

## Assessment instructions for Screen Politics (MEVIT 4703)

The exam consists of three portfolio texts (á 4 pages excluding reference lists). The texts are expected to roughly follow the build-up of the course, which falls into three parts:

1. Whose Screen Politics? (Theories of subjectivity, socialization and ideology)
2. The Politics *of* Screens – which has its focus more on affordances, forms of mediation and their political effects
3. Politics *on* Screens – which is more strongly oriented towards traditional questions of representation and participation

Perhaps needless to say, there is a fair bit of overlap between the three fields, and students found it particularly hard to differentiate between part 1 and the other two. I told them that it is rather a difference in one's research focus than one calling for materials and/or cases that are categorically different from parts 2 and 3.

Students are thus invited, and also expected, to develop their own ideas in relation and response to the theories and scenarios discussed in class and to find their own materials and cases to study and apply to the perspectives developed in the course. They were also invited to use the portfolio texts as testbeds for issues closely related, but not identical, with their MA theses.

On this basis, what is important in a grader's assessment is to check whether the rough structure that students were given has been filled meaningfully, to assess the quality and wit of the chosen materials and cases and how well they have been made to fit the course's main fields of interest. Beyond that, the usual requirements of academic writing apply: i.e., consistent and complete referencing (no preferred system given), language and spelling etc., argument structure (e.g., introduction, indication of relevant literature/theory, research question/interest, main part/analysis etc). Students were supplied with a term paper template and were informed that, even if portfolio texts were shorter, this template could be made to work for them as well. I informed students that I would be allowing of looser, more essayistic texts, too, however, I accompanied that with a warning that departing from a more conventional academic way of structuring texts always bears the danger of failing to produce and communicate a successful and convincing argument.

Please, feel free to apply these categories with flexibility and measure!