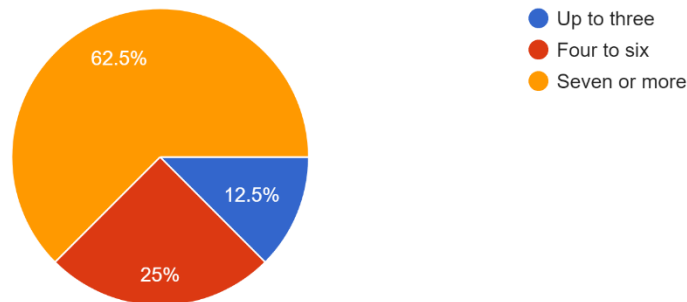


# BISLA teachers' general survey about grading and assignments

## Spring 2023

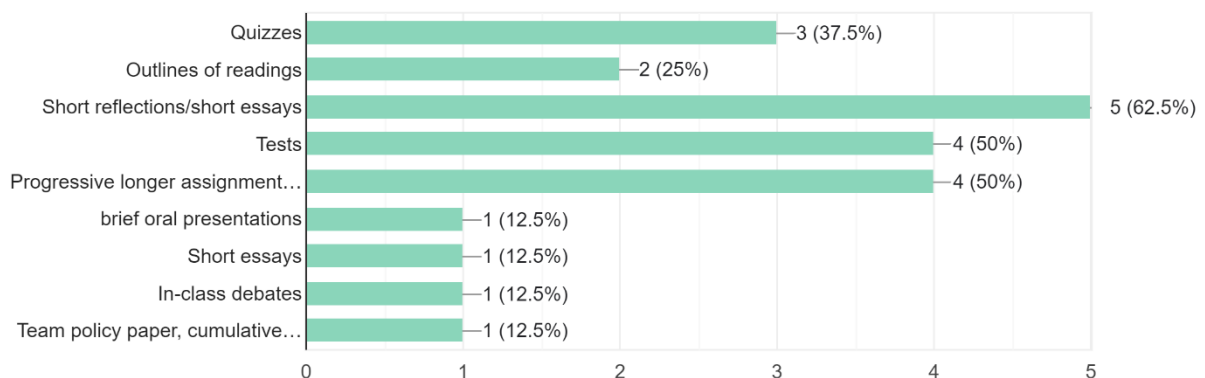
How many written assignments do you assign to students each semester?

8 responses



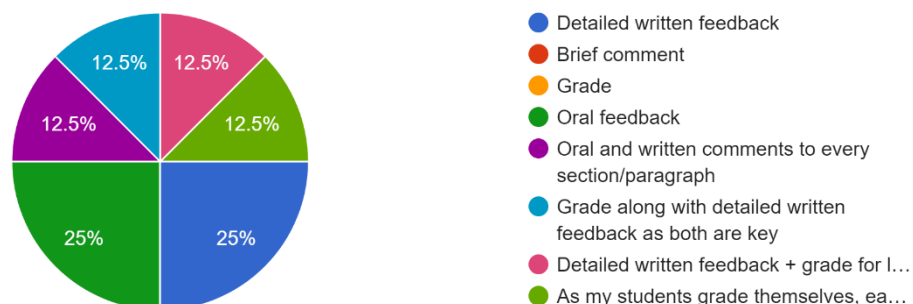
What type of assignments do you give?

8 responses



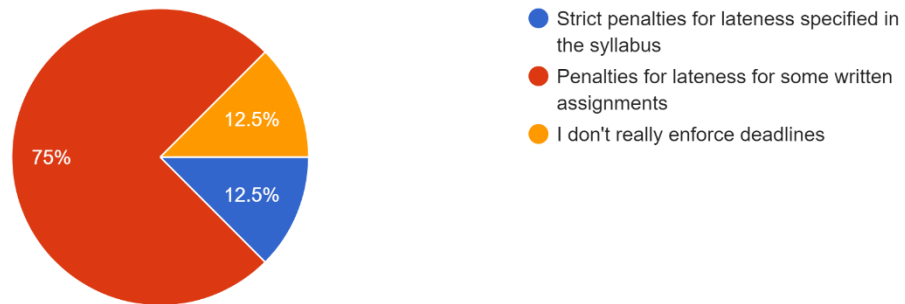
How do you provide feedback on written assignments?

8 responses



### How do you enforce deadlines for submission of written assignments?

8 responses



### Comment: 5 responses

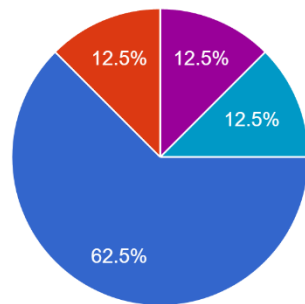
Short essays are discussed in detail during the seminar section in the following week. Additionally, there is a penalty of minus a point or two per day if there's a late submission. I always provide a grade as well as detailed written feedback. While an A might only warrant a few comments, the worse the grade, the more the need for extensive written feedback is. They are on time

It depends on the student's explanation. If a student requests an extension with good reason, I will normally grant it. If work is submitted late without explanation, that is normally reflected by a reduction in their grade for that assignment.

I would certainly like to do better on the enforcement of deadlines.

### When do you let students know about the deadlines for assignments?

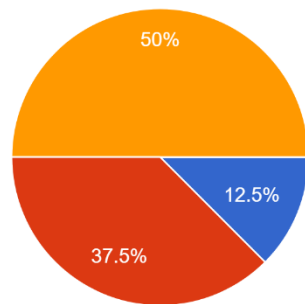
8 responses



- All deadlines are specified already in the syllabus
- During the first week of class
- Ongoingly, few weeks before assignments are due
- As assignments are handed out
- Depends on the type of assignment. Midterm and final papers are announc...
- Normally as assignments are handed out (for short assignments), but sever...

### Do you have office hours or hold consultations for students?

8 responses



- I have regular office hours posted for each week
- I meet with students as needed-- usually several consultations per month
- I meet with students as needed--usually a few consultations per semester
- I don't consult with students outside of the class

### What criteria do you use for grading? For example, what constitutes an "A" essay? What quality of work is required to earn a "B", etc.?

8 responses

It's difficult to answer this question in general terms. It depends on the student in question and it also depends on the class in question. It depends on whether the student has worked hard and has tried to do his/her best and whether she or he has shown a development compared to former assignments.

Progress is important for me. If a student did a poor job in the first submission, I give him/her a chance to improve the assignment. A student can, without a problem go from D to an A, for example, if he/she puts enough effort in their work and I see progress. Usually, if this happens, in the following assignments the student tend to do better, and there is no need for re-writing. I look at the student's individual progress. E.g., if the midterm paper is good, but could be better, then it's a B, to motivate the student to struggle a bit for an A in the second half of the semester. Works of course with C to B, etc.

To better fit with the expectations of students, I generally consider an A to be 100-90, a B to be 89-80, a C to be 79-70...rather than the more strict grading scale seen below. An A is a really great paper that not only answered the prompt but also involved critical thinking and application. A B is more along the lines of meeting the basic expectations but not exceeding them. A C has failed to meet the expectations in one or more ways. A: excellent B: good C: needs improvement D: completely misunderstood the assignment and/or did a really poor job

FX: absolutely failed to complete the assignment in any meaningful way and therefore needs to be redone

Level of knowledge, analytical thinking

As per the BISLA grading schedule.

An A essay shows both thorough knowledge of the studied and discussed materials and brings in original application, connection to experience or context beyond the immediate scope of the studied texts. B essay well summarizes and analyzes studied materials. C shows some misunderstanding, or not thorough reading of the materials. D shows only superficial knowledge, major confusion, etc... But I usually return essays with major shortcomings to the students and ask them to rewrite and improve their writing.

A: Compliance with deadlines; excellent short essay assignment; clear argumentation