

LET - Academic Writing & Language

Analysing Feedback [Answer sheet]

	Content and Argument:	Supporting Evidence:	Structure and Organisation:	Clarity of Expression:	Presentation:
Assignment A	Strong	Strong	Strong	Strong	Needs Work
Assignment B	Needs Work	Needs Work	Needs Work	This is not mentioned	Needs Work

What is/are the most important way (or ways) for the writer to improve **Assignment A**?

To improve the accuracy of referencing and presentation, so that it follows the university guidelines.

What is/are the most important way (or ways) for the writer to improve **Assignment B**?

To make sure that all observations are used to support an argument and give a critical analysis of the question. Also to improve the accuracy of referencing and presentation, so that it follows the university guidelines.

Vocabulary of Feedback

Below some key vocabulary that you might want to investigate further has been highlighted in red, amber and green.

Colour Coding Explained:

- Highlighted as needing work
- Some suggestions for improvement given
- Highlighted as a strength

Feedback on Assignment A

This essay is *extremely* strong in **content**, with excellent **critical** insights about both articles and Panofsky's method in general. I've written copious comments on the script, so please read through those carefully as they highlight the many instances where I found your perceptions and **claims** very compelling as well as a couple of places where I thought you **could have been more precise in declaring and/or supporting your claims**. You have successfully integrated a **wide range of relevant research** but, at the same time, maintained your own **critical voice and stance throughout**, much to your credit. In terms of **clarity**, the prose works to convey your ideas, and you show generally good instincts in terms of when and where to **document your sources**. I enjoyed reading this piece and seeing your analytical skills shine.

Assigning a grade has been a bit difficult, however, in that your superb content and clear mastery of the ideas and readings is compromised by a number of niggling errors in **presentational aspects**, including some odd modes of **referencing** at points. As this is the third assignment of the year, strictly speaking I should be 'marking down' by a full band for such collective faults, according to our guidelines; that would bring the essay down to a merit, a mark which certainly would not reflect the level of incisive thought you have shown in the content. So, I have opted for the distinction, but with the caveat that to maintain distinctions in future, you really need to nail down all those niggly little **referencing things, quotations, remembering**

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punctuation (when to use double versus single speech marks, full stops at ends of sentences), etc. Distinction work at this stage isn't commensurate with those sorts of flaws.

In short, I encourage you to make sure the **presentation** of your future submissions does full justice to your **ideational strengths**, as you deserve high marks to match the quality of your **analysis**. Use manuals of style (e.g., the books by Palmer and Field noted on our tutor group website) to iron out the details of **referencing, punctuation, and proofreading**.

I hope this feedback is helpful, and please feel free to ask any questions.
All best wishes, and well done!

Feedback on Assignment B

This feedback aims to explain the strengths and weaknesses of the present submission but also, in so doing, to help you plan for the exam and the next stage.

Firstly, in terms of **content**, a **salient weakness** of the essay is that it reads largely as a set of mini-reports, showing some **good *observations*** of similarities and differences among the authors, but **without a compelling thread of critical analysis and argumentation** throughout. Only at a couple of places, such as the very last paragraph, do you ***direct*** the observations and comparisons towards making a ***critical point*** about Pollock's legacy, whereas that kind of **critical-analytical discussion** on your part should, as we've emphasised all along in the course and the tutorials, permeate and indeed drive any academic paper you write at the MA level. Because that need for a strong, **cohesive critical thread** is ***crucial*** to any paper you submit, I would encourage you to go back over this essay and consider the qualitative **difference between observation (or comparison) and argument**. **Comparisons and observations** in themselves **are not the goal** or 'end'; instead, they are the 'means', the **evidence**, whereby one supports an **argument**. So, think about how you might have refashioned/reframed your observations to make a compelling, unified case (argument) for the reader. In other words, the ****balance**** in your essay needs to be flipped around so that you **do far less reporting/summarising of who-wrote-what, and far more persuading**, for your reader, of why these three studies -- put in juxtaposition with each other in one essay -- 'matter'. This rebalancing -- and the foregrounding of ***your unifying argument*** -- will be absolutely crucial for the next module.

As you will see from the comments on the script, this essay submission is also marred by a number of instances of **non-adherence to requirements** (e.g., **referencing formatting, use of speech marks/indenting**, etc.) as well as some **proofreading errors**. These kinds of flaws, permissible but flagged-for-correction in the early assignments, should not be present at this late stage of the year, and I am obligated to deduct credit. Looking ahead, this is a good warning call to get all your writing and referencing ducks in order between now and the start of the new academic year, so that your future submissions do full justice to your ideas and your results are not compromised!

I hope this feedback is helpful and, too, that it gives you encouragement and a sense of goals for moving forward. Best of luck on the exam, and likewise for next year should you opt to continue on.