Writing Assignment 3: Assessment of Student Work

Low-scoring Student 1 (Grade: 6.5/10): This student received 3/3 on the online assignment and participated in the in-class discussion. This student gets points deducted for not adequately responding to prompt (-2.5 for argument) and for typos and misinformation (-1 for style). The paper shows little evidence of having thought about the prompt; it was likely written in haste as there is no evidence of editing or coherence; there is carelessness of language throughout, such as references to Duffy’s “story” rather than “poem” and reference to the goddess Diana rather than Aphrodite.

Low-mid level student (Grade: 7.5/10): This student received 3/3 on the online assignment and participated in the in-class discussion. She has points deducted for missing evidence (-1 for evidence) and generalization/digression from the prompt (-1.5 for style). The paper begins with several sentences that generalize about the topic of “love,” rather than introducing a close reading of a modern poem against an ancient poem, as the prompt required. Furthermore, the student only uses one point of comparison when the prompt called for two points of comparison between the poems as sufficient evidence for the argument.

Mid-level student (Grade: 8.5/10): this student received 3/3 on the online assignment and participated in the in-class discussion. The paper was a solid response to the question, especially in the introduction, where the thesis is clearly constructed in terms of an observed contrast between the happiness and disgust that the lovers feel in Duffy’s poem, as opposed to Ovid’s poem, where the sculpture has no feelings. The student identifies a contrast between Ovid’s poem and Duffy’s poem (as signaled by the opening of paragraph 3) but his interpretation of the evidence he chooses to make his point is underdeveloped. The student recognizes the statue’s “trickery,” but the act is not to “trick him into thinking she loves him” in Duffy’s poem, but rather to express sexual desire and pleasure, which ultimately scares him away. This student gets points off (1.5) for not bringing in a second set of evidence from the text for comparison.

High-level Student (Grade: 10/10): This student received a 3/3 on the online assignment and had participated in the in-class discussion. This paper is excellent on all counts. It is well written, confident, and adheres closely to the prompt, in its analysis of how Duffy’s poem is a response to, and, particularly, a critique of Ovid’s poem. His thesis presents a clear statement about Duffy’s response to Ovid as specifically feminist in nature (“promotes the view that women are more than objects”). The students selects good sources for evidence and interprets them in a sound way that supports his argument for a feminist reading of the poem. The student even reads the modern poem as a commentary on “consent,” thus recognizing Duffy’s poem as a rereading of Ovid’s poem as an account of a rape. This represents a nuanced reading of the poem that goes beyond what most students were able to learn from it. This student was a senior (majoring in Chemical Engineering), so his experience in college and maturity likely contributed to the sophistication of his response.

High-level student (Grade: 10/10):