

21L.021 Comedy

(Draft) Essay 1 Grading Overview and Rubrics

Congratulations on completing this critical assignment! After reading Aristophanes' play, absorbing history and theory of ancient comedy, and weighing the play in relation to Plautus, Wilder, and farce, you have returned to *Lysistrata* with considerable experience. You have developed your reading through in-class discussion, writing conferences, preparing a draft, and peer review. Below please find an explanation of grading rubrics that may offer a context for my response to your essay.

Ideas, Claims, Handling of the Topic

4

Everyone presumably has ideas about the topic of an essay. Ideas developed from careful close reading reward your readers by offering fresh perspectives on a text they know well and presumably have developed ideas about themselves.

For this essay, your reader judges the quality of ideas according to:

1. your choice of a rich and revealing passage **(1)**
2. your discovery of an exciting, robust, and generative rationale (the argument) for performing a close reading **(1)**
3. commitment to and development of this argument that brings it to a thoughtful and persuasive conclusion. **(2)**

Organization, Close Reading, Paragraph Structure and Coherence

4

The logic and ideas noted above rest on an internal structure that supports their development.

Readers should feel that they are involved in a dynamic process in which you:

1. propose ideas in a logical sequence **(1)**
2. use textual evidence to show how they work on the ground, that is within the rhetorical texture of the play **(2)**
3. develop them using logical units, paragraphs that are orderly and coherent **(1)**

Style and Mechanics

2

Although writing details often get primary attention and are perhaps the easiest part of a paper to address, for this draft-essay with an assigned revision they count less in the overall evaluation than the categories above.

Typically, the stronger the paper's argument, logic, and structure the more confident and animated the prose style; when you know what you want to say, the words come more easily. Typically, too, early drafts contain more words than necessary, as writers search for the best expression of their ideas. Once the ideas have been refined, extra verbiage can drop away.

What an editor looks for at this stage, in terms of style, is clarity and conciseness. As you revise, you can strengthen verbs to lend more activity to the sentences (and avoid passive verb constructions); add flair by seeking vivid details and dropping clichés; and improve conciseness by eliminating wordy phrases and repetition. **(1)**

If style is a matter of clear and effective language, mechanics involve correctness in matters of grammar and usage, quotation and citation, and formatting issues. **(1)**

Correct citation is important, and formatting in some citation tools may be inadequate (sad but true). If you used the Loeb Classical Library online text for *Lysistrata*, please see [this section of the Purdue OWL MLA format site](#) that shows how to cite a print-text translation (this book has an author, Aristophanes, and a translator and editor, Jeffrey Henderson). You then have to include information about the online edition, the Loeb Classical Library.

Notes on My Notes I have made comments and some editing suggestions in Track Changes on your draft. I will not make a certain editing suggestion more than once. If the error appears elsewhere in the draft, you need to find and correct it.

Looking Ahead Remember that these rubrics are a critical construction on which to layer a response and also to address writing issues for the class as a whole. You have considerable latitude in revision, from choosing a new passage or passages, bringing in contexts from elsewhere in the play or other works we have read, adding research materials, or using feedback to refine, enrich, and develop your argument. Do use this feedback to help you make new choices for your draft.

Grading Form

Ideas, Claims, Handling of the Topic

4

1. Choice of a rich and revealing passage **(1)**
2. Exciting, robust, and generative rationale (the argument) for performing close reading **(1)**
3. Commitment to and development of argument that moves to thoughtful and persuasive conclusion. **(2)**

Organization, Close Reading, Paragraph Structure and Coherence

4

1. Proposes ideas in a logical sequence **(1)**
2. Use textual evidence to show how they work **(2)**
3. Develops them using logical units, paragraphs that are themselves orderly and coherent **(1)**

Style and Mechanics

2

1. Clarity and conciseness in language **(1)**
2. Correctness in grammar and usage, quotation and citation, and formatting issues. **(1)**

Total: 10

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21L.021 Comedy

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