<u>**Reading Response Guidelines**</u>
For each reading response, you may write on any assigned text, as follows:

- Response 1 (Poetry) – Weeks 2-5
- Response 2 (Drama) – Weeks 6-7
- Response 3 (Fiction) – Weeks 9-10

For the poetry response paper, you may focus on a single poem, or, you may provide a comparative analysis of two different poems, either from the same collection or two different collections. For the drama response you should write on ONE of the assigned plays and in the fiction response you will write about *Red Clocks*. Responses should provide a close reading of a specific passage or theme from the text(s) through attention to a key literary concept or element (such as tone, imagery, form, structure, character, etc.). Your writing should be clear, focused, and concise, and provide concrete examples that are directly pertinent to the analysis of your text(s). If you only offer examples that are vague, general, and/or limited to your personal experiences or views, then this indicates that you have not engaged in a thoughtful, close reading. Each response should be a minimum of 800-1,000 words (approx. 3-4 pages); points will be deducted by **at least** one letter grade for anything that is significantly **below** this required length. I do not mind if you go over the required length if it's within reason. **Secondary sources are not permitted.** After the first reading responses are submitted and graded, I will post several (anonymous) student samples in Pilot that demonstrate my expectations for a letter grade of A. Responses are 100 points each, and students may revise any of their responses for an improved grade above a B.

Grading Criteria (3x100 pts each = 30% of final grade)
A (90–100 pts) = Demonstrates advanced critical thinking skills, outstanding knowledge of course texts and content, and a superior understanding of the larger contexts. Depth of analysis is excellent, and student provides specific textual examples that illuminate key issues/themes and understanding of relevant passages. Thinking is original, and writing is clear, concise, focused, and easily followed.

B (80–89 pts) = Demonstrates solid critical thinking skills, familiarity with course texts and other content, and a full understanding of the larger contexts. Some originality is expressed, and the depth of analysis is above average. Student provides specific textual examples but without fully explaining how these are directly relevant to key issues or themes. Writing is coherent, concise, and easily followed, with minimal errors in basic grammar, usage, and mechanics.

C (70–79 pts) = Demonstrates a basic understanding of course texts and content, as well as of the larger contexts. Student's work effectively summarizes material but shows a lack of development and support for issues raised. Work contains little, if any, originality and suggests a superficial analysis. Provides some textual examples, but without direct relevance to the issues or themes. Writing is confusing, inconsistent and/or contains multiple errors.

D (60–69 pts) = Demonstrates a limited understanding of course texts and content. Work suggests a misunderstanding of the larger contexts; shows a lack of or a simplistic analysis and indicates failure to have completed the reading assignment. Textual examples are vague, minimal, and without relevancy. No originality is expressed. Writing lacks coherence and is difficult to follow. Errors are frequent.

F (0–59 pts) = Demonstrates a serious lack of understanding regarding course texts and content. Work indicates a failure to grasp the larger contexts and/or a failure to read the assigned texts. Writing is incoherent and demonstrates a serious lack of articulation and analysis. Missing any textual examples and/or provides examples without connection to the text or relevant themes. The lack of clarity and/or the frequency of errors disrupt or impede effective communication.