

Assessment Guidelines
ENG2326 Fiction and Film
Fall 2020

Examination

The assessment for the course is based on a term paper of 8 - 10 pages. This does not include references and bibliography. The exam paper must follow further guidelines to be distributed in class.

Term Paper Guidelines (distributed to students in advance)

Requirements

- Papers must be 8-10 pages of text (a standard page consists of 2,300 characters), not counting the Works Cited page;
- Follow MLA guidelines for in-text citations, style, format, and Works Cited, as well as how to avoid various kinds of plagiarism, which is strictly forbidden;
- Papers should be typed, 1.5 line spacing, with 2.5 cm margins, 12 pt. Times New Roman font, with no extra spaces between paragraphs;
- Proofread (very carefully) to avoid grammar and spelling errors;
- Submit your paper via Inspira.

Assignment

Choose one pair of texts we have studied in this course (novel and its film/TV adaptation). Which one do you think should be seen as more effective as a cultural critique? Which specific kinds of critiques are addressed by both, perhaps in different ways, but more effectively in one, from your perspective? How might you persuade those who would argue instead for the other? Your task in this paper is to develop a persuasive academic argument, beginning with a clear and logical problem statement, supported by textual evidence from both texts.

Make sure you:

- ***Begin with a clear and logical problem statement.*** Remember that your global claim needs to be debatable, supportable, and significant for your intended audience. Each element of the problem statement should be given in the first paragraph of the paper.
- ***Engage primarily with course readings.*** Be sure to ***re-read and re-view the texts*** that you will use for your paper, and make sure you understand them in relation to how they have been discussed in class lectures and discussions. Review notes from lectures and additional sources such as the Nerdwriter (Evan Puschak) video essays.
- ***Cite evidence and examples*** including direct quotations from your sources.
- ***Begin with a brief title*** that suggests something that might catch the attention of your intended audience, while also indicating what the paper addresses.

Suggestions

- Read and engage with the theoretical fields discussed by Robert Dale Parker in *How to Interpret Literature* (a recommended text for this course); you may cite his summaries and you may also engage directly with sources he describes.
- Read and engage with the concepts discussed in Ed Sikov's *Film Studies* (a recommended text for this course); use this book for information about how to write about various formal aspects of film.

- Read and engage with Jakob Lothe's *Narrative in Fiction and Film* (a recommended text for this course) for help with terminology and concepts related to narrative theory and adaptation.
- Optional independent research: engage with peer-reviewed journal articles and/or books published by university or academic presses that discuss your text or issues relevant to it.
- Focus on something that is interesting and important to you; which debates and arguments do *you* want to engage?

Term Paper Assessment

Essays will be marked holistically, with no specific percentage of marks for any one aspect. The marker will thus 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. Independence of thought and evidence of analytical ability will be rewarded.

Good:

1. Work at the highest levels will present a problem statement which is argumentative, specific and substantiated (there is evidence to support it).
2. The problem statement assumes the form of an argument which can consist of several linked questions. There is a link between problem statement and title, and between problem statement and discussion.
3. The essay has a clear structure. The student considers the flow of the argument from paragraph to paragraph and sustains the argument throughout. The various points made are relevant to the problem under consideration in the essay.
4. The essay engages in detailed analysis, developing a critical argument about discourses of speciesism, racism, sexism, homophobia, ableism, or other oppressive frameworks. The student manages to present and develop his/her own ideas.
5. The essay is written in formal English of a high standard, with no mistakes of grammar or spelling.

Average:

1. Includes a problem statement, which assumes the form of an argument and is for the most part sustained throughout.
2. The essay adopts a clear structure and the points made are relevant to the problem under consideration throughout.
3. The essay engages in analysis, and demonstrates some awareness of the situatedness of the theory in question. It presents and to some extent develops the student's own ideas.
4. The essay is written for the most part in correct English, with only minor mistakes of grammar or spelling.

Poor:

1. The student's problem statement is excessively general or vague, or lacks substantiating evidence.
2. The structure lacks logic, and the points made are occasionally irrelevant to the problem under consideration.
3. The essay rarely engages in analysis, limiting itself to paraphrases of the theories in question. There are few ideas presented by the student.
4. There are errors in grammar and spelling, though these do not prevent understanding of the essay text.

Unacceptable:

1. The essay lacks a problem statement.
2. The structure is illogical and confusing. The points made lack relevance.
3. The essay lacks analysis, simply providing more or less adequate paraphrases of the theories in question.
4. The essay is poorly written with numerous errors of grammar and spelling.