## Coursework/Dissertation Feedback Sheet

## School of Modern Languages, Literatures and Cultures, Royal Holloway, University of London

**PLEASE NOTE: This form must be completed IN FULL and handed in AFTER you have submitted your work electronically. You MUST use your candidate number as the title of your electronically submitted document. If you are registered with the DDS and have green stickers, please write the phrase ‘GREEN STICKER’ and your DDS number at the top of your essay; do not attach a sticker to this cover sheet.**

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| **Candidate no.** | (This **must** also be the title of your electronically submitted document) | **Turnitin ID** |  | |
| **Course code** |  | **Date submitted** |  | |
| **Course name** |  | **Word count** |  | |
| **Essay title** |  | | **Essay no.** |  |

**TO BE COMPLETED BY THE STUDENT: I would particularly like feedback on (tick any ONE or TWO)**

□ referencing

□ structure/argument

□ register

□ use of secondary sources

□ presentation

□ use of quotation

□ analysis/engagement with question

□ grammar/syntax

□ other:…………………

**TO BE COMPLETED BY THE MARKER: Specific areas of concern (tick all that apply)**

□ referencing

□ structure/argument

□ register

□ use of secondary sources

□ presentation

□ use of quotation

□ analysis/engagement with question

□ grammar/syntax

□ other:…………………

**TO THE STUDENT: Please keep a record of these issues in your Personal Progress Record. You are urged to work on the areas indicated here when writing your next piece of work, in this or any other course.**

**Best features of your submission**

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**Points for improvement**

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**Areas to work on for the next assignment [TO BE COMPLETED BY STUDENT on return of essay]**

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|  | | | | | | |
| **Mark** |  | **Marker** |  | **Date** |  |

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| **CLASS** | **CLASS BAND ATTRIBUTES** |
| **I**  **First Class**  70-100 | **Structure, argument, and relevance.** A well-planned, clear and compelling overall argument. Paragraph structure supports the overall argument, leading the reader from a strong introduction to a rich and nuanced conclusion. Helpful engagement with possible counter-arguments may contribute to a strong and nuanced overall argument. Relevant throughout with judiciously selected material persuasively employed in support of the argument. The best work in this category typically demonstrates an uncommonly astute and nuanced critical engagement with the question set. **Critical thought/wider reading.** Evidence of independent thinking and thoughtful analysis of primary texts, together with clear evidence of wider reading and an excellent command of the material. Different sources, texts or approaches to the topic may be critically evaluated, the writer’s conclusions being deployed in support of the argument. **Grammar, style and register.** Written in a consistent, mature academic register, expression and argument in these essays will normally be clear and sophisticated, not just grammatically and syntactically correct. The very best essays in this category may approach publishable quality in terms of style/register. **Referencing and bibliography.** Fully acknowledged use of a range of sources through quotations and paraphrase, appropriately and correctly referenced. Quotations are accurate and do not disrupt the proper syntax of sentences in which they appear. The bibliography is complete, wide-ranging where appropriate, and accurate. |
| **2:1**  **Upper Second**  60-69 | **Structure, argument, and relevance.** These essays include clearly set out introductory and concluding paragraphs. Every paragraph has an identifiable focus, as the writer’s ideas progress towards a clear conclusion. The central argument is clear and, especially in the best cases, the writer may anticipate and mount some defence against possible counter-arguments or objections. A direct, purposeful and generally thorough answer that sticks closely to the question, with relevant material selected and persuasively discussed. Some attempt is made to show the relevance of material discussed. Key elements of the essay title are identified and explored, and its overall claims assessed. **Critical thought/ wider reading.** Well-informed and thorough, demonstrating a reasonable degree of familiarity with the material suggested on reading lists. Evidence of original and thoughtful engagement with both primary and secondary materials. The validity of secondary sources is assessed rather than merely asserted. Indeed, assertion is defended, with each of the essay’s principal claims being supported via the use of appropriate material. **Grammar, style and register.** A purposeful, functional use of language largely free from serious errors in spelling, punctuation and grammar. Clear and easy to read; written in a style and register that would be considered broadly correct and appropriate in the educated world beyond the academy. **Referencing and bibliography.** Fully acknowledged use of a range of sources through quotations and paraphrase, almost always appropriately and correctly referenced. Quotations are accurate and do not disrupt the proper syntax of sentences in which they appear. The bibliography is complete, adequate, and accurate. |
| **2:2**  **Lower Second**  50-59 | **Structure, argument, and relevance.** The discussion will typically be broadly grouped into paragraphs or blocks, although the relationship between structure and argument may be unclear. Discussion may lack organization, and the argument may emerge in a somewhat fragmentary or unfocused way. Some possible repetition of ideas or awkward leaps from one topic to another. Introduction and/or conclusion may be somewhat weak, banal, or, in the worst cases, non-existent. Some work may occasionally engage with, or at least demonstrate an awareness of, alternative view-points. Work can be rather pedestrian, derivative, sparsely underpinned, or superficial. Some good illustration of main themes, but relevance may be unclear at points. Possibly some irrelevant discussion – perhaps plot-summary or contextual detail. Some aspects of the essay title may be overlooked in favour of one or two keywords. **Critical thought/wider reading.** Can exhibit a solid grasp of the subject, but a little limited in critical depth, leading to a decent if typically rather routine and uncritical exposition of sources. Some use of examples to back up argument, but often derived from classes/lectures rather than independent reading. Quotation might to supersede critical analysis, with sources often being left to ‘speak for themselves’. **Grammar, style and register.** Generally clear, but with lapses of formulation and register. The occasional ungrammatical construction may also be encountered. **Referencing and bibliography.** Quotations will be mostly accurate, but may perhaps be clumsily integrated into syntax or argument. Referencing will be largely accurate, though not without some inconsistencies. Bibliography may be incomplete, partly inappropriate, and/or incorrectly set out. |
| **3**  **Third Class**  40-49 | **Structure, argument, and relevance.** Some evidence of effort, but overall structure is hard to follow. Individual paragraphs may be very short, or very long and unstructured, with little continuity of argument. Perhaps little evidence of an introduction or conclusion; the general presentation of ideas might tend towards the simplistic. Some general relevance, but fails to focus tightly on the question set; perhaps a noticeable amount of ‘waffle’. Might read as an ‘all-purpose’ piece rather than being specifically tailored to the title; might focus only on one or two keywords. **Critical thought/wider reading.** Some general knowledge of the subject, but very limited in depth or breadth. Heavy reliance on undefended assertion and/or uncritically recycled material from classes/lectures; claims made may be simplistic, reductive, unchallenged. Sources may be either under-used, suggesting little or no wider reading, or over-used, as a substitute for analysis or personal reflection. **Grammar, style and register.** Typically, consistent problems with register, basic use of English, punctuation and/or capitalization. Expression and style may make comprehension difficult. **Referencing and bibliography.** Quotations may be inaccurate or clumsily integrated into syntax or argument. Bibliography/referencing may be short, incorrect, incomplete, or, in the worst cases, absent. |
| **Fail**  0-39 | **Structure, argument, and relevance.** There may be some content that is relevant to the topic only in the very broadest terms, but essays in this category pay little or no attention to the specific question set, or they home in on just one word and discuss it exclusively. Much irrelevance and padding; little real engagement with the question set. There will typically be little or no progression or development of ideas. Overall argument very unclear. **Critical thought and wider reading.** Little or no evidence of independent thought; unsubstantiated claims. Wider reading may be absent, or used in place of critical analysis. **Grammar, style and register.** Essays in this category often contain numerous incomplete or ungrammatical sentences. Stylistic problems consistently hinder comprehension. **Referencing and bibliography.** Quotations will often be inaccurate or clumsily integrated into syntax or argument. There may be little or no attempt at referencing, let alone correct referencing. The bibliography will often be short, incomplete or non-existent. |