

**“BRITISH” MEDIEVAL AND RENAISSANCE LITERATURE
ESSAY ASSESSMENT SHEET**

	4	3	2	1	
Content					
1. Appropriate outline: submitted on time: includes topic, thesis, arguments, primary and secondary material (full references).					Outline inappropriate: is missing some of the main elements, is based on a primary text which is not within the choices for the essay, the references are incorrect etc.
2. Topic, Thesis statement, Arguments: explicitly expressed in the introduction and clearly linked .					Topic, Thesis statement, or Arguments: missing or not clearly linked.
3. Considers topic: thesis, arguments, and examples are directly linked to the topic chosen.					Misunderstands / Loses sight of topic: thesis, arguments, and examples are linked only partially to the topic chosen or not at all.
4. Covers main arguments: arguments which are expressed in the introduction are fully explained in the essay by analysing examples from the texts.					Arguments not developed appropriately/missing: arguments are not expressed in the introduction or if they are, they are not explained fully or at all within the essay.
5. Personal view: students can express their opinion about the primary text(s) which is supported by arguments and explained through direct quotations. Students makes an explicit distinction between their own ideas and those expressed in the secondary material (articles, definitions etc.)					Personal view: it is difficult to distinguish the students’ opinion about the primary text(s) from the secondary material used, or it is not fully clear how this opinion is structured.
6. Concept definition: Students define the main concepts used, present these definitions clearly in the essay with explicit references (dictionary etc.) explaining why these specific understandings of the concept are useful to develop their analysis of the primary text(s).					Concept definition: Students don’t define the main concepts used, or they don’t present these definitions clearly in the essay with explicit references (dictionary etc.), or they just present definitions without explaining why these specific understandings of the concept are useful to develop their analysis of the primary text(s).
7. Secondary material: students use at least one secondary text, different from the ones in U-Cursos and one from U-Cursos , to support their topic, thesis and arguments. They explain the general aim (thesis and arguments) of the secondary material and are explicit about the way in which it contributes to explain their own views of the work(s) analysed.					Secondary material: students don’t acknowledge their secondary material in the presentation, or they only explain one of the texts, or they only give a general description of the texts but are not explicit about the way that they contribute to their analysis of the works, or they only select a section for their analysis but don’t include general aim (thesis and arguments) of the material. Students use only secondary material from U-Cursos.
8. Quote analysis: Students develop the topic, thesis and arguments by giving explicit examples from the					Quote analysis: the essay does not include direct references to the primary or secondary texts, or examples provided don’t

<p>primary and secondary texts through direct quotations. These are correctly presented within the essay and referenced following style guide requirements. Students don't just include the quotations but introduce and contextualize them, as well as presenting a detailed comment which highlights certain sections of the quotations to explain the topic/thesis/arguments. Students have selected the quotations based on their personal view of the primary text(s) but if some quotations are obtained from secondary material or from a class, students are explicit about this.</p>				<p>contribute to explain topic, thesis, or arguments, or examples are presented without introduction, context and/or analysis, or quotes from the primary text(s) are obtained from the secondary text.</p>
<p>9. Comparative aim (optional): students structure their presentation as a comparative analysis of two primary works from the selected list (by different authors). Students develop their topic, thesis, and arguments by explaining the ways in which the primary works are linked, either through their differences, similarities, or both.</p>				<p>Comparative aim: the works are analysed separately, instead of structuring the presentation around their links, or the points of comparison, they are only mentioned in one section of the presentation.</p>

	2	1	
Structure			
<p>10. Clear introduction and conclusion: includes introductory paragraph with topic, thesis, arguments and primary text. Includes concluding paragraph which summarizes main ideas and presents a projection or final thoughts.</p>			<p>Introduction/conclusion incomplete/missing: introductory paragraph does not include topic, thesis, arguments or primary text. Concluding paragraph does not summarize main ideas or mentions ideas which were not analysed fully within the essay.</p>
<p>11. Clear paragraph and essay structure: each paragraph is structured based on a clear main idea. Paragraphs within the essay are organized following the logical development of the thesis and arguments. Paragraphs are explicitly connected in order to make the sequence of ideas clear.</p>			<p>Clear paragraph and essay structure: paragraphs are not structured around a main idea but instead present several issues which seem more like a list than the development of a unitary argument. Paragraphs appear one after the other without evident connection or without making explicit the logical development of the thesis and arguments.</p>
<p>12. Quotations properly structured: quotes are presented following style guide requirements (considering margins, line breaks, quotation marks etc.)</p>			<p>Inappropriate quotation structure: quotes don't follow the style guide requirements (incorrect margins, includes quotation marks when they should be omitted, uses only italics etc.)</p>

Style and presentation		
13. Correct spelling/grammar throughout		Much incorrect spelling/grammar
14. Correct length and total word number indicated		Too long / short/ total word number omitted
Referencing		
15. Secondary/Primary sources properly referenced: all texts used are acknowledged in the body of the essay and in the bibliography, by providing full references which follow style guide requirements.		Secondary/Primary sources not acknowledged / References omitted / incorrect: it is not clear what the source of the information is, or some references are provided but they are incomplete, or references are not in accordance with bibliography etc.
16. Full and appropriate bibliography: it follows style guide requirements (items in alphabetical order, use of italics or quotation marks for titles, editing details, page range for articles, etc.) and it includes the references of all the texts used in the essay.		Bibliography inappropriate/missing: does not follow style guide requirements (items are not in alphabetical order, italics are not used for book titles, quotation marks are not used for article titles, editing details are missing, page range for articles is missing, etc.) and it doesn't include all the texts used in the essay, or mentions texts which were not acknowledged in the body of the essay.
17. Appropriate secondary material: essay is structured by using reliable academic material , published in books and journals which are based on a blind peer reviewed evaluation and a high standard in its publishing process.		Inappropriate secondary material: essay is based on websites, self-published material (MA, PhD thesis), undergraduate essays etc.
Dialogue		
18. Comment for fellow students (optional): appropriate comment which considers ideas presented . Students make a comment which is related to some aspect of the presentation of their fellow students (thesis, arguments, quotes etc.) not about issues external to the presentation (context, author etc.) or about plot. The comment considers how the students' personal understanding of the text compares with the ideas presented. This indicates that students have read the primary text in advance and gave full attention to the presentation. The comment must be positive in its intention. The comment must be submitted in writing.		Comment for fellow students: the comment focuses too much on the overview of the presentation and too briefly on the links with the personal view of the works, or it centres more on the personal view of the works rather than establishing a balance with the overview of the presentation, or the overview is too general, revealing that the student did not give full attention to the presentation, or the personal view is too general, revealing that the student did not read fully the works.

Comments