

# ENG2304 and 4344: The Romantic Period

## Assessment Guidelines

The word limit is 4000 words. You are permitted to go under or over this margin by 10%: excessively long or short essays will be penalized during the marking process. See my essay guidelines in Canvas for detailed information on formatting, referencing etc.

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.

### Good:

1. Work at the highest levels will assert 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 evidence to support it). It will offer a sense of why the topic in question is significant, and the **implications** of exploring the texts in this way, in relation to the **critical field** as a whole.
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 textual **analysis**, considering the literary strategies that can be identified 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 of the texts under consideration, through extensive use of relevant secondary material.
4. The essay **engages in a detailed way** with secondary literature, building on or challenging existing critical viewpoints to situate itself firmly in a **wider critical debate**.
5. The essay is written in formal English of a high standard, with no mistakes of **grammar** or **spelling**. It may demonstrate fluency through deployment of idiomatic English. It adopts an objective, but persuasive academic tone which reinforces the argument that the student is making.
6. The essay **references** secondary literature in a correct and consistent format, with complete footnotes/in-text references and **bibliography**.

### Average:

1. The essay 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 knowledge of the **critical** or **historical** context, with some use of relevant secondary material.
4. The essay attempts to engage with **secondary literature**, but may not build on or challenge it to a great extent.
5. The essay is written for the most part in correct English, with only very minor mistakes of **grammar** or **spelling**.
6. The **references** and **bibliography** are, for the most part, correctly formatted and sufficiently detailed.

**Poor:**

1. The **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 simply repeat details of plot. The essay demonstrates some knowledge of the **critical** or **historical** context, with only occasional use of secondary material.
4. The essay does not engage with **secondary literature** to a significant degree. It may use one or two examples but does not explain why these are important or build on them.
5. There are errors in **grammar** and **spelling**, though these do not prevent understanding of the essay text.
6. The **bibliography** and **references** are incorrectly formatted or lack essential information.

**Unacceptable:**

1. The essay lacks an **argument**.
2. The **structure** is illogical and confusing. The points made lack **relevance**.
3. The essay lacks **analysis**, simply retelling the story of the texts under consideration without engaging with textual and linguistic features.
4. The essay makes little or no use of secondary material.
5. The essay is poorly written with numerous errors of **grammar** and **spelling**. The tone may be excessively colloquial.
6. The **bibliography** and **references** are non-existent or incomplete.