**Grading Criteria – ENG4424: Autobiography: Writing Selves in English**

Essays will be marked holistically, with no specific percentage of marks for any one aspect. The examiner(s) will thus be making a judgement 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 understanding of autobiography and of life-writing more generally. They should show their ability to analyse one or several works belonging (however loosely) to the genre(s). In doing so, they will be rewarded for being able to draw on relevant secondary literature and theory. It is also possible to write a paper with a purely theoretical focus.

Minimum length of the essay is 12 pages; maximum length is 15 pages (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 present a problem statement which is argumentative, specific and substantiated (there is evidence to support it).

2. The problem statement assumes the form of an argument which can consist of several linked questions. There is a link between problem statement and title, and between problem statement 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 chosen text(s). 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. Includes a 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 secondary literature and theory. 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 student’s problem statement 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 paraphrase. There is little or no use of secondary material, and 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.

**Unacceptable:**

1. The essay lacks a 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 paraphrase. The essay makes little or no use of secondary material.

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