

Assessment guidelines in ENG4427 Poetry in English  
Autumn term 2020

**Part I: Introduction**

For the course content and learning outcomes, please see the course description here:

<https://www.uio.no/studier/emner/hf/ilos/ENG4427/>

The current syllabus is to be found here:

<https://www.uio.no/studier/emner/hf/ilos/ENG4427/h20/pensumliste/index.html>

- Teaching takes the form of ten double seminars. Seminars are conducted via Zoom.
- The term paper may cover any part of the syllabus.

**Part II: General assessment criteria**

*Length:* Term papers of 12-15 pages. Term papers of fewer than ten pages are unlikely to pass.

1. **Argument:** The essay should adopt a clear argument, with an explicit thesis statement which is argumentative (i.e. it could also be disputed), specific (it is not over general or vague) and substantiated (there is some evidence to support it). This thesis statement is asserted in the introduction and the argument is sustained throughout. The best essays will situate this argument in the broader critical context.
2. **Structure:** The argument should be delivered through the use of a clear, logical essay structure. The student should consider the flow of the argument from paragraph to paragraph. The essay should have a beginning, middle and end, with a clear argumentative line running throughout.
3. **Analysis:** The essay should engage in detailed textual analysis, considering the literary and dramatic strategies that can be discerned in the texts considered, and relating these strategies to the essay's overall argument. The analysis should demonstrate a clear understanding of the text.
4. **Knowledge:** The essay should demonstrate awareness of the critical and historical contexts to the texts considered and to the specific topic under consideration. They should demonstrate this awareness through the use of quotations from and analysis of a range of relevant secondary sources.

5. **Style:** The essay should be written in formal English of a high standard, with no mistakes of grammar or spelling. The best essays will adopt an objective, but persuasive academic tone which reinforces the argument that they are making.
6. **Relevance:** The various points the essay makes should all be relevant to the topic and argument under consideration in the essay, and that relevance should be made explicitly clear.

### Part III: Grading

#### **Good:**

1. Work at the highest levels will articulate 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 **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 the **critical** and/or **historical** contexts to the texts considered and to the specific topic under consideration.
4. The essay is written in formal English of a high standard, with no serious mistakes of **grammar** or **spelling**. It adopts an objective, but persuasive academic tone which reinforces the argument that the student is making.

#### **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 **analysis**, and demonstrates considerable knowledge of the **critical** or **historical** context.
4. The essay is written for the most part in correct English, with only very minor mistakes of **grammar** or **spelling**.

#### **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 offer mere plot summary. The essay demonstrates some knowledge of the **critical** or **historical** context, but not enough to be considered sufficient for the task 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 coherent **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 summarizing the plot or sequence of the literary work in question. The essay demonstrates a poor grasp of the relevant **critical** and **historical** context.
4. The essay is poorly written with numerous errors of **grammar** and **spelling**.