

**Your studies**

**Department of  
Literature, Film,  
and Theatre  
Studies**

**Undergraduate**

**STUDENT HANDBOOK**  
2020-21



University of Essex

## Welcome



Welcome to the University of Essex and to the Department of Literature, Film, and Theatre Studies, and thank you for choosing to study with us. We hope that you will enjoy your time at Essex, especially as a student in the Department of Literature, Film, and Theatre Studies (LiFTS), and that you will find your studies with us challenging, inspiring and rewarding.

You are joining the University during extraordinary circumstances. The COVID-19 pandemic has presented huge challenges and difficulties for everyone. But you have shown immense grit, courage and determination in getting this far. We have taken every possible step to make sure you will have a successful, interesting—and also safe!—academic year in 2020-21, and that your education will continue undisrupted, whatever the next twelve months may bring. We will work together as a Department, and as a community, and we know that you have a fantastic university journey ahead of you, with many creative and intellectual adventures in store—and we are all here to guide and support you every step of the way.

Your first port of call for any queries is our (virtual) General Office, which is open from 10.00am-12.00pm and from 2.00pm – 4.00pm. If you cannot visit the Office in person in room 5NW.6.16, just email the team at [liftstt@essex.ac.uk](mailto:liftstt@essex.ac.uk), for a date and time to talk in person via Zoom or over the phone.

As soon as you have your e-mail address and internet access you should look at the Department's website at <http://www.essex.ac.uk/lifts/>. The site is packed with useful information about our research and teaching, including our people and departmental news. Our lecturers will use [Moodle](#) to inform you of the teaching contents on their module, any required reading and coursework assignments.

Teaching staff are always happy to answer any questions you have about your course, but you have also been allocated a Personal Tutor to whom you can turn for advice on your course or any other aspect of your life as a student. Make sure you find out your Personal Tutor's Academic Support Hour as this is when you can just pop in virtually or in person to discuss any issues with them; or else you can email to arrange an appointment. Don't let a small problem become a big problem; find someone to talk to, and we will always do our best to solve it with you.

It's obviously vital to attend all your scheduled classes, lectures, and screenings, and keep up to date with your coursework – otherwise you are not getting the most out of your time here, and you won't get the best degree you are capable of. There are strict deadlines for handing in coursework that, if not adhered to, will result in zero marks for your essay. If you have particular unforeseen or uncontrollable circumstances that make a deadline impossible, then speak to your class tutor or your personal tutor as there are processes to follow.

The Department is an exciting and stimulating environment – we hold readings, book launches, poetry competitions, seminars with guest speakers, performances in the Lakeside Theatre, screenings, and much, much more. Take all opportunities!

And, of course, if you have any spare hours or minutes left in your day, the Students' Union offers an array of services including bars, cafés, and shops. All registered students are automatically members of the Union and can take advantage of all the facilities, including the myriad of clubs and societies: see <https://www.essex.ac.uk/colchester-campus/get-involved>.

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University is a precious, all too brief, period in your life, when there is so much for you to explore, enjoy and achieve. On behalf of the whole Department, we wish you a wonderful journey as a student at Essex, and the very best of luck with all your endeavours.

**Professor Elizabeth Kuti**  
**Head of Department**  
**Department of Literature, Film, and Theatre Studies**  
**[ejkuti@essex.ac.uk](mailto:ejkuti@essex.ac.uk)**

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## Introduction

All Schools and Departments at Essex create a Student Handbook each year. These are designed to be useful tools for you to find out what you need to know about your department, the University and its academic policies and procedures, and all of the resources available to you.

We know things might be a little different this year, but we remain absolutely determined to provide you with the best Essex education and student experience we can while safeguarding your health and wellbeing. Make sure that you keep up to date with what we all need to do to [keep safe as a community](#).

At Essex we celebrate diversity and challenge inequality. You are welcomed to a truly diverse community where differences are celebrated, and individuality is valued. Your contribution is welcomed and encouraged based on your own thoughts and experiences. As part of our community you will have the freedom to explore, experiment, challenge your discipline and have your ideas shaped by peer and professional knowledge from all over the world. Essex is about more than just getting a degree: we have so much to offer our students!

Things might have to change and adapt over the year, so make sure that you're checking online and keeping in touch with your department for the latest updates. The [Student Directory](#) contains a wealth of other helpful sources of information which you may also find useful.

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## Practicalities and Getting Started

### Registration

Whether a new or returning student, you will need to [officially register](#) at the start of each academic year. Registration is not only a formal procedure of enrolling you into the University, but also connects you to a number of vital systems which allow you to access your online Welcome and Induction information and start your studies. As part of this process, you will need to activate your Essex IT account, register online and, once you arrive on campus, undertake a Right to Study check and collect your student registration card.

### Right to Study

The University must ensure all students have the right to study at the University of Essex for the whole duration of their course. If you require [immigration permission](#) to study in the UK, this will be checked when you first arrive on campus and as necessary thereafter. Students have a duty to maintain valid UK immigration permission that allows study for the duration of their course, failure to do so may lead to withdrawal from the University under the [University's General Regulations](#).

### Student visas

The University has [many duties](#) as a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 sponsor status. Students with a Tier 4 or Short-term student visa have responsibilities to the University and the Home Office. There will be conditions attached to your visa that restrict what you can do in the UK, breaking any of the conditions may mean you can't remain in the UK and complete your course. Please be aware that changes to your course, whether due to academic failure or choice, must be considered against the Immigration rules and guidance in place at the time, this can mean that some academic options may not be available to you.

If you are coming to the UK on or after 1 January 2021 to study, you may be applying for a visa under the new immigration rules that the UK government intend to introduce. These rules will also apply to European and Swiss nationals who do not already have EU settled status or UK immigration permission. The government aim to release the new rules in the autumn of 2020, we'll publish more information on our [immigration web pages](#) after they have been published and considered.

### Choosing your modules

You may have module options to select as part of your course structure. If you do, you must select the modules you wish to enrol on before the academic year begins. You can view and choose your specific options through the [eNROL system](#). New students can do so from the end of August and returning students can from the April preceding the next academic year. Early module enrolment ensures that timetables can be scheduled effectively. We'll talk more about how you might decide which modules to take in the [Learning and Teaching](#) section of this Handbook.

### Explore your Campus

There is a broad range of [facilities](#) across each of our campuses to support your experience at Essex, whether in person or virtually. For the latest information, see the updates on [services on campus](#) and make sure that you're aware of the [guidance](#) for those coming onto campus.



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## Get connected

### Your IT account

You will need to activate [your Essex IT account](#). Once you're set up, you can access your Essex email, log in to Moodle, access lab computers and library services, print for free on campus, connect to campus wi-fi, and much more. When you activate your account, you should register an external e-mail address and passphrase so that if you [forget your password](#), you can also reset it using these details. If you have forgotten those also, you should either visit the IT Helpdesk or call 01206 872345. Make sure you keep your password safe and do not share it with others!

### Campus Wi-fi

If you are studying on any of our campuses, connect to our Wi-Fi by simply finding the 'eduroam' network on your device and use the same log in details as your IT account to connect up!

### Essex Apps

The University has a variety of online systems and platforms designed to enhance your learning and help make processes, such as submitting coursework, easier. We have rounded up the top platforms, portals and apps that you need to know about!

#### MyEssex

[MyEssex](#) is your online account. This is different to your applicant portal – you can use MyEssex to view your timetable, update your personal details, request replacement student cards or supporting documents, monitor your course progress, let us know if you'll miss a lecture or class, contact the Student Services Hub, and much more.

#### PocketEssex

[Pocket Essex](#) is the University's official app for students; its interface of icons act as a portal through to a variety of areas and resources. PocketEssex links to many areas that MyEssex does, but also takes you through to other key resources, such as the Students' Union, FindYourWay and the Library.

### Find Your Way

When on campus, we know that finding your way can be challenging to start with. Our Colchester campus in particular can be difficult to navigate with a historically complex room numbering system! [FindYourWay](#) is our interactive campus map designed to get you from A to B on either the Colchester or Southend campuses with quick and easy directions.

## Working while studying

Many students choose to work part-time to supplement their income. Working during your course can also give you excellent skills and experience to boost your CV. Our [Student Services Hub](#) can help you find part-time work. There are also many opportunities to [work in paid jobs on campus](#).

You can access recommendations on working hours, as well as guidance on rates of pay and National Insurance contributions on the [Careers Services webpages](#).

If you have a student visa, please read our information on [working in the UK for international students](#) before you start looking for a job. The country you're from and your visa type will determine whether or not you can work in the UK. If you can work, the type of work you are allowed to undertake and the number of hours you can work will be restricted.

## Your personal belongings

The University does not cover costs for personal damage or loss of possessions; only in instances where the University has been negligent would a claim be viable for compensation for personal

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belongings. Therefore, you are strongly advised to take out personal insurance cover for your possessions. This is especially important for valuable items, such as laptops, phones and tablets.

## The Essex Experience

The University of Essex is proud of its inclusivity and its international community. Our campuses are places that are welcoming, where every single person can feel they have a place where they belong and where you can find the world in one place. As part of our ongoing commitment we have created a [Student Charter](#) as a pledge that every student becomes a part of when they join us. With the Student Charter you agree to support our community and we promise to provide you with a transformational educational experience.

### Embrace the Essex Values

We are different at Essex. We are brave, we are bold, and we embrace challenges and drive change. Our values are underpinned by this very culture. While we full heartedly encourage students to challenge the status quo and explore the unknown, we expect that students do so respectfully, intelligently and act as true ambassadors for the University. The University has a [Code of Student Conduct](#) that outlines the rules and regulations that help us maintain our high standards of behaviour.

### Equality, Diversity and Inclusion

The University recognises the value of diversity and is committed to equality of opportunity within the University. It therefore aims to create the conditions whereby students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential, regardless of race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations, or any other irrelevant distinction.

The University is committed to a programme of action to ensure that this [policy](#) is fully effective.

### Student communities

We pride ourselves on being a welcoming and inclusive student community. The University recognises the value of diversity and are committed to equality of opportunity within the University. We aim to create an environment whereby students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential regardless of their background whether that is race, gender, sexual orientation, religious beliefs, or any other distinction.

We offer a wide range of support to individuals and [groups of student members](#) – our student communities - who may have specific requirements, interests or responsibilities- to help fulfil your potential. Whether you are an international student, a mature student, a BAME student or have any other requirements or needs, we here at Essex want to welcome you with open arms. The University is committed to a programme of action to ensure that this [policy](#) is fully effective.

### Essex Sport

Learning doesn't just happen in the classroom. Keeping active during your studies is a great way to meet new people, help relieve stress, maintain good physical and mental wellbeing, increase productivity, and improve your employability.

Visit the [Essex Sport](#) website or [download the app](#) to discover all the ways you can keep active during your time at Essex. In order to ensure the welfare of our community there may be changes to opening hours or what's available, so do check on the website for the latest information.

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## Students' Union

We're famous for our [Students' Union at Essex](#), and for good reason. Here you're not just a member of a normal Students' Union; you're part of a family. We're here from day one to the moment you graduate to support you in any way we can.

The Students' Union is run by students for students, and you have the ability to shape what we do. From deciding who leads the SU, to shaping your own experiences at Essex, we are here to represent your views and work with you to make amazing things happen.

### Get involved!

There are opportunities to join [Sports Clubs](#), to get involved with our [BUCS teams](#) which offer the opportunity to play competitively in a wide range of sports across the year. If you just want to try a sport, don't want to commit to a regular team, or would rather not play competitively, check out our [Just Play](#) programme.

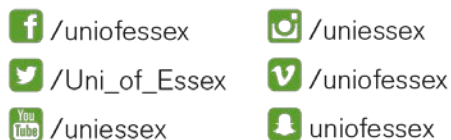
We have [120 Societies](#) where you can meet people with similar interests, challenge yourself with something new or, if you can't find what you're looking for, [start your own!](#)

We also have our very own letting agency [SU Homes](#) designed to offer help and support for students to find off campus accommodation.

## Essex Spirit, social media and What's on?

Keep up to date with important news, events and offers from across the University with our Essex Spirit newsletter, delivered directly to your Essex email address.

Follow us on social:



Our [Events calendar](#) brings together all the events happening across our three campuses, so you can make the most of your time at Essex.

## About Literature, Film, and Theatre Studies

### Meet the team

A full list of all staff can be found on <https://www.essex.ac.uk/departments/literature-film-and-theatre-studies/people>. Below is a summary of the roles of staff that can help you with a variety of areas during your time at Essex.

- **General Office**  
Located in room 5NW.6.16, the General Office is staffed by Emma Harvey, Hannah Langwith and Lisa Lewis, our Student and Academic Service Administrators. While we are working from home during COVID-19, just email us at [liftstt@essex.ac.uk](mailto:liftstt@essex.ac.uk) for a date and time, and we will be very happy to talk to you via Zoom or on the phone. Our (virtual) General Office is open from **10.00 am to 12.00 pm** and from **2.00 pm to 4.00 pm** Monday to Friday.
- **Department Manager**  
Daniela Wachsening is responsible for the overall administration of the Department. Her office is located in room 5NW.6.12. You can email Daniela at [d.wachsening@essex.ac.uk](mailto:d.wachsening@essex.ac.uk) or contact her by phone 01206 872604
- **Deputy Department Manager**  
Rachele Winn, in room 5NW.6.14, looks after student administration such as change of course, module enrolment, special syllabus requests. Rachele deals with student welfare and support issues such as late submissions and extenuating circumstances and pastoral care. You can call into her office, email [rachele@essex.ac.uk](mailto:rachele@essex.ac.uk) or phone 01206 872611
- **Senior Student Administrator**  
Deanna McCarthy's area of responsibility is dealing with all general administrative matters for postgraduate taught and doctoral research students in the Department. Deanna is based in room 5NW.6.16, or you can email her at [liftspostgraduatequeries@essex.ac.uk](mailto:liftspostgraduatequeries@essex.ac.uk) or phone 01206 872176

### Teaching staff and support

All teaching staff hold regular weekly academic support hours during term time. This is a time when you can meet with them about anything to do with your modules, from difficulties you might be having with your seminar readings, to discussions about feedback on your coursework.

Matthew De Abaitua	Director of Education	Office: 5NW.4.4A Email: <a href="mailto:mjdeab@essex.ac.uk">mjdeab@essex.ac.uk</a> Phone: 01206 872853
Joanna Rzepa	Departmental Disability Liaison Officer	Office: 5NW.4.9 Email: <a href="mailto:joanna.rzepa@essex.ac.uk">joanna.rzepa@essex.ac.uk</a>
Penny Wrout and Karen Gooch	Senior Tutor/Progress Officer	Office: 5NW.5.10 Email: <a href="mailto:pw18707@essex.ac.uk">pw18707@essex.ac.uk</a> Office: 5NW.5.10 Email: <a href="mailto:kgooch@essex.ac.uk">kgooch@essex.ac.uk</a>

## Academic Responsibilities

Elizabeth Kuti	Head of Department
Katharine Cockin	Deputy Head of Department
Matthew De Abaitua	Director of Education
Katharine Cockin	Director of Research
James Canton	Director of Employability
Owen Robinson	Director of Admissions
Phil Terry	Director of Creative Writing
Nic Blower (Autumn term) Shohini Chaudhuri (Spring and Summer term)	Director of Film Studies
Liam Jarvis and Mary Mazzilli	Directors of Theatre Studies
Tim Fenton	Director of Journalism
Jak Peake	Director of Literature
Dan O'Brien	Director of Graduate Studies
Holly Pester	MA Director
Chris Bundock and Paul Anderson	Study Abroad Officers
Anthony Clavane	Academic Offences Officer
Matthew De Abaitua	Examinations Officer

Please note that academic staff do not hold regular academic support hours during the vacations, and may, on occasions, be away from the University on research trips and visits. Therefore, if you need to get in touch with them during the vacation periods, you should e-mail them in the first instance.

**We have also listed some other key staff roles and how these individuals will be able to support you.**

### Module Tutors

There are dedicated Module Tutors to support students for each module. The module tutor for each module can be found on Moodle. If you have a specific study question the relevant module <https://moodle.essex.ac.uk/>

### Your Personal Tutor

All undergraduate students have a Personal Tutor who will meet you soon after you arrive, and regularly throughout your course. Your Personal Tutor will be a member of academic staff and is someone you talk to about your course or any difficulties that may encounter. They can recommend

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and direct you to other support services that might be able to further help and support you. You can find out who your Personal Tutor is through [MyEssex](#).

### Your Peer Mentor

All first-year students are assigned a [Peer Mentor](#). Peer Mentors are either a second or final-year student. They will contact you to introduce themselves and organise how you'll stay in contact.

### Become a Mentor

If you are in second or final-year and are interested in [becoming a Peer Mentor](#), a call for mentor applications is usually circulated in the Spring term. If you have any questions in the meantime, you can contact Rachele Winn ([rachele@essex.ac.uk](mailto:rachele@essex.ac.uk)) for further details.

## Staff research interests

Our research is at the heart of our activities and feeds directly into to our undergraduate and postgraduate teaching. We follow a distinctly comparative approach through critical and creative work in literature, drama, film, journalism, and creative writing that extends across genres and media forms.

We have internationally recognised expertise in world literatures, and our work covers areas from Shakespeare and transatlantic romanticism to global modernism, women's suffrage literature, science fiction, dystopias, and postcolonial literature. This is combined with strengths in world cinema, film theory and practice, contemporary theatre, playwriting and poetry, as well as myth, adaptation, and translation studies. For more information visit our Research pages at <http://www.essex.ac.uk/lifts/research/default.aspx>.

Our academic staff are the authors of numerous major publications; see our academic staff profiles <http://www.essex.ac.uk/lifts/staff/Staff.aspx?type=academic> for full lists of individual research.

## Departmental resources and facilities

A wide range of facilities and resources are available for all students to access and use as part of their study at Essex. Each department and school also has a selection for the exclusive use of their students. Below is a summary of the facilities and resources that are likely to be most useful to you.

### Department Common Room

As soon as we are able to return to campus for all activities, you are warmly invited to use our Department's Common Room (5NW.6.1) and adjoining kitchen, both of which have tea/coffee making facilities and are open from Monday-Friday 9.00am-5.00pm.

### Royal Literary Fund Fellows (RLF)

The Royal Literary Fund exists to help writers, and champion good writing. It provides one or two resident fellows here at Essex, to help our students with the writing of their essays, dissertations, theses, or even job and grant applications. This year, our fellow is Louise Millar - a published novelist and editor. If you would like to take up Louise's advice, please book your slot in the General Office or email [liftstt@essex.ac.uk](mailto:liftstt@essex.ac.uk) for available appointments. The service is entirely free, confidential and independent of the University. If visiting in person, please ask in the General Office for directions to the RLF office.

### Film Library

Once business as usual resumes on campus, our Departmental Film Library has a collection of hundreds of movies and documentaries. Students are welcome to borrow DVDs from our collection at

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no cost. The film library is catalogued electronically and searchable [via the Department website](#). We also have a printed version in the office. Please visit the General Office for more details.

### **Booking Department Space**

Students are able to book department rooms for rehearsal and filming. Please allow 3 working days for your request to be processed. Full details on how to book rooms available on the department Moodle page <https://moodle.essex.ac.uk/course/view.php?id=7123>.

### **Printing, photocopying and scanning**

All students can [print, copy and scan for free at Essex!](#) You can even [print from your mobile](#) by sending your attachment to [mobileprinting@essex.ac.uk](mailto:mobileprinting@essex.ac.uk).

Once you've located a device, simply log in using your Essex login and password, or tap with your student card to print. Whilst printing is free for all students, please think of your carbon footprint and only print if necessary.

Please note that there are strict laws about infringement of copyright; more information can be found on the [library website](#) which explains what and how much you are permitted to copy. Usage is monitored and subject to a fair use policy.

### **Premium printing**

Premium services for printing and finishing, including binding your documents for presentational purposes, are available at [The Copy Centre](#) (Square 4, Colchester Campus). These services are chargeable.

### **Noticeboards**

Every department and school has their own noticeboard providing information on staff, courses and classes, updates, careers, events and opportunities.

### **Department Seminars**

Throughout the academic year, our Department will host a series of Open Seminars and talks, involving all of our various Department disciplines. These seminars and talks bring together leading external scholars, academic staff, and postgraduate students in the Department, to discuss new research or work in progress. The seminars are also an opportunity for our postgraduate researchers to present key parts of their research. You are warmly encouraged to attend these events which will be useful to the development of your studies and allow you to gain new perspectives on current research.

The seminars are co-ordinated by [Dr Holly Pester](#).

Seminars are advertised in advance via your Essex email, the [Department's webpage](#), [Facebook](#) and [Twitter](#) pages, and on the Graduate noticeboard and in the Common Room on level 6.

### **Departmental prizes**

Each year we are pleased to award prizes signifying excellence. The following prizes are available for award to undergraduate students:

A money prize is awarded by the Board of Examiners for the following categories:

Best First Year student in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

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Best First Year student, two runner-ups, in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Best Second Year student in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Best Second Year student, two runner-ups in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

University of the Third Age, Top overall mark for second year student in LiFTS

Best Independent Project in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Outstanding contribution to the Department of Literature, Film, and Theatre Studies.

## Communications

The University will predominantly use e-mail for routine communication between staff and students. Your Essex e-mail address will have been added to the relevant e-mail groups specific to your department or school, course and modules to ensure that you receive the essential information relevant to you. It is recommended that you check your Essex e-mail each day to ensure you do not miss any important updates to classes and assessment.

You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. You can always [opt in or out](#) of these communications online.

## Social Media

You are very much encouraged to visit, like or follow, and interact with our departmental [Facebook](#) and [Twitter](#) pages which are frequently updated with a range of news, information, reflections, anecdotes, and events taking place in and around the Department and the University. These pages contain a mix of informative, thoughtful and light-hearted entries and showcase our diversity, vibrancy and accomplishments at all levels of study and research. They are a good way of keeping in touch with what is going on in the Department and at the University as a whole.

Additionally, the Department has its own [blog](#) which features contributions from both staff and students. Postgraduate students are invited to become bloggers and use the site as an alternative outlet to share their creative work, advice and experiences. Please contact the [General Office](#) if you are interested in writing for the blog.

## The use of personal devices

You can use laptops and tablet PCs during teaching classes for purposes related to the class you are attending. You should refrain from using your mobile phone during all teaching events, except in cases where a lecturer uses a programme which requires these devices to be switched on for participation.



## Learning and Teaching

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is considered when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations.

### The academic year

The academic year uses a week numbering system that covers the 52 weeks of a calendar year but corresponds to typical term dates. So, the start of the academic year is week 1, which is Welcome week, with teaching commencing in week 2.

Term	Week numbers
Autumn	2-11
Spring	16-25
Summer	30-39

You can view the University's week numbers with the equivalent dates in the week by week [calendar](#). The University's [key dates](#) include an overview of the start and end of each term and exam periods.

Some courses have slightly different term dates. However, you will find that all activities and events make reference to the standard academic year terms and schedule noted above.

You are expected to be available during term time to attend teaching events, unless otherwise advised by your Department.

### My Course

Each course at the University has its own syllabus, full details of which, including the aims and learning outcomes of your course, can be found in the University's [Programme Specifications Catalogue](#).

Your own course structure, including your specific programme specification, can be found in the MyStudy section of your [MyEssex](#) homepage.

### Credits

Your course will be made up of a certain number of credits. Generally, undergraduate degrees contain 360 credits worth of modules in total during your course at Essex. This is divided into 120 credits per each year of study, with credits allocated to each module that you take.

### Learning outcomes

Each course has learning outcomes which need to be met in order to progress. Course learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are also defined more specifically at a modular level. Having this information means that you can measure your progress against the outcomes, for example when reviewing coursework feedback.

### Grade boundaries

Marks for undergraduate modules fall into one of the classifications set out in the table below. Bachelor degrees are usually awarded under these classifications too. The method for calculating your final award classification will take into account module marks and any other requirements - full details are set out in the [Rules of Assessment](#).

Degree mark	Class
69.5% and over	Class 1
59.5 - 69.4%	Class 2.1
49.5 - 59.4%	Class 2.2
39.5 – 49.4%	Class 3
39.4% and under	Fail

## Module enrolment

Most modules taught reflect the individual research interests of members of our academic staff. New modules are regularly explored, researched and developed to expand our transformative educational offering at Essex.

The University provide [further guidance](#) on choosing modules, and meetings for first and second-year students will be held by your department where students can discuss their choices with their Personal Tutor. Your preferred choices must be submitted prior to the start of term through the [eNROL](#) system.

A full list of modules available can be found on this [webpage](#).

## Changing Modules

In instances where you need to make a change to your module choice, you may do so up until the second week of the Autumn Term. If you wish to change an optional module after the deadline, you should seek advice from the Department or School Office that runs the particular module that you may wish to change to.

Late changes may be permitted but will be subject to the approval of the department that runs the module and the relevant Dean. Late changes of modules that run for one term or less will not usually be permitted. Students may not change modules that are core or compulsory for the course for which they are registered.

If there is a module that you would like to study that isn't available as an option on your course, then you can ask for a change to your syllabus to be made by submitting a [special syllabus](#) request. Special syllabus requests are not automatically available and require approval. It is a good idea to talk to your Department or School responsible for your course, as well as the Department that teach the module if it is an outside option.

## Module Directors

Module Directors are responsible for individual modules. They design, teach and examine them. They monitor student progress and can also talk to students about any related academic issues.

## Fitness to practise

[Fitness to practise](#) is only applicable to students on certain professional courses (such as nursing or social work) and is designed to ensure and regulate that a student is suitable for engagement in the relevant profession.

## Employability Modules

Many of your modules here in the Department are designed to encourage you to develop a range of practical and transferable skills, through a variety of teaching and assessment methods.

These include:

- Developing critical and independent thinking
- Managing your own time and acquiring high levels of self-motivation and organisation
- Meeting deadlines
- Being on time
- Performing well under stress

- Collaborating with others
- Seeing projects through to their completion

You may like to refer to these skills when applying for jobs or internships.

The [LiFTS Facebook](#) page is an important source for finding career and work experience opportunities that may not be advertised elsewhere.

Recent opportunities for our students have included internships and paid work with theatre companies, creative writing workshops, with major broadcasting services and newspapers, producer training programmes and a researcher/producer runner position in the film industry.

## Study Abroad

With a heavy heart, we have taken the very difficult decision to [postpone the 2020-21 Year Abroad](#) for all students. For future years, there will be a variety of opportunities at Essex to study abroad. Many courses may be taken as a four-year variant to include a year studying at an overseas University. It is also possible for students to study abroad for one term in their final year. You may have applied for and been accepted on a course with a Year Abroad, but if not and you are interested in undertaking a Year Abroad or other international experience, you should contact with the [Essex Abroad Team](#) for more information.

## Work Placements

Our primary concern is for the safety and wellbeing of our students and we want to ensure that students are not put at undue risk. We also want to ensure that students get the best possible placement experience. In many cases placements planned for the Academic year 2020/21 will go ahead - these are being approved on a case by case basis. For further information or to discuss your own placement circumstances, you should contact the Placements team ([placements@essex.ac.uk](mailto:placements@essex.ac.uk)) or the Academic Supervisor in your department. Students expecting to undertake clinical placements should contact their Academic placement/module supervisor or your Personal Tutor if they have any outstanding questions or concerns.

There are a variety of opportunities to undertake work-based learning and placements either during or as part of your studies. Many courses may also be taken as four-year variant to include a Placement Year. If undertaking a placement year, it is your responsibility to find a work placement, however, the Industry and Placements Team can help prepare and support you and will advertise relevant placements. If you are interested in undertaking a Placement Year, or other work-based opportunities that may be available to you and your course, contact the [Industry and Placements team](#). Some work placements may require a DBS check where you are engaging in regulated activity with vulnerable groups. More information about the DBS check process can be found on the [University's DBS webpages](#). Please be aware that there are restrictions for Tier 4 students under the Home Office rules and guidance relating to the type of work and length of placements.

## Module Materials

Online reading lists for your modules can be found via the module Moodle page alongside other information and module materials.

## Teaching timetable

Once you have selected all of your modules (if applicable) and received confirmation, they will appear on your personal timetable. Every student has a [personal timetable](#) published at the start of term which shows when and where your teaching is taking place. You can access your timetable on most mobile devices, including smart phones and tablets. You will need to have registered and activated your University of Essex log-in before you will be able to access your teaching timetable.

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If you wish to report a timetable clash or request a class change, you should do so via the [online timetable](#) or from the [Pocket Essex mobile app](#).

During Welcome Week (week 1) you may find that your timetable is blank as teaching normally commences week 2. **Please be aware that there may be changes to the location of teaching during the year, so regularly check your personal [online timetable and Essex e-mail](#) for up to date teaching information.**

Information about teaching timetables, including requesting a class change, reporting a timetable issue and accessing your individual timetable can be found on the [University's website](#).

### Reading weeks

Check your module Moodle page for information regarding the reading weeks by visiting <https://moodle.essex.ac.uk/>

### Recording your attendance

We monitor your attendance at teaching sessions on campus using your [student card](#) and an electronic recording system called [Count-Me-In](#). Your attendance at online teaching sessions is monitored by reviewing your logins to sessions on Zoom. You're expected to attend all of your mandatory sessions on [your individual timetable](#) and [report an absence](#) if you are unable to do so. Please be aware that for Tier 4 students, **poor attendance may affect your visa**.

Please contact your Personal Tutor, department staff or the [Student Services Hub](#) for advice and support, particularly if you are going to be absent for several weeks.

### Making changes to your study

#### Changing your course

If you are thinking about changing course, you will need to do so by a [certain date](#) and should first speak to your department and personal tutor. They will be able to advise of the [things you should be thinking about](#) before changing your course. If you are thinking of undertaking a placement year or year abroad, you should check the requirements and any potential visa implications for these programmes by contacting the [Industry and Placements Team](#) or [Essex Abroad Team](#). Students with a Tier 4 visa may not be able to change their course without first obtaining a new visa, if eligible.

#### Thinking of leaving or taking a break?

You may experience doubts at some point during your studies, if you're thinking about leaving Essex, we're here to support you and give you the advice you need to help you make an informed choice. You can contact your department, Personal Tutor or Student Services Hub to speak in confidence about your concerns, and also the [different options available to you](#) and the impact they may have.

### Library Services

The library aims to provide all of the resources you will need to succeed in your course, via online reading lists and access to extensive digital collections of books and journals. The library team can help you learn how to search effectively so you can find appropriate resources for your assignments. They can also provide advice on referencing, academic integrity, using reference management software and evaluating sources. A range of online support in these areas is also available via the library website, including [subject guides](#) for each department, and support in developing [search skills](#).

At our Colchester Campus, the **Albert Sloman Library** on Square 5 is open for long hours and has a variety of study spaces, including individual and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, live chat and the opportunity to

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book appointments with your Academic Liaison Librarian to help you through your studies and beyond.

See the [Library website](#) for the latest information on all our libraries and the services available, including opening hours.

## Academic Skills and Support

Every student arrives at Essex with the same spirit of determination but different experiences of education and levels of academic readiness. Skills for Success can help you identify your talents and strengthen those areas you need to develop.

We are committed to ensuring that every student is able to get the most out of their academic study and achieve their potential on their course, which is why [Skills for Success team](#) is available to help by providing support, resources and workshops on:

- [Academic writing](#)
- [Maths and stats](#)
- [Digital skills](#)
- [Research](#) and [referencing](#)
- [English language](#)
- [Exam revision](#)

The Skills for Success team can also provide further [learning and study skills information and support](#) for disabled students.

## Proofreading services

Before considering the use of proofreading services, all students should first discuss their work with their personal tutors. Many students seek 'proofreading' services at some point during their studies, but different types of editing can occur under this name which may not be appropriate in an academic context where work is assessed and could potentially qualify as an [academic offence](#). The University is keen to ensure as far as possible that students understand what [proofreading work should entail](#) and the acceptable boundaries to which any proofreading or editing must adhere to.

The University maintain a list of [local freelance proofreaders](#) who offer services to students and staff at Essex that have read and agreed to abide by the [University's policy and guidance on proofreading](#).

## Language classes

### English classes for dependants

The [Department of Language and Linguistics](#) offers dependants of international students and staff at the chance to improve their English language, through our [ECDIS](#) programme, at no extra cost. Classes are taught at the Colchester Campus at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

### Learning a Language

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so [look online](#) to discover the best option for you.

## Assessment and Academic Integrity

All schools and departments at the University employ a variety of assessment methods designed to ensure that the learning outcomes of each module, and course, have been successfully met by the student.

### Rules of Assessment

The [Rules of Assessment](#) are used to calculate your results. There is a main set of rules for [3 year](#) and [4 year courses](#), but some departments also have additional variations to the rules, which must be met. These are published alongside the Rules of Assessment for your year of study.

Each module you take has a credit value which you are awarded if you successfully complete the module. You need to obtain a certain amount of credits to be awarded your degree, and the Rules of Assessment and the Framework for undergraduate courses give you more information about this.

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, departmental administrator, or SU Advice.

### Core, compulsory and optional modules

To understand the requirements to pass your course, you need to know the status of the modules that you are taking. You can find details of the status of your modules in Section C of your programme specification via [My Essex](#).

<b>Core</b>	You must take this module	Must pass this module. No failure can be permitted.
<b>Compulsory</b>	You must take this module	There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.
<b>Optional</b>	You can choose which module to study	There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.

Most modules in each year must be passed, with only a small number of credits, if any, being allowed to be failed in the degree.

### Academic Integrity and Academic Offences

The University expects students to complete all assessment with honesty and integrity and to follow our [conventions for academic writing](#) (including appropriate referencing of sources) and ethical considerations. If you don't meet these expectations, then you may be charged with having committed an [academic offence](#), a matter the University takes very seriously.

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn't mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

## Methods of Assessment in the Literature, Film and Theatre

### Department

Whether a module is core, compulsory or optional, all methods of assessment are compulsory. If you do not complete coursework or attend examinations, and do not have extenuating circumstances to support your non-submission or absence, then you are at risk of being withdrawn from the University.

### Class Participation

The Department dedicates 5% of the overall coursework mark for each module to class participation. Attendance at classes and seminars is not optional and we expect excellent attendance from all our students. The participation mark awarded isn't solely based on the number of classes/seminars you have attended but also appropriate contribution to class discussion and in some modules, oral presentations.

The department also expects you to take all relevant readings (or equivalents) which need to be read in advance to class, failure to do so will have a negative impact on your mark. Participation marks are awarded out of 5. 5=100%, 4=80%, 3=60%, 2=40%, 1=20%, 0=0%.

### Attendance and participation in Theatre Studies and practical Journalism and Film modules

Our Theatre Studies and practical Film modules (LT122, LT225, LT226, LT227 and LT322) are taught mainly through seminars and workshops which involve a range of creative theatre or practical film exercises, group work, rehearsal and filming processes which absolutely require the physical presence and participation of all of our students.

**Students taking any Theatre Studies (TH) modules and any of our practical Journalism and Film modules (LT122, LT225, LT226, LT227, LT240, LT312 and LT322) are therefore required to achieve a minimum of 70% attendance over the entire module in order to pass the module.**

This means that you **must** attend for the full duration of any timetabled teaching event (class, workshop, assessment, etc.) which will be deemed **compulsory** by your module tutor and supervisor. These will be timetabled sessions where you must tap in or film shoots when you will keep an attendance log of all team members for each shoot day. Extra **voluntary** teaching events such as voluntary tutorials or recommended trips to the theatre etc. are not included.

In addition to using the Count-me-in tap system, your module tutors will keep records of your attendance and remind you half-way through the module of your attendance level. If you are close to falling below the 70% attendance threshold, you will receive a written reminder of the attendance you need to achieve in the rest of the module to ensure that you pass the module. Copies of these reminders will also be sent to the Student Progress Team.

If your attendance is affected by illness or other circumstances beyond your control, you should submit a notified absence and/or make an application for extenuating circumstances. If your application is accepted, your non-attendance can be condoned.

If you do not satisfy the attendance requirement for the module because your attendance falls below the 70% attendance threshold, and your extenuating circumstances are NOT accepted, then **in order to PASS the module, you must undertake supplementary assessment before the summer.**

This assessment will be marked on a Pass/Fail basis. If you have been required to undertake supplementary assessment, you must PASS the required assessment/s in order to pass the module. If you fail the assessment/s, the 'Fail' for the module stands.

You may attempt re-assessment in this component in September.

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If you failed a module because of a failure in this component after September re-assessment you may proceed carrying failed credits, where this is permitted by the University's Rules of Assessment. You may also be permitted to repeat the stage of study, or repeat the failed module(s) by part-time study, where this is permitted by the Rules of Assessment. You may not undertake re-assessment out of residence in any module to which these provisions apply.

## Coursework

Coursework is compulsory in all modules and failure to participate in coursework is interpreted as evidence of lack of academic progress. Your academic progress is monitored throughout the year. In severe cases, students with poor academic progress can be required to withdraw from the University (even before the final examinations).

### Academic writing support

The Department offers several different kinds of academic writing support.

If you have specific questions about how to approach a coursework assignment for one of your modules, you should contact your seminar leader (class tutor) first of all. All teaching staff hold Academic Support Hours, which they will share with you at the beginning of term. This is a space in which you can work through any issues relating to your coursework with your own teacher.

Students in LiFITS can also make an appointment to talk to the Royal Literary Fund fellow, Louise Millar. Louise is a novelist who can help you with your writing – creative or academic. To make an appointment with Louise, ask for the RLF sign-up sheet in the LiFITS general office.

You may also make use of the central university Skills for Success team, who run academic support workshops throughout the year. Information about upcoming events is available here:

<https://www.essex.ac.uk/student/academic-skills>

### Referencing in coursework

Respecting authorship through good academic practice is one of the key values of higher education in the UK. Referencing is how you acknowledge all sources used within a piece of work. You must reference all work used whether cited directly (quotes), or indirectly (paraphrasing and summarising).

Referencing allows you to give credit to other's ideas, work, research, theories, concepts, outcomes and results, and demonstrates your breadth of reading and knowledge on a subject. If you do not reference properly, this could amount to [plagiarism](#), which is an [academic offence](#).

There are styles of referencing which will determine exactly how you format your reference. Your departmental referencing style is Chicago. You must use this referencing style. Guidance on your referencing style is available [online](#), including an interactive referencing tutorial. You can also take the [Academic Integrity course](#) on Moodle.

See also Appendix 1 – Department Style Guide.

### Submission of coursework

You should submit all coursework online via [FASER](#) – the University's online submission system. You are encouraged to log on to FASER at the start of the year so that you understand how it works before you reach your first deadline. There is a trial module and deadline available for you to use as a practice submission, as well as helpful guidance on [how to use FASER](#).

You can upload as many draft versions of your work as you like onto the server and are encouraged to use this as a safe and secure area to store your coursework. This can help to avoid the problem of your computer crashing at the last minute and your important files being lost. In cases where multiple versions are uploaded you will **need to make any which you do NOT want to be included in the**



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**final submission a 'draft'** otherwise just the most recently uploaded file will be taken as the final version. The maximum file upload size is **50MB**.

### Problems with FASER

If you have technical difficulties: Please contact the [FASER Help centre](#) as soon as possible to find out if this is a University issue or whether it may be a problem with your computer. This will count towards your claim when submitting a late coursework form should you need to. You can also contact IT Services helpdesk on [it.helpdesk@essex.ac.uk](mailto:it.helpdesk@essex.ac.uk)

If you are confused or unsure how to upload, or are having any non-technical difficulties you should contact your Undergraduate Administrator

### Late submission of coursework

We have a [single policy](#) at the University of Essex for the late submission of coursework in undergraduate courses: all coursework submitted after the deadline will receive a mark of **zero**. No extensions will be granted. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline.

Where a student is unable to undertake the assessment by the deadline, and it is deemed impossible to consider a late submission request due to the nature of the assessment (e.g. absence from in-class tests, practical assignments and presentations), an [extenuating circumstances](#) form should be submitted which will be considered by the Board of Examiners.

### Return of coursework

University's [Marking Policy](#) requires that feedback on assessed work should be provided to students within twenty working days of submission, excluding any Bank Holidays and Christmas closure period. If for any justifiable and unavoidable reason the Department is unable to meet this deadline for the provision of feedback, you will be informed of this and advised of the revised arrangements.

### Ethics in research

All research involving human participants, whether undertaken by the University's staff or students, **must** undergo an ethics review by an appropriate body and ethical approval **must** be obtained before it commences. You should first read the [Guidelines for Ethical Approval of Research Involving Human Participants](#) and then submit an Ethical Approval application form via [ERAMS](#). You should be aware that ethical approval cannot be granted retrospectively so it is very important that you make your application before you start to recruit participants or collect data from them.

**Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority and / or NHS Research Ethics Committee approval.**

### Examinations

Attendance at Journalism NCTJ examinations is **compulsory** and if you do not attend them and do not have extenuating circumstances then you are putting the successful outcome of your course at risk.

### Moderation and marking

The [University's Marking Policy](#) can be found online and includes our policy and procedure on the moderation of work.

### Marking

All student work is marked in line with the University's Marking Policy. If your assessment is worth up to and including 40% of your module mark, it will be marked by one member of academic staff. If it is

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worth more 40%, then it will also be moderated. If the assessment is worth 30 credits or more, it will be marked by two members of academic staff. The full procedure and assessment marking requirements can be found in the [Marking Policy](#) – there is a useful flowchart in Appendix C to visually represent the requirements, and detailed definitions of marking and moderation within the policy itself.

### Moderation

Moderation is a process separate from that of marking and provides additional assurance that the assessment criteria has been applied appropriately. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given.

### External Examiners

External Examiners are academics from other universities, but may also be from industry, business or the relevant profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that modules and courses at the University meet the academic standards expected across UK higher education

### Re-marking of coursework

You may, under certain circumstances, have the right to [request a re-mark](#) of your coursework. Should you feel that your work needs to be reviewed and potentially re-marked, you should first contact your department within 7 days of your marks being released to advise you accordingly and assess whether you meet the criteria to be able to submit a request for re-marking.

If a request for a re-mark is accepted, your marks are **not guaranteed** to increase, however, **the mark awarded after re-marking will override your original mark**. Therefore, please be aware that in all incidences where coursework is re-marked, it is possible that your marks could go down, as well as up.

### Appeals

[Appeals on academic grounds](#) can be made following the meeting of the Board of Examiners and the publication of your results. There are limited grounds available to appeal on and strict deadlines to adhere to. As such, we strongly advise all students thinking about making an appeal to contact the [SU Advice Centre](#).

### Feedback

Most of our modules use a combination of formative and summative assessment of your coursework. Summative assessments contribute directly to your module mark, award mark or degree classification.

Formative assessments include general feedback on your work and may include marks, but these marks do not count towards overall module mark. Whilst some feedback will be given verbally, written feedback will be uploaded to FASer.

### The Board of Examiners

The Board of Examiners meet at the end of the Summer Term and use the Rules of Assessment to determine whether:

- you have passed the modules you have studied and can be awarded credit
- you have met the requirements to progress to the next year of your course
- you have met the requirements to pass your course and what classification you will receive for each module
- how your module marks are used to calculate your degree classification
- you are eligible to receive a merit or distinction

If it is determined that you have not passed sufficient credits to progress to the next stage of study, or, for final year students, to graduate, the Board of Examiners will also determine:

- what reassessment you could be offered and when you can take it<sup>1</sup>
- whether you must withdraw from your course, with or without an exit award

### Publication of results

The publication schedule for results can be [found on the website](#). You will receive an email to your Essex email account as soon as your results are published online.

### Reassessment

You may only undertake reassessment if the Board of Examiners says that you may do so.

If you have to take compulsory reassessment, whether coursework or examination, it is really important that you do this. If you do not, it is likely that you will be unable to progress with your studies at the University. The Board of Examiners will not consider permitting you to proceed carrying fails if you have not undertaken the required reassessment offered.

Reassessed modules are normally capped at the pass mark of 40% unless you have extenuating circumstances which are accepted by the Exam Board. Please be aware that reassessment in examinations and coursework carries a fee.

Where a student has failed a module and wishes to pass it or needs to do so in order to proceed or to qualify for a degree, the department's policy is to require the student to retake or resubmit the component or components of the assessment that they failed.

In cases where there is group work (e.g. presentations or group/collaborative written work) or practical coursework, an alternative but equivalent solo task will be set for re-submission, which meets the learning outcomes of the module but may differ from the original coursework assignment set.

If a student fails any of the in-class tests for module LT134 – Public Affairs, regardless of whether they have failed Test 1, Test 2, or Test 3, or all of them, they are required to re-sit one combined test. For all other Journalism modules, failing an in-class test means that the student will have to re-take this test.

### Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor's degree, you may be awarded a qualification at a lower level, if appropriate.

### Extenuating Circumstances

[Extenuating circumstances](#) are circumstances beyond your control which cause you to perform less well in your assessment than you might have expected, or in some instances, may prevent you from submitting coursework or attending an exam entirely. In general, valid extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during assessment.

If you do need to make an extenuating circumstances claim, you should first read the guidance very carefully and seek advice from [SU Advice](#) or the [Student Services Hub](#). Please be prepared that you

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<sup>1</sup> The Board of Examiners will not be aware of any student's immigration status. As a result, some reassessment options may be offered that are not compatible with individual Tier 4 visa rules. All options should be considered in conjunction with applicable visa restrictions.

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may need to include supporting evidence with your claim. Extenuating circumstance claims must be submitted via MyEssex by the [appropriate deadline](#).

Your department will review your claim at an Extenuating Circumstances Committee and determine whether it will be accepted or rejected. The [Board of Examiners](#) will determine an appropriate course of action, such as permitting further reassessment opportunities for uncapped marks. Please note that extra marks **cannot** be given in light of extenuating circumstances.

# Computers, Learning Technologies and your Information

## Computers

### Using a campus computer

If you [need to use a computer on campus](#) our computer labs are the perfect place to study or work. We also have group study pods which are ideal for group projects. Many labs stay open until late and some are open 24/7. Labs may be booked for teaching, and so it is best to check availability first.

### IT Help and Guidance

You can search the [Student Directory](#) for more IT information, including [software available](#) to students, how-to guides, answers to frequently asked questions, and links to video screencasts.

If you can't find what you're looking for, or if you need to talk to someone, then the [IT Helpdesk team](#) are here to assist you further.

## Learning Technologies and Systems

### Learner Engagement Activity Portal (LEAP)

[LEAP](#) is our student centred, personalised engagement tool. LEAP displays your engagement with university resources and an algorithm within LEAP combines your use of these resources and activities to produce an overall engagement indicator. There are 5 engagement indicators (high, good, partial, low and very low) which will help you map and better understand your engagement pattern over time. Full details on the resources included in LEAP, the engagement ratings and how LEAP uses your data can be found on the [LEAP webpage](#).

By providing you with a more holistic view of your studying experience, LEAP offers you the opportunity to take control of your own learning and make more informed choices about your studies, enabling you to:

- Reflect on your academic activities and overall engagement to make informed decisions about your academic studies
- Review the notes created in LEAP from meetings with Tutors or other university staff
- Check your attendance and ensure the information is correct

Tutors and other university staff may use the information in LEAP to:

- Suggest ways you could achieve better outcomes
- Check that all is well and offer information, advice and guidance
- Help you in areas of your studies that you are finding a challenge

### Moodle

We use [Moodle](#) as our online learning environment. It holds key course and module materials, discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

### FASER

[FASER](#) is our **online coursework submission and feedback system**. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

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## Online reading lists

Reading lists can be accessed [online](#). Use this service to find out the details of each week's reading and to access resources through the library.

## Listen Again

Did you miss something? Our [Listen Again](#) digital recording service lets you listen again to lectures, so you grasp every detail. It's available in teaching rooms or lecture theatres where you see the sign.

## Zoom

You can use Zoom to join online lectures delivered by the University or attend online meetings and tutorials. If your lecture or class is going to be online, we will let you know in advance and the link to join will be in your timetable or emails.

This [quick start guide](#) gives you an introduction to the essentials of joining and participating in a Zoom webinar or meeting.

## Your information

### Changes to your information

During your period of study at Essex, you may wish to be known by a preferred name or update your legal name on our student record database (ESIS) if your circumstances change. It is important you keep your information up to date, which you can [manage and update online](#).

### Your personal information

We collect and hold lots of information about you, your course, and your progress so that we know who you are, what you're doing, and how you are getting on. This means we can support you and also improve our services to reflect the need of our students.

All information about you is kept securely, and access to your information is only given to staff who need it in order to do their job. Where possible, we will ask you for your permission to share.

You have a [right to ask for copies of information](#) we hold about you. To find out more about what information we collect, what we do with it, who gets to see it, and your rights under the data Protection Act 2018, read our [Privacy Notice for students](#).

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## Student Voice

At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated and this feedback, both positive and developmental, is used to help make short and longer-term improvements, both to the experience of current students, but also for Essex students of the future. You can do this in a number of ways at Essex through your [Student Voice](#).

## Student Representatives

You can contact or volunteer to be a [student representative](#) who represent the voice of fellow students in departmental Student Voice Groups (SVG) and other University level committees.

## Student Voice Groups

[Student Voice Groups](#) (SVGs) are made up of **student representatives** and members of staff. SVGs typically meet once per term and provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the department or school to consult with students and receive feedback on new proposals.

## Student Surveys

[Student satisfaction surveys](#) enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex.

## National Student Survey

The [National Student Survey \(NSS\)](#) is an independent survey commissioned by the Office for Students aimed mainly at final-year undergraduate students. The survey provides students the opportunity to provide feedback on their University course and experience. The feedback you provide will be used to help shape the future for your fellow students and published on the Discover Uni website to help prospective students make informed decisions about where and what they want to study.

## UK Engagement Survey (UKES)

The [UK Engagement Survey \(UKES\)](#) is a national survey for undergraduate students. It invites you to reflect on your time at University so far in relation to your course and wider learning experience. The survey is run each spring term and is open to first, second and some third/final year students.

We're keen to make sure students have the best possible experience while studying at the University. To do that we need to know what we are doing well and what we can do better. The survey is a chance to reflect on how you study and what might help your studies in future. The results also help the University and Students Union to make changes that will improve what we do in future and to make sure we keep doing the things that are of value to students.

If you're eligible to complete the survey, we will contact you in the Spring Term to invite you to take part.

## Student Module Feedback

Every year, we will ask you to complete [Student Module Feedback](#) (previously known as Student Assessment of Module and Teaching, or SAMT). This survey allows you to feedback on each of the modules you have studied. Receiving feedback at this level is critical for the University to understand what works well, and what could be improved, from the perspective of students. All feedback will be summarised and discussed by SVGs and will inform reports written for central University committees as part of our quality assurance processes.

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There are also many [other satisfaction surveys](#) taking place, to ensure students are happy with the services the University of Essex provides. From time to time you will be invited to participate via an email.

If you have some feedback but don't know who to tell, email: [studentvoice@essex.ac.uk](mailto:studentvoice@essex.ac.uk)



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## You Matter

We know university life can throw up all kinds of concerns and questions. Everyone has [mental health](#) – sometimes your mental health may be good, other times it may be not so good. It could be stress related to deadlines, general worries or concerns about friends and family members. Whatever is worrying you, if you need some information, advice or support, the University offer a wide range of services and support to help you.

## Student Services Hub

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the [Student Services Hub](#) can help. You can find out about health and wellbeing, accommodation, careers services, money matters and much more. Your questions matter and you'll get answers from our team of experts.

**To Contact the Student Services Hub please use this link to access our web pages and talk to us on Live Chat: [Ask the Hub](#)**

## Support for disabilities and conditions

We encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the [Student Services Hub](#) so that we can plan how best to [support you in your studies](#).

## Funding opportunities

UK students may be eligible for a [Disabled Students' Allowance grant](#). If you are not a UK student, you may be eligible for [other grants and funding](#). We would recommend you [contacting the Student Services Hub](#) to discuss all the options that may be available to you, as well as for general advice, support and information on health and wellbeing issues.

## Personal Emergency Evacuation Plans (PEEP)

If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a [Personal Emergency Evacuation Plan \(PEEP\)](#).

## Seeing a Doctor

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own [health centre](#) or you can use the [NHS Choices postcode](#) finder to find your nearest doctor. If you require emergency medical or mental health services, there are a [number of options available](#) both through the NHS and also the University, regardless which campus you are studying at.

## Counselling services

Our University offers a wide [range of services and resources](#) to support all of our students. with a variety of counselling opportunities.

If you feel you would benefit from support, including counselling, please [contact your Student Services Hub](#). [You can find more information, including the full range of counselling services available to you.](#)

## UK Immigration Advice and Guidance

[Immigration advice and guidance](#) is regulated in the UK by the Office of the Immigration Services Commissioner (OISC) and can only be given by those that are authorised to do so. We publish lots of information and guidance on our website for students and you can contact one of our authorised advice services via the 'ask us a question section' for further advice about the UK's student immigration rules.

## Money management

If you get into financial difficulty you should get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. You may be eligible to apply for financial support to assist you with short-term unexpected and unforeseen costs. Advisers in our [Student Services Hub](#) and our independent [Students' Union Advice](#) can listen and talk you through the issues you are experiencing.

## Students' Union Advice

Our [SU Advice](#) service also offers free, confidential, independent and impartial advice on many issues that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.

**Colchester students** – [suadvice@essex.ac.uk](mailto:suadvice@essex.ac.uk); 01206 874034

**Southend students** – [suacsou@essex.ac.uk](mailto:suacsou@essex.ac.uk); 01702 328235 (term time only)

**Loughton students** – [suaclou@essex.ac.uk](mailto:suaclou@essex.ac.uk); 01206 874034

## Residence Life

Our [Residence Life team](#) is here to help you settle in and support you during your time living on campus. Each residents' assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus, they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.

## Religion, faith and beliefs

We're proud of our vibrant and diverse [multicultural community](#) and welcome everyone, of all faiths and none. The calm, friendly and supportive atmosphere in our Faith Centre is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

## Harassment support

We are Essex. We pride ourselves on being a [welcoming and inclusive student community](#). We offer a wide [range of support](#) to individuals and groups of student members who may have specific requirements, interests or responsibilities – to help you fulfil your potential.

We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our [Harassment Report and Support Service](#) of trained Harassment Support Workers are on hand to help.

## COVID-19 (Coronavirus)

The health and wellbeing of our students is our priority. This means we are constantly monitoring advice from the UK Government, Public Health England, the Foreign and Commonwealth Office, and the World Health Organisation, and updating our guidance on students in line with their advice.

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Our [guidance to students on protecting yourself and others from COVID-19](#) is updated regularly. It is advisable to check the page frequently to be sure you are up to date with the latest guidance and information from the University.

## Health and safety on campus

Our campuses are generally very [safe environments](#). We want to ensure that things stay this way. In order to achieve this, we work closely with local agencies including the police and borough councils. Take a look at our website for [general information and advice](#).

Please familiarise yourself with [fire safety and emergency evacuation procedures](#) for your accommodation, work or study location. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a [Personal Emergency Evacuation Plan \(PEEP\)](#).

Please take note of our [advice on the safe use of electrical items and prohibited electrical items](#) in residential and non-residential areas.

All students residing on campus should complete the Moodle [Fire Safety Course for Residents training](#).

If you have any health and safety concerns or need to report an incident, please use the [University's reporting service](#) to notify us.

## Making a Complaint

The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

The University aims to resolve complaints quickly and informally in accordance with the [Student concerns and complaints procedure](#) which can be found on our website.

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## Student Development

### Careers Services

The Career Services team offer a programme of information, advice, guidance and support through various events, workshops and one- to- one sessions. We also have teams dedicated to Work Based Learning, Placements and Internships that can provide information and support as needed. Find out more about the Career Services available to you here: <https://www1.essex.ac.uk/careers/>

### CareerHub

Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on **CareerHub**, the online Essex careers and jobs portal. Login with your Essex username and password.

[careerhub.essex.ac.uk/students/login](https://careerhub.essex.ac.uk/students/login)

### Big Essex Award

The Big Essex Award is a way to get recognition for the extra-curricular and voluntary activities that you complete during your time at Essex, both on and off campus. All verified activities will be included on your university digital transcript, the Higher Education Achievement Report (HEAR).

### Chart Your Path

New for 20-21! Discover the range of amazing opportunities available to you at Essex. Use Chart Your Path to find activities, resources and support that are right for you. Build your Essex Strengths and track your development journey as you go. Activate your Gradintelligence account to get started: <https://gradintel.com/index.php/en/account-support/recover/students>

### Volunteering

Join the vTeam and be the difference. There are plenty of opportunities to **volunteer** during your time at Essex. The vTeam, run by the Students Union, is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

[www.essex.su/vteam](http://www.essex.su/vteam)

### Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package. Sign up for Essex Interns to kick-start your career.

[www.essex.ac.uk/careers/internships](http://www.essex.ac.uk/careers/internships)

## You Are Essex

### Year and Degree Marks

Once your exam board has met, it can take between 7-10 working days for your results to be confirmed and published. The University's [exam board and publication of results schedule](#) is updated in the summer term, and you will be notified once this information is available online. As soon as your results are ready, you will be sent an email and directed to a password protected web page. You will be able to see your marks obtained and any decisions that you must make in order to progress to the next stage of study.

When in your final year of study, graduating students will receive a [degree certificate](#) at Graduation and will also be able to access your electronic [Higher Education Achievement Record \(HEAR\)](#); which gives details of all marks obtained during your studies.

### Graduation

The culmination of all your hard work! [Graduation](#) ceremonies for undergraduate students take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend.

Students with exam boards held in Autumn term will be invited to attend our Winter Graduation ceremony where these are held; students with exam boards held in Spring or Summer term will be invited to attend our Summer Graduation ceremony.

### HEAR

When you study at Essex, you graduate with far more than just a degree. We have replaced the traditional hard-copy transcript with the [Higher Education Achievement Report \(HEAR\)](#) which not only showcases a full record of your academic achievements, but also any activities you have undertaken and logged through the Big Essex Award, and any other awards and prizes that you may have received.

When you graduate, you will have full electronic access to your HEAR for free for life. You will be able to share this with employers and other universities by providing them with a University-certified record of your achievements. You will receive an e-mail from GradIntelligence to enable you to activate your account log-in. As soon as you do this you can start accessing your HEAR!

### References

#### **Requesting references from members of staff**

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For example, final year project supervisors, year organisers, and core course supervisors are likely to be more suitable than lecturers that have taught you on a first-year option course. Every reasonable effort will be made to meet a request for reference for a student who has undertaken study within our Department. Requests received from students who have graduated from the University within the last three years will be prioritised. Requests received outside of this period may, of course, be met if a member of staff is equipped with the necessary information and is willing to provide a reference.

It is always helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please

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try to ask for references in good time – it is not always possible for a member of staff to write a reference immediately.

### Copies of references

A copy of any reference provided will be retained within our department for no longer than three years for taught students.

When requesting academic reference, please allow **at least 3 weeks** for our staff to write the reference. Please consult with your referee about the most appropriate contact details to include. It is also important for you to enclose as much information as possible with your reference request, and include an up to date copy of your CV.

### Alumni

Essex is forever and although your time here will fly by, you'll be part of the Essex family for life. When you graduate, you'll get an alumni card and join a community of over 100,000 fellow graduates around the world. We'd love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. Want to know more? Visit [our website!](#)

### What comes next?

The world is your oyster! The options and opportunities open to you as a graduate can be overwhelming. You may know the exact path and next steps that you wish to take, or you might not, and this is okay. Our Careers Services can offer information, guidance and advice on your different options after graduation and you can return to Essex for these services at any time. Whether it is discussing different career paths, bringing your CV or LinkedIn profile up to date, or prepping for that interview you have worked all year for, the Student Development Team are here to support you.

Spread your wings graduand; but you can always come back! As an alumnus of Essex, you can take advantage of [generous discounts](#) on [postgraduate qualifications and degrees](#) if you chose to return to study at Essex as a postgraduate student.

We are proud of our world-class research at Essex and your invitation to contribute is lifelong. If you do decide to stay on for further study with us, you'll develop extensive knowledge in your chosen area and learn from some of the top academics in the field. You can explore our [incredible range of courses](#) online.

Whatever you choose to do, please stay in touch! Keep us up to date with your achievements and explore the variety of ways through which you can give back to Essex too.

## Departmental Style Guide

This guide should be used as the stylistic basis for all coursework and dissertations submitted to the Department. It describes good practice in all the aspects of formatting, quotation, and referencing that you are likely to need to use, and adheres to widely recognised standards in scholarly writing. It is based upon the [Chicago style guide](#).

There is often a good deal of nervousness regarding academic style, particularly over referencing. However, it is, for the most part, simply a case of following straightforward models, which are described in this document. Nothing outlined here is particularly complex, so following these guidelines should help you in submitting clear, well-referenced work. You should always bear in mind that good, coherent style and accurate, properly formatted references are vital research skills. As such, note that you can expect to lose marks if this style sheet is not followed for MA essays and dissertations.

### Basics

- Use 12-point font and at least 1.5 line spacing (except for footnotes, which can be 10-point and single spaced).
- Number all pages (using the page-numbering function on your word-processing package).
- Always read through your work carefully before submitting it, checking for spelling and grammatical errors. **DO NOT** rely on your computer's automatic spelling and grammar checking functions, and **NEVER** use these without reading through the essay again afterwards.

### Quotations

- Always make sure that your quotations are clearly identified as another's words, cited in the manner described in the 'Referencing' section, below.
- Short quotations (fewer than 50 words) do not need to be indented from your main text.
  - Prose quotations of fewer than 50 words should be run on as part of the text, in quotation marks, and separated by a comma e.g. **As Bryony Trezise expands in *Performing Feelings in Cultures of Memory*, 'we feel through, and as, we touch. We feel about how we touch at the same time as we touch. In this way, we might develop feelings about feeling'.**
  - Two or three lines of verse should be run on with the lines separated by a forward slash: e.g. **"In the room the women come and go / Talking of Michelangelo"**.
- Long quotations of more than 50 words, or of several lines of verse, dialogue, etc., should be indented from the main text, single spaced, and introduced by a colon with no quotation marks e.g.

**As Adams, Bochner and Ellis state:**

**Autoethnographers recognize the innumerable ways personal experience influences the research process. For instance, a researcher decides who, what, where, when and how to research [...] consequently, autoethnography is one of the approaches that acknowledges and accommodates subjectivity, emotionality, and the researcher's influence on the research.**

- If you wish to skip over part of a sentence you are quoting, indicate this by an ellipsis (. . .) or four dots (full stop plus ellipsis . . . .) if you run over the end of a sentence. Explanatory words added by you within quotations are indicated by square brackets.
  - Make sure that you use punctuation to make your quotations fit in smoothly and logically with your own prose.
    - If the quotation begins a new sentence or distinct new point, a colon or full stop is probably most appropriate: "punctuation is as vital to strong writing as the words used."
    - If the quotation continues the point, functioning as a new clause in a sentence, "then a comma

should be sufficient.”

- As well as correctly citing your quotation with a footnote, identify the source in your main text, using such phrases as “as John Smith suggests”.
- Do not italicise quotations, unless the original text is italicised. If you use italics to *emphasise* a particular word or phrase in a quotation, make this clear in square brackets [my italics].

### Footnotes and references

You must **ALWAYS** acknowledge the source of:

- any direct quotation from a published work;
- any idea from a published work which has significantly influenced your argument, even if you do not make a direct quotation;
- any repetition of material from another of your own essays;
- any other quoted or directly influential source, such as lecture notes, presentations, or seminar discussions.

The rule of thumb for footnotes is to be brief and clear.

Please refer to the University webpages for information on [plagiarism](#) if you are at all unclear about the definition.

### Footnotes and parenthetical citations: the basics

After quotation from, or reference to, any work, indicate a footnote by a raised number, thus.<sup>1</sup>

Footnotes should appear at the foot of the page to which they apply. Your word-processing package will allow you to enter footnotes automatically (usually ‘Insert Footnote’), but pay attention to the ‘Options’ menu (always choose Arabic numbering) and use ‘Format Style, Footnote Text’ to arrange the notes in readable fashion.

### Footnote formatting - general

Footnote formatting for citing book, journal, film, internet (and so on) sources generally follows the very similar format as for bibliographical citations (see ‘Bibliography,’ below, for key differences), except that the author name runs--forename surname--followed by citation details. For instance,

<sup>1</sup> Sigmund Freud, *Civilization and Its Discontents* [1929], trans. James Strachey (New York: W.W. Norton, 1961), 79-80.

If you are quoting from a source multiple times in the same essay, you can provide one footnote with the citation details of the text, followed by the statement “subsequent page references in text.” For example, footnote 1 might read:

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<sup>1</sup> Sigmund Freud, *Civilization and Its Discontents* [1929], trans. James Strachey (New York: W.W. Norton, 1961), 79-80. Subsequent page references in text.

After this, page references for this text can go in parentheses after quotations:

Freud describes the word “civilization” as, “the whole sum of the achievements and the regulations which distinguish our lives from those of our animal ancestors” (544).

Woolf’s novel concludes with the third section, “The Lighthouse,” where Lily’s memory of Mrs Ramsey is reframed; Lily finds herself “tunneling her way” into the past (355).

### Citing dramatic works

The first footnote reference should cite author, title, place, publisher, date, page number (for more detailed examples see below). Act and scene numbers should always appear in parentheses after the



quotation. No further footnote is needed for the same play, though further parenthetical citations should indicate page, act, scene, and line numbers (if given) using the form (V.ii.19-22), where the sequence of upper case Roman, lower case Roman, and finally Arabic signifies act V, scene ii, lines 19-22.

### Citing poetry

The first footnote should cite author, title, place, publisher, date, page number. Line numbers should always appear in parentheses after the quotation. NO further footnote is needed for the same poem, though further parenthetical citations should cite page and line number(s) (for example: p. 12, l. 12). Multiple lines of a poetic work are signified by 'll.' (for example, p. 12, ll. 12-15). Long poems, such as *The Aeneid* or *The Faerie Queene* are referenced by their internal divisions into, for example, books and cantos and stanzas (Ill. x.12). Shorter poems are referenced simply by line numbers (ll. 45-53).

### Citing films

The first mention of all films in an essay should immediately be followed by a parenthetical reference to the year in which it was released. For example, "In Alfred Hitchcock's *The Birds* (1963), Tippi Hedren plays Melanie Daniels ..." Any direct quotation from a film does not usually need to be cited, but a complete filmography can be included in the essay.

### Citing images

#### Basic requirements:

<sup>1</sup> Creators first and last name, *Title of Work*, date, medium, dimensions, location, or collection (publication details in brackets for footnotes), date accessed and URL.

- Images do not usually appear in the bibliography, only the notes.
- If there is no creator or organization information then begin the citation with the title. If there is no title provided then create a descriptive title and place it within square brackets. If there is no date available use the acronym "n.d."
- If you are citing a work in its original context you should include the medium (e.g. oil on canvas).

#### Standard entry for a work of art:

<sup>1</sup> Jessie Oonark, *Baker Lake, Hunting with Bow and Spear*, 1975, stencil print on paper, 55.2 x 75.4 cm., Carleton University Art Gallery, Ottawa.

#### If the image you are referencing is from an article or book:

<sup>2</sup> Alevei Savrasov, *The Rooks Have Arrived*, 1871, in Dmitri V. Sarabianov, *Russian Art: From Neoclassicism to the Avant-Garde 1800-1917: Painting – Sculpture - Architecture* (New York: Harry N. Abrams, Inc. Publishers, 1990), 169, plate 31.

#### If the image is from a gallery or museum website:

<sup>3</sup> Robert C. Todd, *The Ice Cone, Montmorency Falls*, ca. 1850, oil on canvas, 34.3 x 45.9 cm., National Gallery of Canada, Ottawa, accessed March 8, 2016, <https://www.gallery.ca/en/see/collections/artwork.php?mkey=4246>.

#### If the image is from a specialized database or online image library:

<sup>4</sup> Charles Fraser Comfort. *Medicinae Canadensis Tabula*, 1967, colour print, 90 x 46 cm, The Osler Library Prints Collection, McGill University, Montreal, accessed January 9, 2017, <http://digital.library.mcgill.ca/oslerprints/fullrecord.php>.

#### If you are referencing an image from an image sharing site like Flickr or Wikimedia Commons:

<sup>5</sup> Bernard Gagnon, *Palmyra – Monumental Arch*, April 7, 2010, Wikimedia Commons accessed January 27, 2017 [https://commons.wikimedia.org/wiki/File:Palmyra\\_-\\_Monumental\\_Arch.jpg](https://commons.wikimedia.org/wiki/File:Palmyra_-_Monumental_Arch.jpg).

### Footnote sample entries: from the Chicago Manual of Style (15<sup>th</sup> edition)

#### Book

*One author*

<sup>1</sup> Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

*Two authors*

<sup>6</sup> Guy Cowlshaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

*Four or more authors*

<sup>13</sup> Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 262.

*Author's work as edited (scholarly) edition*

<sup>1</sup> Virginia Woolf, *To The Lighthouse* [1927], ed. Sylvia Hopstetter (London: Virago, 1985), 55.

*Editor, translator, or compiler instead of author*

<sup>4</sup> Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91– 92.

*Edited, translated, or compiled poetry collection*

<sup>4</sup> Emily Dickinson, *Collected Poems*, ed. Lina Al Hadid (London: Routledge, 2010), 22.

<sup>16</sup> Yves Bonnefoy, *New and Selected Poems*, ed. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

*Edited, translated, or compiled dramatic work*

<sup>17</sup> Jean Genet, *The Balcony*, trans. Bernard Frechtman (New York: Grove Press, 1966), 55.

<sup>30</sup> William Shakespeare, *The Tempest*, in *The Oxford Shakespeare*, ed. Stanley Wells and Gary Taylor (Oxford: Oxford University Press, 1995).

*Chapter or other part of a book*

<sup>5</sup> Andrew Wiese, “The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States,” in *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101-2.

*Book published electronically*

<sup>2</sup> Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University of Chicago Press, 1987), <<http://press-pubs.uchicago.edu/founders>> (accessed June 27, 2006).

**Journal article (or individual poetic work)**

*Poem in collection*

<sup>17</sup> Forugh Farrokhzad, “Born Again,” trans. Jascha Kessler (with Amin Banani), *The Penguin Book of Women Poets*, ed. Carol Cosman and Ivan Keefe (London: Penguin Books, 1996), 334.

*Article in a print journal*

<sup>8</sup> John Maynard Smith, “The Origin of Altruism,” *Nature* v. 23, no. 2 (Summer 1998): 639.

*Article in an online journal*

<sup>33</sup> Mark Hiroshi, “The Trials of *Fanny Hill*,” *Journal of British Studies* v. 15, no. 5 (Autumn 2002), <<http://jama.aassn.org/issues/v15n5/rfull/joc10108.html>>

*Popular magazine or newspaper article*

<sup>29</sup> Steve Martin, “Sports-Interview Shocker,” *New Yorker*, 6 May 2002, 84.

<sup>10</sup> William S. Niederkorn, “A Scholar Recants on His ‘Shakespeare’ Discovery,” *New York Times*, 15 June 2000, sec B, 3.

### Book review

<sup>1</sup> James Gorman, review of *The Last American Man* by Elizabeth Gilbert, *New York Times Book Review*, 2 June 2002, 16.

### Spoken lecture (or seminar)

<sup>5</sup> Jonathan White, lecture on *Dracula* (Bram Stoker), University of Essex, 15 December 2009.

### Paper presented at a meeting or conference

<sup>13</sup> Brian Doyle, "Howling Like Dogs: Metaphorical Language in Psalm 59" (paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19 June 2009).

### Websites

#### Web entry or comment

<sup>8</sup> Peter Pearson, "The New American Dilemma: Illegal Immigration," The Becker-Posner Blog, <<http://www.beckerposnerblog.com/archives/2006>> (accessed 28 March 2006).

#### Online database

<sup>7</sup> Pliny the Elder, *The Natural History*, ed. John Bostock and H. T. Riley, The Perseus Digital Library, <<http://www.perseus.tufts.edu>> (accessed 17 March 2005).

## Bibliography

Whether or not you have referred to them directly, list at the end of an essay all the books and articles you have consulted. Bibliographies are arranged **in alphabetical order by author with the author's surname given first**.

### Bibliography formats: from the Chicago Manual of Style (15<sup>th</sup> edition)

#### Book

##### One author

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

##### Two authors

Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

##### Author's work as edited (scholarly) edition

Woolf, Virginia, *To The Lighthouse* [1927]. Ed. Sylvia Hopstetter. London: Virago, 1985.

##### Editor, translator, or compiler instead of author

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

##### Edited, translated, or compiled poetry collection

Dickinson, Emily. *Collected Poems*. Ed. Lina Al Hadid. London: Routledge, 2010.

Bonnefoy, Yves. *New and Selected Poems*. Ed. John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

##### Edited, translated, or compiled dramatic work

Genet, Jean. *The Balcony*. Trans. Bernard Frechtman. New York: Grove Press, 1966.

Shakespeare, William. *The Tempest*. In *The Oxford Shakespeare*. Ed. Stanley Wells and Gary Taylor. Oxford: Oxford University Press, 1995.

#### Chapter or other part of a book

Wiese, Andrew. "The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States." In *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue, 99-119. Chicago: University of Chicago Press, 2006.

#### Book published electronically

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. <<http://press-pubs.uchicago.edu/founders>>

### Journal article (or individual poetic work)

#### Poem in collection

Farrokhzad, Forugh. "Born Again." Trans. Jascha Kessler (with Amin Banani). *The Penguin Book of Women Poets*. Ed. Carol Cosman, Ivan Keefe. London: Penguin Books, 1996: 53-4.

#### Article in a print journal

Smith, John Maynard. "The Origin of Altruism." *Nature* v. 393, no. 2 (1998): 639-50.

#### Article in an online journal

Hiroshi, Mark A. "The Trial of *Fanny Hill*." *Journal of British Studies* v. 32, no. 5 (Autumn 2002). <<http://jama.ama-assn.org/issues>>

#### Popular magazine or newspaper article

Martin, Steve. "Sports-Interview Shocker." *New Yorker*, 6 May 2002: 35-43.

Nieder Korn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times*, 20 June 2002, sec. 3: 12-13.

#### Book review

Gorman, James. Review of *The Last American Man* by Elizabeth Gilbert. *New York Times Book Review*, 2 June 2002: 2.

### Spoken lecture (or seminar)

White, Jonathan. Lecture on *Dracula* (Bram Stoker). University of Essex, 15 December 2009.

### Paper presented at a meeting or conference

Doyle, Brian. "Howling Like Dogs: Metaphorical Language in Psalm 59." Paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19 June 2009.

### Websites

#### Web entry or comment

Pearson, Peter. "The New American Dilemma: Illegal Immigration." The Becker-Posner Blog. <<http://www.becker-posner-blog.com>>.

#### Item in online database

Pliny the Elder. *The Natural History*. Ed. John Bostock and H. T. Riley. Perseus Digital Library. <<http://www.perseus.tufts.edu/cgi-bin/ptext>>.

### Filmography

**Model one:** After the first direct reference to a film in an essay, a footnote should appear which includes the following information: the film title, director's name, two or three of the principal players, the studio or production company that released it, and the year. Further citations are not necessary. For example: *Grease*, dir. Randal Kleiser, feat. John Travolta, Olivia Newton-John (Paramount, 1978).

### OR

**Model two:** Rather than a footnote, the essay can simply quote directly from the film without any

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references. It should, however, present a *filmography* at the end of the document, which includes: the film title, director, principal players, the studio or production company, and the year of release. For example:

*Guys and Dolls*, dir. Joseph L. Mankiewicz, feat. Marlon Brando, Jean Simmons, Frank Sinatra (Twentieth-Century Fox, 1955).

### **Referencing in Creative Writing commentaries**

Referencing for creative writing commentaries should be done in the same way as for essays. Creative work itself does not usually require referencing. If references are used, students are advised to follow the departmental style guide or, where this interferes with the aesthetic of the writing, to consult their tutor.