

ENG1303 Assessment guidelines

Course information

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

<https://www.uio.no/studier/emner/hf/ilos/ENG1303/>

The current syllabus can be found here:

<https://www.uio.no/studier/emner/hf/ilos/ENG1303/v19/pensumliste/index.html>

- This course features 12 double lectures (2 hours each) and 8 double seminar group sessions (2 hours each).
- **Four** of the lectures ('In Defence of Literature'; 'How to Read a Poem Part 1'; 'How to Read Prose'; 'How to Read Drama' and 'How to Read a Poem Part 2: The Sonnet') were not accompanied by a corresponding seminar, but instead were designed to help students gain the necessary information and skills to analyse a variety of literary texts. Because of this, exam questions have not been set *specifically* on the texts covered in these lectures, only on the texts covered in **both** lectures and seminars.
- However, students can use *any* of the texts on the syllabus (i.e. those covered in *any* of the lectures and any of the seminars) in their essay answers.
- To be allowed to take the final exam, students must have attended at least 6 out of 8 group sessions and have had a 5-page essay approved on a topic chosen from a list provided by the course instructor. Students may write their exam essay on *any* text on the syllabus, *including* those set for the qualifying essay.
- At the exam, students are given access to an online English-English dictionary, but not to syllabus texts or other types of supplementary material. An extract from a syllabus text or the entire text of a poem may be given as part of the exam.
- The exam consists of two parts. Part 1 involves answering eight out of a possible ten short answer questions (answers of around 1-4 sentences, depending on the question), based on syllabus texts covered in seminars. For part 2, students write an essay in response to a choice of questions.

General assessment criteria

- *Length*: We are looking for essays of at least 1,000 words in length. There is no upper limit on the length of the essay. Exam essays of less than 1,000 words are unlikely to pass.
- *Structure*: Students are expected to respond to their chosen exam question in the form of an academic essay with a clear "introduction—body of argument—and conclusion" structure.
- *Language*: Students are expected to write clearly, concisely, and in an appropriately academic style, i.e. avoiding slang and informal/unconventional English. Common language errors relate to subject-verb concord, verb tense, prepositions, comma usage, genitives, idioms, spelling, and incomplete sentences with no finite verb. You need to ask if these errors are so numerous and serious that they impair the

student's ability to communicate. Language counts as part of a total assessment and is not given any specific percentage of the final grade.

Criteria relating to content (suggested questions to ask in the assessment process):

- Does the essay adequately respond to the chosen topic? *Does the student answer the question?*
- Does the student have a clearly formulated thesis? Is there a central point the student wants to prove in the essay in response to the question/topic he or she has chosen?
- Does the essay contain interesting or original ideas supported by relevant examples from the primary text(s)?
- Does the student demonstrate a good knowledge of the primary text(s)? (For example, forgetting the name of a character is not considered a serious fault, but consistently forgetting the names of the characters is usually a sign of insufficient familiarity with the text being discussed.)
- In relation to "open" topics, where the primary texts are selected by the student: Are the primary texts selected relevant to the question being asked? Do they allow the student to discuss the topic fully and adequately?
- Is the student able to analyze poetic or narrative techniques and, beyond that, can the student describe the function and effect of these techniques?

Criteria for various levels of achievement

Exams 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 work as a whole. Weaknesses in one area of the criteria may be compensated for by particular skill in another, and vice versa.

Strong. A very good performance. The candidate demonstrates sound judgment and a large degree of independent thinking.

1. Student answers **all** of the attempted short answer questions (part 1) correctly.
2. In part 2, the student is able to conduct a sophisticated and interesting discussion of the chosen question by using relevant analytical terms and supporting his/her argument with pertinent examples that demonstrate a very good understanding both of the question and the primary text(s).
3. There are only a few language errors and the student demonstrates a very good command of written English.

Satisfactory. A satisfactory performance, but with some clear shortcomings. The candidate demonstrates an average degree of judgment and independent thinking.

1. Student answers **the majority** of the attempted short answer questions (part 1) correctly.
2. In part 2, the student is able to conduct a satisfactory discussion of the chosen question, which may involve using relevant analytical terms and/or supporting

his/her argument with some examples that demonstrate a satisfactory understanding both of the question and the primary text(s).

3. There are several language errors, but they don't impede communication. Overall the student demonstrates a fair command of written English.

Weak. A performance that meets the minimum criteria, but no more. The candidate demonstrates only a limited degree of judgment and independent thinking.

1. Student answers **less than 50%** of the attempted short answer questions (part 1) correctly.
2. In part 2, the student only responds minimally to the question *and/or* partially misunderstands the question *and/or* demonstrates only a basic understanding of the primary text(s).
3. There are many language errors relating to syntax, punctuation, subject-verb concord, verb tense, vocabulary, idioms, and/or spelling, but these errors do not fundamentally impair the student's ability to communicate in English.

Unacceptable/failure. A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgment and independent thinking.

1. Student does not answer **any** of the attempted short answer questions (part 1) correctly.
2. In part 2, the student fails to respond adequately to the question *and/or* fundamentally misunderstands the question *and/or* demonstrates little or no understanding of the primary text(s) *and/or* the essay is too short (less than 1,000 words).
3. There are numerous and serious language errors relating to syntax, punctuation, subject-verb concord, verb tense, vocabulary, idioms, and/or spelling, which fundamentally affect the student's ability to communicate in English.
4. An exam may fail on the basis of poor content or poor language or a combination of the two.