

ENG2504 – American Places

Spring 2025

Assessment criteria exam and term papers

Assessment criteria for the exam

In order to get an A, the student must have written a well-structured essay in clear prose. The examples have to be relevant and presented well. The student should be able to draw on examples across different class meetings. Ability to engage with differences and similarities between regions (if relevant) and change over time is evident in the text.

In order to get a B, the student must have written a well-structured essay in clear prose. The essay should be based on material from different class meetings. Some ability to reflect over differences and similarities between regions (if relevant) and change over time needs to be evident in the text.

In order to get a C, the student must have written a somewhat well-structured essay without errors that distort meaning. The information may be somewhat generic and broad with some specific details connected to time and place. Some reflections over change and continuation over time should be evident.

In order to get a D, the student must have written an essay with an uneven structure and language that is unclear with errors that somewhat distort meaning. The information may be generic and broad, lacking in detail about place and time.

In order to get an E, the student must have written an essay with weak structure and unclear writing. The information is very broad and lacking in detail about place and time.

An F: No clear structure. No specific examples. Lack of historical thinking.

The assessment criteria for the term papers

An excellent paper:

- critically and effectively engages with relevant scholarship and primary sources
- is written in clear and advanced prose
- has a clear structure
- has a strong thesis or argument
- uses evidence effectively
- follows academic conventions expertly
- shows a high degree of independent thought

A good paper:

- critically and effectively engages with relevant scholarship and primary sources

- is written in clear prose
- has a clear structure
- has a good thesis or argument
- mostly uses evidence effectively
- follows academic conventions very competently
- shows independent thought

An average paper

- engages with relevant scholarship and primary sources, though not always in an effective way
- is mostly written in clear prose, though it may contain some vague or ineffective passages
- has a mostly clear structure
- has a thesis or argument, though not very clear
- uses evidence competently
- follows academic conventions competently
- shows some independent thought

A satisfactory paper

- engages somewhat with relevant scholarship and primary sources
- has several grammatical errors and ineffective vocabulary that distort the meaning
- lacks a clear structure
- lacks a clear thesis or argument
- lacks effective use of evidence
- for the most part follows academic conventions
- shows a low degree of independent thought

A poor but passing paper

- superficially engages with relevant scholarship and primary sources
- has many grammatical errors and ineffective vocabulary that distort the meaning
- lacks a clear structure
- lacks a thesis or argument
- lacks effective use of evidence
- poorly follows academic conventions
- shows a low degree of independent thought

Potential reasons for failing:

- the paper does not answer the question
- the paper is based on inappropriate and/or irrelevant sources (such as Wikipedia)
- the paper is written in such poor English that the meaning is lost
- the paper lacks an appropriate structure
- the paper does not follow academic conventions

Please note that not following good academic practice may have consequences. Examples of bad practice are plagiarism, failing to cite sources, or presenting other ideas as your own. Using AI to write your papers is considered an example of the latter. See: [Cheating - University of Oslo \(uio.no\)](#)[Links to an external site.](#)