

Assessment Guide SOS4510

The exam in SOS4510 consists in a short-term student paper (4000 words). The student will receive a grade between A and F.

The student defines the theme and objective of a 4000 word essay together with the teacher. The essay is supposed to be empirical in nature but is neither meant to entail use of formal methods nor methodological reflections as to gathering of data. The basic idea is that the student describes and investigate a certain phenomenon chosen by him or herself on the base of the texts entailed in the curriculum of the course – that is, unfolded or analysed through the use of perspectives, concepts or ideas from these texts. The texts of the curriculum should make it possible for the student to access possible participative, political, ritual, social, symbolical, signalling, affective, or "mediated" etc. – dimensions to the researched object.

However, due to the intensive and compressed nature of the course and the limited number of cultural theories and perspectives presented, the *above requirements are not absolute*. The student may find other texts or perspectives *better suited* for certain empirical or theoretical purposes than the texts offered in the compendium or he or she may find texts *complementing* or otherwise *strengthening* the analysis of the phenomenon under scrutiny. In that case – and only in that case – should the student draw in other texts.

The papers of the students will be graded after the following criteria:

- Basic knowledge: Is the student in possession of sufficient basic knowledge for answering the question posed. How comprehensive and elaborated is the students understanding? How deep is the student's knowledge of the thoughts and concepts of the theory, theoretician or 'school' in question? How differentiated and nuanced is the answer?
- Understanding: Are concepts, theories and theoreticians used in the analysis properly introduced and defined? Are they properly used?
- Consistence: Is the student's text understandable? Does it progress in orderly fashion? Does the different parts of the answer cohere? Is it possible to follow the student's thoughts or argument through his or her text?
- Overview: Is the student capable of focussing on the central? Is the student capable of differentiating between central and more peripheral aspects?
- Introduction: Is the chosen phenomenon investigated in the paper sufficiently introduced and contoured? Is it clear what the paper is about?
- Precision: How precise is the student in his or her use of concepts? Is the student capable of correctly defining or using key concepts? Are their misunderstandings? Weak points? Lack of clarity? Imprecisions? Inconsistencies? Insecurities?
- Selection of theory / empirical focus: Is the student capable of using the textual material on concrete phenomena? Is the selection of texts and perspectives reasonable given the empirical focus? Are the most salient participatory, political or cultural aspects to the phenomenon included in the analysis? To what extent are these choices reflected and made explicit by the student?
- Creativity: Does the student bring original perspectives for a day? Does the student use theoretical concepts loyally or does he or she explain eventual unorthodox, novel or original use? Is the student reflexive about proper work? Conscious of holes? Possible (self-)criticism?
- Language: Are the student's language sufficiently grammatically correct? Are sentences (formally) well-formed?
- Formality: Does the student comply with the formal requirements (length, style, references etc.)