

INDIVIDUAL TEXT ASSIGNMENT

This project is designed to expose you and the class to a wide range of genres, authors, and dialects beyond what you will find in Plato's Symposium. It is also designed to guide you through the process of reading a text that is not in a textbook, so you will be prepared to read Greek texts on your own in the future. Anything you learned while preparing your text will be useful to your classmates, so please include that in your presentation and/or your response paper. This might include things you learned while using a commentary, while exploring the actual text, while looking up words, while researching the details of your author or text, or anything else.

Presentation: A good presentation will guide the class through the grammar and syntax of your passage. It will also highlight a few interesting features of the passage. This could be some weird grammar, interesting vocabulary, any sort of historical importance of the passage, or any other interesting elements you came across.

Response Paper: This is the bulk of the points for this assignment, since this is where you will reflect on what you learned. Full details (plus a rubric) are on page 3.

Grade breakdown for the full assignment:

- Selection of an author and text: 10%
- In-class preparation and presentation: 25%
- Response paper: 65%

CLASS PRESENTATION: GRADING RUBRIC

Engagement with the grammar, syntax, etc. of the text you've chosen (45%)	Excellent	Good	Needs Improvement	Poor
	<i>You have carefully read and thought about your text and you engage closely with the language</i>	<i>You demonstrate some engagement with the text but you do not show a very deep engagement of it.</i>	<i>The text itself is used in some sense, but you do not engage with it deeply or extensively</i>	<i>You do not engage with the actual text in any meaningful way.</i>
Identification of interesting features of the text and thorough exploration of them (35%)	Excellent	Good	Needs Improvement	Poor
	<i>You have identified some interesting problems or features of the text and you carefully explained them to the class.</i>	<i>You have identified features but you have only partially explained them to the class</i>	<i>You haven't found many features of the text and/or you have not explained them well.</i>	<i>You have not identified any interesting features or, if you have, you haven't explained them to the class at all</i>
General preparation and organization (15%)	Excellent	Good	Needs Improvement	Poor
	<i>You have a recognizable structure for your presentation and you have an organization that is appropriate for your text.</i>	<i>You have a structure and organization, though they are not entirely coherent or suited to your chosen text.</i>	<i>You have a structure, though it is not an ideal structure for your chosen text.</i>	<i>There is no discernible structure or organization.</i>
Ability to answer any questions (5%)	Excellent	Good	Needs Improvement	Poor
	<i>If there are questions, you can answer them well.</i>	<i>You do an ok job of answering questions.</i>	<i>You do a mediocre job of answering questions.</i>	<i>You cannot answer questions at all.</i>

RESPONSE PAPER

This paper should represent deep and careful thought about the process of reading and presenting your chosen text. You do not need to answer all of the questions below (these are meant as a series of questions to jumpstart your thinking), but you do need to include (1) reflection on the nuances of your text; (2) reflection on the process of preparing your text; (3) reflection on the process of presenting your text; and (4) anything you learned about genre, style, etc. throughout this process.

You do not need to include reflection on what you learned from your classmates' presentations, but you are absolutely welcome (nay, encouraged!) to do so.

You are more than welcome to reflect that you didn't learn or gain anything from some or all of this project, but you do need to explain why.

You can write in any style you like – you do not need to write in a formal, academic register. You can write more colloquially and in first person. In fact, for a reflection paper, first person is the most natural way to write this.

Your response paper is due no later than the final exam date and time (Wednesday, December 12, 4:15pm).

Length: approximately 1000-1500 words, give or take. I'm less concerned with the length than with the depth of reflection.

Questions for thought:

- Did I get anything more out of reading this text in Greek than I would have from reading it in an English translation?
- Did I have to navigate some new tools or resources? How was that process?
- Did you learn anything from the process of teaching your text that you hadn't realized when you were preparing it on your own?
- Was this process useful for you as a scholar/student? Was this process enjoyable?
- Did anything surprise you about your text? About preparing it? About presenting it?
- What was the hardest part of reading your text?

RESPONSE PAPER GRADING RUBRIC

Reflection on the actual Greek text, its weird or unique features, and what you learned from them (30%)	Excellent	Good	Needs Improvement	Poor
	<i>You have carefully read and thought about the Greek text and you address specific examples and features in an effective and appropriate way</i>	<i>You demonstrate some engagement with the Greek text but you do not show a very deep engagement with it.</i>	<i>The Greek text is used in some sense, but you engage effectively or extensively with the actual Greek</i>	<i>You do not engage with the actual Greek text in any meaningful way.</i>
Depth of engagement with the process of preparing your text (25%)	Excellent	Good	Needs Improvement	Poor
	<i>You reflect deeply on the process of preparing your text and what (if anything) you gained from that process.</i>	<i>You reflect on the process of preparing your text but not particularly deeply.</i>	<i>Your reflection is superficial or cursory</i>	<i>You include no reflection on the process of presenting.</i>
Depth of engagement with the process of presenting your text (25%)	Excellent	Good	Needs Improvement	Poor
	<i>You reflect deeply on the process of teaching and/or facilitating discussion about your text.</i>	<i>You reflect on the process of presenting your text but not particularly deeply.</i>	<i>Your reflection is superficial or cursory</i>	<i>You include no reflection on the process of presenting.</i>
Reflection on genre, dialect, style, and other aspects of your chosen text (15%)	Excellent	Good	Needs Improvement	Poor
	<i>You thoughtfully comment on what differentiates your text from Plato's Symposium and what features of dialect or genre you noticed from your text.</i>	<i>You note some differences but you have not analyzed or explained them in a very meaningful way.</i>	<i>You include some observations about genre and dialect but you do not analyze them.</i>	<i>You include no observations or analysis about the genre and dialect in your text.</i>
Grammar, Spelling, and Style (5%)	Excellent	Good	Needs Improvement	Poor
	<i>Essay has been proofread and has very few grammatical errors; style is clear.</i>	<i>Some grammatical errors/stylistic failings, but not enough that it distracts from the reader's ability to read your writing.</i>	<i>Many grammatical errors, such that it's difficult for the reader to understand your meaning. Style needs improvement.</i>	<i>Paper has significant grammar and style issues that detract substantially from readability.</i>