



Writing About *Hamlet*

Write a 3-5 page critical analysis on *Hamlet* based on any issue or topic in the play that has impressed you. Consider your thoughts about the characters, the plot, themes such as loyalty and betrayal, and the interesting language of Shakespeare. Consider link to contemporary social, economic, or political issues. Have your topic approved before you begin your writing.

You may wish to review the plot of the play by viewing this website:
<http://www.pathguy.com/hamlet.htm>

MIMIMUM REQUIREMENTS:

1. In the introduction, state your topic of discussion and your position, opinion or observation on the topic. (I'm not looking for anything original, just of interest to you.) Note Littauer's essay. You may wish to open your essay with an appropriate quotation from the play. What is link to contemporary issue?
2. In the body of the essay, develop your "arguments" in support of your position. Refer to and quote from
 - at least *two of the critical writings*,
 - other literature we have studied this semester, and
 - from the play *Hamlet*.

Use standard notation to reference your quotations. To verify MLA form, see <https://owl.english.purdue.edu/owl/resource/747/01/>

3. In the conclusion, pull together the supporting arguments in a summary or a reflection that solidifies the thematic link between *Hamlet* and current affairs.
4. Use attached rubric to self-check your essay before submitted it for evaluation.

GETTING STARTED:

Freewrite for 15 minutes summarizing or reflecting on the play. Continue looping until you arrive at a topic on which can write an interesting essay. See attached instructions on how to [LOOP](#) for a THESIS. Include the LOOPING when you e-mail your final copy of the essay.

Attach it to an e-mail to get to me by 9:00 p.m. Day 3, _____

r-----@-----.com

NO LATE PAPERS

No excuses

Six-Traits Grading Rubric for Hamlet Essay**I. IDEAS AND CONTENT**

5	This paper is clear and focused. It holds the reader's attention. Relevant examples, comments and details enrich the critical analysis. The writer quotes from at least four acts of the play, two critiques of the play, and at least one additional piece of literature studied this school year.
3	The writer is beginning to define the position or opinion, even though development is still basic or general. The writer quotes from two of the three required sources.
1	As yet, the paper has no clear sense of purpose or focus on single issue. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. Quotes nothing.

II. ORGANIZATION

5	The organization enhances and showcases the critical analysis. The order, structure, or presentation of details is compelling and moves the reader through the text.
3	The organizational structure is strong enough to move the reader through the details of the analysis without too much confusion.
1	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

III. VOICE

5	The writer speaks directly to the reader in a way that is individual, compelling, and engaging, is aware and respectful of the audience, and the purpose for writing this critical analysis.
3	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.
1	The writer seems indifferent, uninvolved, or distanced from the literature and/or the audience.

IV. WORD CHOICE

5	Words relate the writer's critical analysis in a precise, interesting, and natural way, with powerful engaging words.
3	The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.
1	The writer struggles with limited vocabulary, searching for words to convey meaning and to show his/her position on the issues or opinion of the literature.

V. SENTENCE FLUENCY

5	The writer has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading. Quotations flow seamlessly in the text of the essay.
3	The text hums along with a steady beat, but tends to be more pleasant or business like than musical, more mechanical than fluid. Quotations stand out from the text.
1	The reader would have to practice quite a bit in order to give this paper a fair interpretive reading.

VI. CONVENTIONS

5	The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be few and just a few minor touch-ups would make this publishable. Bibliography format is correct. Quotations are punctuated correctly.
3	The writing shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times errors are distracting and impair readability. Bibliography included.
1	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the personal reminiscence difficult to read. No bibliography.