

Assignment Sheet for Drama Essay

- **Formatting requirements:** Use standard MLA document formatting requirements. Google "OWL Purdue MLA documentation style" and click on the first link for a sample and detailed information.
- **Length:** 1,000 to 1,500 words, not including the Works Cited page
- **Due Date:** See your syllabus.
- **Submission Directives:** Submit your essay as an attachment to the Assignment drobox in the designated Learning Unit. (See your syllabus and the Learning Units).
- **Assignment Objectives:** Your goal is to apply a critical strategy to a work and to develop and support a specific thesis. Your essay should be unified, developed, organized, and coherent. In addition, it should use sophisticated sentence style while meeting the demands of standard English. I've given you specific topics to get you started thinking, along with plenty of handouts elsewhere in this Learning Unit to help guide you.
- **Rubric:** Be sure to read the designated rubric carefully so that you have a clear idea of what criteria I will be using as I grade your essay.

General Instructions:

This essay should be about four to six typed, double-spaced pages long and should include three to five sources of documentation. You are required to submit your essay to the tutor in Smart inking before you submit your revised essay to me.

This essay should be based upon one of the plays that we've studied during this portion of the term (see your syllabus). *Some* are available in film versions, if you check the web, although the quality and accuracy of the film versions vary.

About the research:

You need at least three sources beyond the play itself, although you can add more if you'd like (Using additional sources will not count for or against you).

There are plenty of sources available online at <http://www.galileo.usg.edu>. Always click **full text** to access complete sources. The databases you want are under the letter "L." Both "LION" and the "Literary Reference Center" will give you plenty of sources. Type in the author's last name for a number of sources. You can also type in the author's last name and a critical perspective as well. For instance, "Glaspell" and "Feminism."

To do the Works Cited notes, you may want to use <http://www.citationmachine.net>. You can also search Google for "OWL Purdue MLA" and follow the models that are there. Or you can search "Zotero" in You Tube to get information about a free plugin that will work with the Foxfire browser to help you format your Works Cited page. Use the sample research paper in your text in Chapter 30 as a model. Also, of course, take a look at the sources that I've given you in the current Learning Unit.

Look on youtube "Trifles" by Susan Glaspell

About the paper's content:

Like your other papers, you are simply trying to explain to the reader a way of understanding or interpreting the play. To a degree, you are arguing that your way of seeing the work is a more reasonable way than some other.

* For *Trifles*, there are many options. You could examine how the play reflects stereotypes of gender, and how Ms. Glaspell works against those stereotypes. Or, you could look at feminism and the play, suggesting how the husband (and the other men) dominate and denigrate the women and how the women bond together to struggle against that mistreatment. Or, you could look at audience and consider how an audience of today would respond to the play's ending and how that response would likely differ from an audience who watched the play when it was originally produced. *

For *Oedipus Rex*, there are also many options, especially if you consider formalist approaches involving character, irony, theme, setting, etc. You can also think about Queen Jocasta's role in the play. Does she play a subordinate or a dominant role, or somewhere in between? Or you could think about Oedipus. Is he a good king or a bad one? Why?

For *A Doll's House*, certainly a formalist, Marxist, Feminist, or Gender approach could work, although you are not limited to any of these. Since we are doing research for this essay, you can also use a biographical or historical approach with any of the plays. However, keep in mind that your goal should be the same as in the other papers (to shed light on the meaning of the work as literature); don't get sidetracked into writing primarily about biography or history. Whatever approach you take, remember that the "research" is minimal and should be used in one of three ways:

1. to provide additional authoritative support for your ideas
2. to provide a context or background for your ideas
3. to provide a clear explanation of a point of view that you will argue against

Attempt to work in your quotations smoothly, rather than dropping them into the text without any introductory material. For instance, use transitional phrases, such as "In *Emily Dickinson*, Harold Bloom argues that..." and "Unlike other critics, Bloom in *Emily Dickinson* suggests...."

Remember to help your reader see where someone else's ideas begin by using these transitional phrases and where someone else's ideas end by including a page number or other indicator at the end. Here's a complete sentence quoted and cited: "Literary critic Harold Bloom asserts, 'The image here of a woman and her escort, Death, meditating on the prospect of eternity, is neither one of despair nor loss nor outrage, but of resignation' (37)."

Finally, don't make this assignment into more than it is. Like your other writing assignments, this one just asks you to express your opinion about what a work of literature means. Do that, and you'll be fine.

As always, let me know if you have questions or concerns.

Research Paper Rubric

ENGL1102 Student _____ Date: _____ Score: _____

Student Learning Outcomes:

Writing about Literature

1. Identify the structural elements of poetry, drama, the novel, and the short story.
2. Examine the ideas and values in various literary works in historical and philosophical context.

Research Skills

1. Conduct research using hard-copy, database, and online resources.
2. Demonstrate an intermediate knowledge of correct manuscript formatting and research citation techniques.

General Education Learning Outcomes:

Self-Development & Global Awareness:

Students will develop goals and devise strategies for growth in the understanding of diversity in life and learning; and to develop an ethical awareness on the pathway to becoming a citizen of the world.

Problem Solving:

Students will demonstrate locating relevant information and sources, judging the reliability of those sources, and evaluating the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Grading Range

Incoherent or not evident; poorly demonstrated: 0-10 Needs Improvement: 11-13 Fair; passable work: 14-15
Good; meets criteria: 16-18 Exceeds basic criteria with originality and creativity: 19-20

<p>Format/Presentation/ Use of Resources (20 pts)</p> <p>__ Paper follows all guidelines on assignment sheet.</p> <p>__ Paper is professional, typed, doubled-spaced, and uses correct type face and size font.</p> <p>__ Paper is correct length, according to requirements on assignment sheet. (Up to 10 points will be taken off for not meeting the paper's page requirement.)</p> <p>__ Uses references from at least four print sources, and none from online blogs, Wikipedia, or other non-scholarly resources. (No Shmoop, Enotes, or Sparknotes.) * A paper without sources cited will not receive a passing grade.</p> <p>__ All quotes are introduced and discussed afterward: no "free-floating" quotes.</p>	
<p>Purpose/Introduction/Conclusion (20 pts)</p> <p>__ Includes a title, not a label.</p> <p>__ Introduction is engaging with a strategy to grab the reader's attention.</p> <p>__ Background information acts as bridge by introducing author, work, period or tradition, but does not outweigh analysis.</p> <p>__ Thesis is insightful, clear and focused—reveals some insight about the playwright, the play, and how literary devices were used by the playwright.</p> <p>__ Conclusion is thoughtful, engaging, and clear—does not just restate thesis—leaves the reader with something to think about.</p>	
<p>Development/Content/Organization – Part One (20 pts)</p> <p>__ Supports thesis with an analysis of the text.</p> <p>__ Does not retell the story as support for the claim but rather analyzes literary techniques in order to reveal the relationship of the author's work to the chosen concept, theme, or idea.</p> <p>__ Discusses any combination of literary elements: diction, syntax, imagery, figurative language, symbolism, tone, point of view, audience, purpose, character analysis, and overall theme as textual support.</p> <p>__ The relevance of the textual evidence discussed in the paper to the overall claim or thesis is clear.</p> <p>__ Appropriate tone and voice are used.</p>	
<p>Development/Content/Organization – Part Two (20 pts)</p> <p>__ Depth of research is evident.</p> <p>__ Uses MLA format with in-text citations and works cited page.</p> <p>__ Works Cited page only includes sources cited in paper and sources are in alphabetical order.</p> <p>__ Avoids plagiarism: All information not common knowledge is properly cited. All ideas and information not the author's own are cited. All quotes, pulled text, and paraphrased information are cited.</p> <p>__ Quotes do not outweigh the student's writing.</p> <p>__ Uses a coherent organizing structure for paragraphs.</p> <p>__ Paragraphs contain only one main point, are well-developed, averaging two per page, and contain clear topic sentences with focused support.</p>	
<p>Structure/ Grammar/Word Choice/Punctuation/ Spelling (20 pts)</p> <p>__ Demonstrates evidence of editing and revision.</p> <p>__ Paper is relatively free of errors in usage and mechanics that interfere with coherence and fluency.</p> <p>__ Refers to text in present tense.</p> <p>__ Demonstrates awareness of mature use of language, sense of audience, and word choice.</p> <p>__ Uses a variety of sentence patterns and sound sentence structure.</p>	