. This may include conduct during assessments, coursework, and exams. The University takes any breach of the regulations seriously, and in a minority of cases students are required to withdraw from Keele. It is important to understand the University’s guidelines; you should speak
with your Personal Tutor if you have any queries. Central resources and guidance are available on
the web at:

http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/.

The procedure for dealing with allegations of academic misconduct: information for students can be
found at the same link.

Research Ethics

Most English research projects do not involve the participation of human subjects, but on rare
occasions they might. If you are conducting a project or pursuing research which does involve the
participation of human subjects, you must first get the project approved by the School Ethics
Committee. Failure to obtain ethical approval via this route may entail serious sanctions:

- Any offence that is deemed to be major will be automatically referred to the Appeals,
  Complaints and Conduct Manager to be dealt with via Academic Misconduct Panel and
  the appropriate penalty imposed.

- Any offence that is deemed to be minor will be dealt with via the School Student Project
  Ethics Committee and an appropriate penalty imposed at School level. The process for
  investigating alleged offences at School level can be accessed via
  http://www.keele.ac.uk/researchsupport/researchethics/ (section 4.1)

Language Learning Unit (LLU):

**English Language Support for International students**

Individual and group language guidance and assistance is available from the LLU’s English Language
Unit (ELU) to international students at all levels, from beginners to near-native speakers. Academic
English modules help international undergraduate and postgraduate students develop the skills
essential to succeed with their studies, and year-round ‘One-to-One’ tutorials ensure as-needed,
personalised English language support.

Incoming non-native English speaking international students on taught programmes will take an ELU
language assessment during their first weeks at Keele, after which personalised recommendations
for modules or other forms of support are made.

To contact ELU, email elu@keele.ac.uk, or for more information see
keele.ac.uk/llu/englishlanguage/.

To book a 30-minute ‘One-to-One’ see
keele.ac.uk/llu/englishlanguage/supportforinternationalstudents/.

**Attendance:**
It is very important that you attend all your classes and supervisory meetings and any non-attendance will be monitored. If you have a valid reason for not attending a class then you need to notify your relevant School as soon as possible. Any non-attendance without good cause may result in an informal warning from your School. If you continue to miss classes then the University will take this very seriously and it may result in you being withdrawn from your studies.

Information on University procedures for issuing academic warnings can be found at:

http://www.keele.ac.uk/paa/academicwarnings/

Generic assessment criteria:

The University’s generic assessment criteria are designed as a reference point for staff and students in defining standards of achievement of written work across all subject areas. They describe student achievement in four areas: Knowledge, Understanding and Application; Analysis and Argument; Use of Research-Informed; Communication Skills. These University-wide criteria form the basis for all subject-specific assessment criteria. The University Generic Assessment Criteria can be found here:

http://www.keele.ac.uk/media/keeleuniversity/policyzone/paa/Generic%20Assessment%20Criteria%20final%20senate%20approved%20inc%20Level%203.pdf

Proofreading guidance:

If you decide that you would like someone to proofread your work or you wish to use a proofreading company it is very important that you read the document ‘Proofreading - a Guide for Students.’ Failure to follow the guidance in this document, if you have your work proofread, could result in you being found guilty of academic misconduct due to you having unpermitted assistance. The proofreading guidance document can be downloaded from the website at:

http://www.keele.ac.uk/paa/studentappealscomplaintsandconduct/studentacademicconduct/.

External Examiners:

External Examiners are experienced academics from other institutions or professional practitioners with significant expertise in their field. Their role is to provide an independent assessment that appropriate standards are maintained in Keele’s academic awards in comparison with other universities in the UK.

Their duties involve approving examination papers, checking that marking has been carried out consistently and within the regulations, advising on changes to programme content and writing an annual report. Schools share the reports with students, usually in SSLC meetings, and you can find the latest reports, along with a response from the School, here:

http://www.keele.ac.uk/qa/externalexaminers/reportsandresponses/. NB: you must not contact external examiners directly as they have no remit in relation to individual students.
The list of External Examiners for each subject for the academic year 2014/15 can be found here: [http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/](http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/)

**Student representation and feedback:**

Student feedback is fundamentally important at Keele and there are a number of formal opportunities for you to get involved. You are also encouraged to speak with staff informally if you have any suggestions for improvements or to seek advice regarding issues with your programme.

- **StARs (Student Academic Representatives)**

  All students have the opportunity to stand for election as a StAR, representing the views of other students on their programme. StARs gather feedback and attend Staff-Student Liaison Committees (SSLCs) to discuss items raised by students and developments to the programme. It is an important role, which is recognised by being HEAR-recordable. There are StARs awards each year to celebrate the achievements of those who have gone above and beyond the standard duties of a StAR. Look out for further information publicised by KeeleSU, including details of elections. More information can be found here: [http://keelesu.com/activities/stars/](http://keelesu.com/activities/stars/).

- **Staff-Student Liaison Committees (SSLCs)**

  SSLCs provide a forum for discussion between student representatives (StARs) and staff about programme issues and are usually held once a semester. The meetings are chaired by one of the student reps and act as the principal means for staff to be made aware of the collective opinion of students. Their success depends upon students getting involved, either as reps or by supporting the reps by providing them with your feedback. First semester dates are 4 November and 2 December, 1.30-2.30 in CBB1.030.

**Module Evaluation**

At the end of each module students are invited to complete an evaluation form. These are done anonymously and give you an opportunity to have your say on the content and delivery of modules. A summary of the results are considered by the SSLC and other School committees, and also form part of the annual review of the curriculum, known as CARD (Curriculum Annual Review and Development).

Keele also takes part in the Postgraduate Taught Experience Survey (PTES), which is a national survey run by the Higher Education Academy.

**Complaints:**

A complaint is the expression of a specific concern about the provision of a service, either academic or non-academic, by the University. An informal complaint should initially be addressed to the member of staff who is most directly concerned with the issue; if the problem is explained to them
they can often provide an immediate explanation or solution. If you are dissatisfied with the response, or do not feel able to approach the member of staff, you may submit a formal written complaint. Complaints must be submitted within three months of the date of the event(s) concerned. For further information on how to submit a complaint please refer to the guidance and regulations which can be found on the website at:

http://www.keele.ac.uk/studentcomplaints/

Visas and Immigration

Any student who requires a visa to be in the UK or who has been granted a Tier 4 Student Visa is bound by the Immigration rules. These rules also apply to students who need to extend their visa to complete their course at Keele University.

The rules and requirements regarding your visa to study at Keele are very strict and you must make sure that you do not accidentally break them. The University is duty bound to report to the Home Office - UK Visas and Immigration on students who do not adhere to the rules, which will result in their visa being cancelled.

Examples on what is reported include (note: this is not an inclusive list):

- students who do not attend their classes, supervisory meetings and checkpoints;
- students who do not pay their fees on time;
- students who do not make satisfactory progress in their course;
- students who do not provide documentation when requested by the University;
- students who do not keep their UK contact address up-to-date;
- students that take a leave of absence or intermit from their studies;
- students who leave Keele University during their course;
- students that exceed the working limits as stated in their visa;
- students that withdraw or are withdrawn from their studies.

These requirements are subject to change in line with the Immigration Law and the requirements on sponsors by the Home Office - UK Visas and Immigration, formally the UKBA. For more information please refer to the immigration pages on the Keele University website: http://www.keele.ac.uk/visa.

Equality and Diversity statement
As a leading example of an open and integrated community Keele University strives to be a place where learning, living and working is a positive experience for all. Equality and Diversity is a core value underpinning the University’s mission.

Our equality and diversity vision is for a University and community that strives for:

- Equality of educational opportunity;
- Valuing the rights, responsibilities and dignity of individuals through our commitment to equality and diversity;
- Valuing probity and ethical behaviour.

These values will underpin everything that we do, helping to ensure that equality and diversity is mainstreamed across the University and is evident in our day to day practice. Further details of our work on Equality & Diversity can be found on the University website via: http://www.keele.ac.uk/hrss/equalitydiversity/

Whilst every effort is made to ensure that the information contained in this Handbook and in all other documentation provided by the School is correct at the time of publication, the University does not accept liability for any inaccuracies.

The Handbook does not replace the entries in the University Regulations, which are authoritative statements. In the case of a contradiction or other discrepancy between information in this Handbook and the Regulations, the Regulations shall be authoritative, unless approval has been given for a variation. We would however, be grateful to you for drawing any sources of contradictory information to our attention.

The statements of policy in this Handbook are made in good faith. In exceptional circumstances the University reserves the right to vary programmes, procedures, and other arrangements at any time. It may be helpful to remember that Schools sometimes operate different procedures and you are advised to refer to the relevant School Handbook for modules being taken in another School.