

Vurderingsveiledning for MA seminars: Grading considerations

The questions in the peer review assignment form the basis for grading. This allows students to build the skills necessary for writing a good text/paper/thesis chapter.

Each question in the peer review can be judged individually, though they come together for an overall grade. Many are so intertwined that each aspect depends on the quality of the other aspects.

Note that language quality has two aspects. There are purely formal grammar rules. If these are poor, there will be a penalty applied to the overall grade. However, keep in mind that grammar and language can never be entirely separated from the content. Without form, there is no content. This means that poor language inherently leads to poor content.

Students had the opportunity for feedback from me on the choice of topic, research question, and primary sources/evidence in a term paper proposal. That depends on the student's efforts to submit and follow-up on that feedback.

First drafts were critiqued by me and by the process of peer review. Students were allowed to read and discuss their papers with each other. The restriction is that no one was to write another's paper or any part of it. Detailed copy editing was to be left to the writer, using spell/grammar check, Grammarly, etc.

Format for the review -- Consider:

1. Is the research question clear? What is it? What theory is to be applied? To what event, person...?
2. Is there a good balance between the intro, body, and conclusion?
3. Do the examples prove the point? Are they clear and well-chosen?
4. Describe the paper's argument. What sub-arguments/points are made?
5. Do you notice anything that seems to be plagiarized?
6. Quality of language and grammar.
7. How much repetition is there?
8. What is missing?
9. What could be cut that would strengthen the argument?