

ENG2304 The Romantic Period - Assessment Guidelines 2022

Course information

For the course content and learning outcomes, please see the course description here: <https://www.uio.no/studier/emner/hf/ilos/ENG2304/index.html>

The current syllabus can be found here: https://bibsys-k.alma.exlibrisgroup.com/leganto/readinglist/lists/14839652170002204?institute=47BIBSYS_UBO&auth=SAML

- This course features 14 two-hour seminars, 28 hours in all.
- To be allowed to take the final exam, students must have had a 5-page qualification essay approved by the course instructor. In addition, they must have attended at least 60 % of the seminars.
- At the 4-hour school exam, students are given access to an online English-English dictionary via Inspira.
- The exam requires students to write one essay in response to a choice of questions. Extracts from syllabus texts or the entire text of a poem may be provided.
- Students are allowed to bring the following supporting material to the exam: one double-sided sheet of paper with their own notes (A4 size; handwritten or print-out).

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) and the historical and cultural contexts in which these text(s) first appeared?
- 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 literary techniques (e.g. imagery and other aspects of form) and, beyond that, can the student describe the function and effect of these techniques?

Grading Criteria

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.

Strong:

1. Work at the highest levels will assert an **argument**, through the use of a thesis statement that 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 textual **analysis**, considering the literary techniques and/or rhetorical strategies that can be discerned in the texts considered, and relating these strategies to the essay's overall argument. The essay also demonstrates awareness of the historical and cultural **contexts** to the texts under consideration, avoiding mere summaries of the author's life and times.
4. The essay is written in formal English of a high standard, with no mistakes of **grammar** or **spelling**. It adopts an objective, but persuasive academic tone that 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 literary **analysis**, and demonstrates knowledge of the most relevant **contexts**.
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 simply repeat what the literary text says. The essay demonstrates some knowledge of the **contexts**.
4. There are errors in **grammar** and **spelling**, though these do not prevent understanding of the essay text.

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 describing or summarizing the contents of the literary work.
4. The essay is poorly written with numerous errors of **grammar** and **spelling**.