Assessment guidelines for LIT4300

Essays will be marked holistically, with no specific percentage of marks for any one aspect. Instead, the marker will be making an overall 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.

Examiners will be looking for the following:
- ability to construct and pursue an argument
- knowledge of relevant literary and critical texts
- attention to textual details/ability to close-read (where relevant)
- clarity of expression and good writing style

Grades are awarded according to the national qualitative descriptions of letter grades:

Symbol	Description	General, qualitative description of evaluation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent scholarly practice and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound scholarly practice and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of scholarly practice and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate scholarly practice is at times unsatisfactory an there is little independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates limited knowledge and no independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate fails to grasp and engage with concepts of the course.