

## MEVIT 4420 - SENSUR VEILEDNING

Exam question (term paper):

What is “good journalism” today? This question requires you to engage with- and compare, on the one hand, ideals, concepts, definitions outlined in the theory and, on the other hand, actual journalistic practices. This question also implicitly asks you to reflect on the relationship between normative ideals (standards journalists should follow and aspire to) and what is possible in “real life” (the situatedness of operating under many constraints and navigating often fine ethical lines). Discuss with reference to the course literature and practical examples. You might want to select specific concepts/theories/arguments and case studies to illustrate your answer.

The exam question was given to the students on the very first day of the course (4 October) and all sessions of the course were geared towards addressing a dimension and/or questioning what “good journalism” is supposed to be.

As an obligatory assignment students were asked to submit a draft of at least 3 pages of the final term paper. They were given personalized feedback on how to address possible weaknesses in the text and how to develop the paper further.

I ran a presentation on 4 October (“How to write a term paper”) explaining what the expectations were about the final assignment. After having provided feedback to the drafts of the term paper, I also gave some class-wide feedback (“Draft of term paper – Class feedback”) to point out issues I observed across different drafts, to make sure the students would address them. Both presentations were uploaded on Canvas with the other course materials.

During all of these preparations I made very clear, among the rest, the importance of focusing on the initial question and actually answering it, of reading all of the syllabus material in order to have enough material to think with and develop a convincing, systematic argument.

The exam question is formulated so that each student is free to select which theories, concepts and cases from the course s/he would like to use to answer the question. In the grading more weight is given to independence of thought, originality, the development of critical points, and evidence of reflection.

Although answering the initial question is important, on the basis of the experience from past years, few students focus thoroughly on it. The grading might therefore not follow the guidelines below as strictly on this point. Some imprecision and lack of clarity in the language is tolerated, as long as it does not affect the reader’s ability to understand the text. When grading borderline papers, I tend to grade in favour of the student, if there is evidence of at least some effort.

### GRADING

A

Excellent. It well focuses on answering the question. It shows a firm knowledge of the literature, independence of thought, and reflection on the issues. Confidence in using the syllabus to develop one’s own argument. This is well anchored in the literature and illustrated by examples. Nuanced analysis. Maybe not perfect from a writing perspective. Some sentences can be unclear.

B

Very good. Shows reflection and/or a critical or original approach. It includes relevant material and provides mostly an answer (it can be somehow indirect).

C

Good/fairly good. It provides some kind of answer (maybe unclear, incomplete, or indirect). There is some kind of argument and/or at least some sense of direction. The argument might not be convincing, but there is an attempt. It shows some effort, some reading, and some critical approach to the material. Fairly good understanding of the reading and the issues discussed.

D

Fair/OK (more than sufficient). It does not provide an answer. Relevant material, but not clear what the argument is and where the discussion is going. Not well organized. Unclear, vague sentences. It remains on the surface. It shows nonetheless some work and reading.

E

Sufficient. It mentions relevant issues, but there is no answer to the initial question. There might be a structure and/or sections but the text is fragmented, difficult to follow, with no clear sense of direction. Very little reading and barely sufficient understanding of the course material.

F

Insufficient. Very superficial. Extremely little evidence of any reading. Does not meet the minimum requirements/standards for the MA level.

Cristina Archetti, course leader  
8 December 2022