

ENG1303 Assessment guidelines 2022

General 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://bibsyst-k.alma.exlibrisgroup.com/leganto/readinglist/lists/13732272140002204?institute=47BIBSYS_UBO&auth=SAML](https://bibsyst.k.alma.exlibrisgroup.com/leganto/readinglist/lists/13732272140002204?institute=47BIBSYS_UBO&auth=SAML)

- This course features 12 double lectures (2 hours each) and 8 double seminar group sessions (2 hours each).
- To be allowed to take the final exam, students must have had a 5-page essay approved on a topic chosen from a list provided by the course instructor.
- The final exam can draw on the entire syllabus, which means that students should be prepared to answer questions on any of the texts covered during the lectures and seminars.

Exam format 2022

- This year the exam will take the form of a **4-hour home exam**.
- The exam requires students to write ONE essay in response to a choice of questions.
- Length: We are looking for essays of at least 1000 words in length. Essays that are shorter than this are unlikely to pass. There is no upper limit on the length of the essay, but students are advised to avoid mere wordiness.
- **The exam can draw on the entire syllabus**, which means that students should be prepared to write their essay on any of the texts covered by the lectures and seminars. An extract from a syllabus text or the entire text of a poem may be given as part of the exam.
- For obvious reasons, students are encouraged to choose a different topic for the exam in case they encounter the same text they wrote about in their qualification essay.
- **Sources and supporting material permitted during the exam:** Students can use an online English-English dictionary, e.g. <https://www.macmillandictionary.com/>. Apart from this, they should not use the internet. Students will be allowed to use their printed copies of the primary texts (i.e. the syllabus/pensum texts) to look up quotations. If needed, they may also consult the editors' commentary in the Norton anthology (cite page number in brackets). There is no need to cite secondary sources or add a bibliography.

- **Please note that students should focus on independent analysis of primary texts:** Given the 4-hour time limit, students are firmly advised to focus on their independent analysis of the primary texts and will be assessed on this basis. However, if the students do make use of any secondary sources, they must cite the author or title of the text in brackets so as to avoid possible plagiarism issues.
- Every exam will be checked for plagiarism through an automated system. In worst case, plagiarism may result in expulsion from higher education in Norway for two semesters.

General assessment criteria exam 2022

- **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.
- It is very important to leave time for careful proofreading before submitting the essay.

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/argument? 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)? This is particularly important in 2022, when students will have access to the primary texts and so are expected to refer accurately to e.g. characters, place names, events.
- 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 analyse 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. 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).
2. The essay has a clear argument, ideally expressed in the introduction using the phrase ‘This essay will argue that...’, or similar. Each point being made is clearly linked to that argument, which is sustained through the essay.
3. There are only a few minor language errors (e.g. occasional misspellings) 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. 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).
2. The essay demonstrates an argument, although it may not be expressed completely clearly in the introduction, and the focus may waver a little at times.
3. There are several language errors, but they do not 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. 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).
2. The essay has no clear argument, and consequently feels muddled and unclear.

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. 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).

2. The essay has no argument to speak of and there is no obvious 'red thread' holding all the ideas together.

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.