ENG2321 POSTCOLONIAL LITERATURE: Assessment Guidelines

Essays will be marked holistically, with no specific percentage of marks for any one aspect. Instead, the marker will be making an overall judgement if the quality of the essay as a whole. Weaknesses in one area of the criteria may be compensated for by particular skill in another, and vice versa.

Excellent/Good

1 Work at the highest level will assert an **argument,** through the use of a thesis statement which is argumentative (i.e. it could also be disputed), specific (it is not overly general or vague), and substantiated (there is some evidence to support it).

2 The argument is delivered through the use of a clear, logical essay **structure**. The student considers the flow of the argument from paragraph to paragraph and sustains the argument throughout. The various points made are all **relevant** to the topic and argument under consideration in the essay, and that relevance is made explicitly clear.

3 The essay engages in **detailed textual analysis**, considering the literary strategies that can be discerned in the texts considered, and relating these strategies to the essay's overall argument. The essay demonstrates detailed awareness of postcolonial theory and the **critical** contexts of the texts considered.

4 The essay is written in formal, idiomatic English of a high standard, with virtually no mistakes of **grammar** or **spelling.** It adopts an objective, but persuasive academic tone which reinforces the argument that the student is making.

5 The essay references secondary literature in a correct and consistent format, with complete footnotes/in-text references and **bibliography.**

Average:

1 Includes an **argument,** which is for the most part sustained throughout.

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

3 The essay engages in **detailed textual analysis** and demonstrates some knowledge of postcolonial theory and the **critical** context of the texts(s) in question.

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

5. The references and bibliography are, for the most part, correctly formatted and sufficiently detailed.

Poor:

1 The student's **argument** is excessively general or lacks substantiating evidence.

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

3 The essay engages in some **analysis**, but has a slight tendency to simply repeat details of plot. The essay demonstrates some knowledge of postcolonial theory and the **critical** contexts, and makes only occasional use of secondary material.

4 There are errors in **grammar** and **spelling**, though these do not prevent understanding of the essay text. The language includes some unidiomatic expressions/sentences.
5 The references and bibliography are incorrectly formatted or lack essential information

Unacceptable:

1 The essay lacks **argument.**
2 The **structure** is illogical and confusing. The points made lack **relevance** to the topic under consideration.
3 The essay lacks **analysis**, simply retelling the story. The essay demonstrates no knowledge of postcolonial theory or the **critical** contexts.
4 The essay is poorly written with numerous errors of **grammar** and **spelling**. The language includes many unidiomatic expressions/sentences.
5 The bibliography and references are non-existent or incomplete.