

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.

A main ambition for this term paper is for the students to demonstrate their knowledge of one or two theoretical fields, while showing their ability to make a critical argument about key interventions in relation to the field(s) in question.

Minimum length of the essay is 10 pages; maximum length is 12 pages; between 4000 and 4600 words, not including references and bibliography. (1.5-spaced, with 2.5 cm margins, 12 pt. Times New Roman font, with no extra spaces between paragraphs).

Good:

1. Work at the highest levels will demonstrate a thorough command of the theoretical material in question, and will give a sophisticated account of how the material can or should inform literary or cultural criticism.
2. The essay makes clear and logical connections between different theoretical texts and approaches.
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 intervention of the chosen text(s) in relation to the field in question. 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.

Average:

1. Provides a clear exposition of the theories in question, and of the connections between different theories or writers. Demonstrates an understanding of the

different ways in which the theories in question can inform literary or cultural criticism.

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 situatedness of the theory 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.

Poor:

1. The paper's focus is excessively general or vague, or lacks 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 is little or no use of secondary material, and there are few ideas presented by the student.
4. The essay shows shallow or superficial understanding of the theories or critics in question.
4. There are errors in grammar and spelling, though these do not prevent understanding of the essay text.

Unacceptable:

1. The essay lacks a clear focus.
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. The essay makes little or no use of secondary material.
4. The essay is poorly written with numerous errors of grammar and spelling.