ENG2307 Late 20th-Century Literature in English

Spring 2026

Examination

The exam consists of two parts:

1. A 2-hour written exam at the end of the term.
2. A term paper.

Regulations:

- A pass mark is required on both parts of the exam in order to pass the course.
- Both exam parts have to be taken in the same semester.
- The exams will be graded separately with a combined final mark. The 2-hour exam counts as 40% and the term paper counts as 60% of the grade.

2-Hour Written Exam

The exam has two main sections.

Part I (Passages) primarily assesses the student's ability to use sections from the assigned texts to demonstrate their knowledge of 1. each author's distinctive style, and 2. each author's literary and/or social significance. Good responses to each passage will be informed by class lectures, discussions, and independent thinking. Incorrect identification of the text and author constitutes a failed response. Responses should address how the selection relates to the rest of the text, how it is written, and how it relates to historical and cultural contexts.

There are no specific percentages allocated for any one aspect, but the elements listed for each selection should be addressed adequately in the most successful responses. Weaknesses or lack of attention to some of these elements, however, may be compensated by particular skill in addressing others. Independence of thought and evidence of analytical ability will be rewarded.

This section is worth 70% of the Exam grade.

Part II Short Answers primarily assesses student's knowledge of key texts, textual elements, dates, and concepts from the course. Students are asked to answer 5 questions, using no more than 4 sentences to answer.

Answers will be scored for accuracy, and for how well they demonstrate a full comprehension of the texts and concepts in question.

This section is worth 30% of the final exam grade.

Term Paper:

Essays will be marked holistically, with no specific percentage of marks for any one aspect. The marker will thus be making an overall judgment of the quality of the piece of work as a whole. Weaknesses in one area of the criteria may be compensated for by particular skill in another, and vice versa. Independence of thought and evidence of analytical ability will be rewarded.

The main ambition for this term paper is for the students to demonstrate their ability to make an insightful interpretive or analytic argument about the function, significance, or value of one or more literary texts from the syllabus.

Good:

1. Work at the highest levels will present a thesis or problem statement that is argumentative, specific and substantiated (there is evidence to support it).

2. The thesis or problem statement assumes the form of an argument, which can consist of several linked questions. There is a clear and logical link between thesis and discussion.

3. The essay has a clear structure. The student considers the flow of the argument from paragraph to paragraph and sustains the argument throughout. The various points made are relevant to the problem under consideration in the essay.

4. The essay engages in detailed analysis, developing a critical argument about the literary text or texts they have chosen to write on. The student manages to present and develop his/her own ideas.

5. The essay is written in formal English of a high standard, with no mistakes of grammar or spelling.

6. The essay demonstrates a full and nuanced understanding of the literary text/s it engages with.

Average:

1. Includes a thesis or problem statement, which assumes the form of an argument and is for the most part sustained throughout.

2. The essay adopts a clear structure and the points made are relevant to the problem under consideration throughout.

3. The essay engages in analysis, and demonstrates some awareness of the important contexts of the literature in question. It presents and to some extent develops the student's own ideas.

4. The essay is written for the most part in correct English, with only minor mistakes of grammar or spelling.

5. The essay demonstrates a good working knowledge of the literary text/s it analyzes.

Poor:

1. The student's thesis or problem statement is excessively general, vague, or lacking substantiating evidence.

2. The structure lacks logic, and the points made are occasionally irrelevant to the problem under consideration.

3. The essay rarely engages in analysis, limiting itself to paraphrases of the theories in question. There are few ideas presented by the student.

4. There are errors in grammar and spelling, though these do not prevent understanding of the essay text.

5. The essay overlooks aspects of the literary text relevant to its thesis and analysis.

Unacceptable:

1. The essay lacks a thesis or problem statement.

2. The structure is illogical and confusing. The points made lack relevance.

3. The essay lacks analysis, simply providing more or less adequate paraphrases of the theories in question.

4. The essay is poorly written with numerous errors of grammar and spelling.

5. The essay demonstrates a poor understanding or misunderstanding of the literary text it analyzes.