Example 1: Poor Work

This work submitted by a student who was already performing poorly demonstrates the need for scaffolding and early intervention. Rather than choosing an object from Greek and Roman antiquity, the student chose a Renaissance sculpture. Gordon had no mechanism for correcting his initial misstep, so his project was doomed from inception. The redeeming qualities of this work indicated the student’s effort to fulfill the basic requirements. He did access images and metadata from an appropriate online collection (website of the Walters Art Museum), and he chose an appropriate quotation from the *Oxford Classical Dictionary* (but failed to integrate the quotation into a paragraph written in his own words.

Example 2: Acceptable to Good

Submitted by student who was doing average work in the course, this work demonstrates the need for an assignment that asks students to select more than one example and write a comparative analysis. This student fulfilled most of the instructions well. She chose a Greek amphora in an appropriate online collection (The Metropolitan Museum of Art). The object displayed an excellent example of traditional iconography, which the student described adequately. She chose apt quotations from the *Oxford Classical Dictionary* and the *Homeric Hymns*. One of the quotations was not integrated into a paragraph written in her own words. But the main weaknesses here were that the student’s description of the iconography lacked precision, and some of her comments were jejune. An assignment that directed her to compare at least two objects would have inspired a deeper analysis. This work also demonstrated a need for preliminary class discussion about some fine points. Gordon had suggested that they include information about the provenance or collection history, so that a reader would learn something about its ancient or modern context. But this student misread the instructions and thus reported that the object was “from a Greek province.”

Example 3: Good

This work submitted by a strong student demonstrates how an assignment with a weak design can elicit good work from a talented person who assumes that creative and careful work is required. The student chose an excellent example that included aspects of both the common traditional iconography of Athena, and a more unusual aspect. The description included appropriate metadata. But one of the quotations was not woven in properly, and the paper was not as focused as it could be. Furthermore, although the writer used an appropriate online collection (at the Metropolitan Museum of Art), she depended heavily on a non-scholarly “Goddess Names” website that was cited in the bibliography but not critiqued in body of the paper. Here too, a preliminary class discussion (or, better yet, the use of Welch’s worksheet on the evaluation of websites) would have led to more thoughtful work. In retrospect, Gordon can also see how her grading of this project was heavily influenced by the pleasure felt simply by seeing the object the student had chosen. It was a charming statuette of Athena releasing an owl into flight. The student was apparently unaware that although the owl (a standard image on Athenian coins) is one of Athena’s attributes, it appears less common in 5th-century painting and statuary than one might expect. An assignment that required comparison between objects would have brought this out.
Example 4: Very Good to Excellent

Like example 3, this work from a strong student demonstrates how an assignment with a weak design can elicit very good work that goes well beyond the requirements. An appropriate Greek amphora at the Metropolitan Museum of Art was chosen and the metadata was mined in fruitful ways. The virtues of this paper include not only generally careful writing, but nuanced attention to cultural detail: where the object was found, what it might have been used for, a discussion of the ways both object and iconography typified certain Athenian traditions. The student did some research (demonstrated by apt quotations of scholarship) on the uses of the vessel she had chosen (the amphora), but took it a step further by researching also the type of vessel (a libation bowl) that the artist had depicted in the painting on the amphora. Because Greek depictions of gods offering libations (as though they were mirroring human worship of the gods) raise interesting questions about Greek myth and religion, the students’ attention to the libation bowl was highly relevant to topics explored in the course.