

Cluster One: Varied attitudes about facing the final journey.

- Alfred Lord Tennyson, "[Crossing the Bar](#)," [↗](#) (in Canvas and linked here)
- Dylan Thomas, "Do Not Go Gentle into That Good Night," pp. 1093-94;
- Emily Dickinson, "Because I could not stop for Death," pp. 1095-96

Poetry Paper

Criteria	Ratings					Pts
Originality/Appropriateness	<p>10.0 to >8.53 pts Corresponds to an "A"</p> <p>Topic clearly stated - Style and language appropriate for purpose. Strong original thesis and essay structure.</p>	<p>8.53 to >7.53 pts Corresponds to an "B"</p> <p>Topic generally stated - Style and language appropriate for purpose. Adequate originality of thesis and structure.</p>	<p>7.53 to >6.0 pts Corresponds to a "C"</p> <p>Vague use of topic - Some style and language inappropriate for purpose. Little originality of thesis.</p>	<p>6.0 to >0.0 pts Corresponds to a "D"</p> <p>Indefinite topic - Little or no idea of purpose. No originality and little reader interest development.</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	10.0 pts
Unity and Focus	<p>10.0 to >8.56 pts Corresponds to an "A"</p> <p>Strong focus - Central idea is clearly stated near beginning and maintained throughout essay</p>	<p>8.56 to >7.52 pts Corresponds to a "B"</p> <p>Generally clear focus - Central idea is stated near beginning - few unrelated details</p>	<p>7.52 to >6.0 pts Corresponds to a C</p> <p>Weak focus - Central idea is vague or misplaced - Many unrelated details</p>	<p>6.0 to >0.0 pts Corresponds to a "D"</p> <p>Little or no focus - No central idea - Little or no support - Random use of details-</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	10.0 pts
Development	<p>25.0 to >21.3 pts Corresponds to an "A"</p> <p>Significant topic - Outstanding examples - Vivid, concrete details - Ample support of idea with details.</p>	<p>21.3 to >18.8 pts Corresponds to a "B"</p> <p>Appropriate topic - Acceptable discussion details - Mostly specific details - Effective support</p>	<p>18.8 to >15.0 pts Corresponds to a "C"</p> <p>Weak or general topic - Too few examples - Mostly general details - Example and or claims in essay need support to clarify.</p>	<p>15.0 to >0.0 pts Corresponds to a "D"</p> <p>Inadequate topic - Unsupported examples - Vague or random details - Little or no support.</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	25.0 pts
Organization	<p>15.0 to >12.78 pts Corresponds to a "A"</p> <p>Effective paragraphing - number of paragraphs appropriate - Strong</p>	<p>12.78 to >11.28 pts Corresponds to an "B"</p> <p>Acceptable paragraphing - Number of paragraphs needs</p>	<p>11.28 to >9.0 pts Corresponds to a "C"</p> <p>Organization needs work -</p>	<p>9.0 to >0.0 pts Corresponds to a "D"</p> <p>Non-fluent - Ideas</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission for this level</p>	

Organization	<p>15.0 to >12.78 pts Corresponds to a "A"</p> <p>Effective paragraphing - number of paragraphs appropriate - Strong Introduction/conclusion - Excellent Transition between paragraphs; Smooth, logical flow of discussion.</p>	<p>12.78 to >11.28 pts Corresponds to an "B"</p> <p>Acceptable paragraphing - Number of paragraphs needs work - Adequate Introduction/conclusion - Some choppy transitions or connectors between or within paragraphs - Some information loosely organized</p>	<p>11.28 to >9.0 pts Corresponds to a "C"</p> <p>Organization needs work - Poor/Unsatisfactory paragraphing - Weak introduction or conclusion</p>	<p>9.0 to >0.0 pts Corresponds to a "D"</p> <p>Non-fluent - ideas confused or disconnected - Illogical or no paragraphing - Ineffective, weak, or missing introduction or conclusion</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	15.0 pts
Grammar	<p>25.0 to >21.22 pts Corresponds to an "A"</p> <p>Variety of sentence forms - no awkward sentences - No unnecessary repetition - Complete and properly constructed sentences (No fragments, comma splices, or run-on's). No agreement errors. Effective word choice</p>	<p>21.22 to >18.78 pts Corresponds to a "B"</p> <p>Generally effective sentences - Some awkward phrasing - Some unnecessary repetition - Some sentence problems (a few fragments, comma splices, run-on's, and/or agreement problems). Occasional errors of diction or usage (pronoun case/agreement, subject/verb, verb forms)</p>	<p>18.78 to >15.0 pts Corresponds to a "C"</p> <p>Generally effective sentences - Frequent awkward phrasing - Some unnecessary repetition - Several sentence problems (a few fragments, comma splices, run-on's, and/or agreement problems). Frequent errors of diction or usage (pronoun case/agreement, subject/verb, verb forms)</p>	<p>15.0 to >0.0 pts Corresponds to a "D"</p> <p>Frequent problems with awkward phrasing - Garbled sentences - Frequent unnecessary - Serious construction problems (many fragments, comma splices, and run-on's) .Limited vocabulary - Frequent errors of diction or usage (pronoun case/agreement, subject/verb, verb tenses, verb forms.</p>	<p>0.0 pts No marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	
Mechanics	<p>15.0 to >12.8 pts Corresponds to a "A"</p> <p>Spelling and</p>	<p>12.8 to >11.3 pts Corresponds to an "B"</p> <p>Minimal spelling errors or caps errors</p>	<p>11.3 to >9.0 pts Corresponds to a "C"</p> <p>Some spelling errors or caps errors -</p>	<p>9.0 to >0.0 pts Corresponds to a "D"</p> <p>Communication</p>	<p>0.0 pts No Marks</p> <p>Unacceptable Submission</p>	

	<p>Corresponds to an "A"</p> <p>Variety of sentence forms - no awkward sentences - No unnecessary repetition - Complete and properly constructed sentences (No fragments, comma splices, or run-on's), No agreement errors. Effective word choice</p>	<p>Corresponds to a "B"</p> <p>Generally effective sentences - Some awkward phrasing - Some unnecessary repetition - Some sentence problems (a few fragments, comma splices, run-on's, and/or agreement problems). Occasional errors of diction or usage (pronoun case/agreement, subject/verb, verb forms)</p>	<p>Corresponds to a "C"</p> <p>Generally effective sentences - Frequent awkward phrasing - Some unnecessary repetition - Several sentence problems (a few fragments, comma splices, run-on's, and/or agreement problems). Frequent errors of diction or usage (pronoun case/agreement, subject/verb, verb forms)</p>	<p>Corresponds to a "D"</p> <p>Frequent problems with awkward phrasing - Garbled sentences - Frequent unnecessary - Serious construction problems (many fragments, comma splices, and run-on's) .Limited vocabulary - Frequent errors of diction of usage (pronoun case/agreement, subject/verb, verb tenses, verb forms.</p>	<p>No marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	25.0 pts
Mechanics	<p>15.0 to >12.8 pts</p> <p>Corresponds to a "A"</p> <p>Spelling and capitalization perfect - Periods and other punctuation mostly correct - Manuscript form correct - No spacing problems - Excellent presentation-</p>	<p>12.8 to >11.3 pts</p> <p>Corresponds to an "B"</p> <p>Minimal spelling errors or caps errors - Minimal comma/period/other punctuation errors. Manuscript form generally correct - Good - Presentation.</p>	<p>11.3 to >9.0 pts</p> <p>Corresponds to a "C"</p> <p>Some spelling errors or caps errors - Some comma/period/other punctuation errors, Manuscript form generally correct - Adequate Presentation.</p>	<p>9.0 to >0.0 pts</p> <p>Corresponds to a "D"</p> <p>Communication severely hampered by garbled sentences - Nonstandard Written English Communication seriously hindered by word form errors</p>	<p>0.0 pts</p> <p>No Marks</p> <p>Unacceptable Submission for this level course or No Submission</p>	15.0 pts
Total Points: 100.0						

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Critical Questions for Evaluating Poetry

1. Can you paraphrase the poem?
2. Who is the speaker in the poem? How would you describe this persona?
3. What is the speaker's tone? [Tone is the speaker's attitude toward his subject, his audience, or himself. It is the emotional coloring of the work.] Which words reveal this tone? Is the poem perhaps ironic?
4. What heavily connotative words are used? What words have unusual or special meanings? Are any words or phrases repeated? If so, why? Which words do you need to look up?
5. What images does the poet use? [Imagery may be defined as the representation through the language of sense experience. This is not limited to visual imagery; may be a sound, a smell, a taste, a tactile sensation, an internal sensation like hunger or thirst, or external sensation like movement.] How do the images relate to one another? Do these images form a unified pattern (a motif) throughout the poem?
6. What figures of speech are used? [Figure of Speech is any way of saying something other than the ordinary way. Figurative language is language using figures of speech. Examples of figures of speech are: Metaphors and Similes; Synecdoche (the use of the part for the whole); Metonymy (the use of something closely related for the thing actually meant); Paradox is an apparent contradiction that is nevertheless somehow true; Overstatement or hyperbole is simply exaggeration but exaggeration in the service of truth; Understatement is saying less than one means; Irony or verbal irony is saying the opposite of what one

means, perhaps with a satirical or sarcastic intent; Allusion is the means of reinforcing emotion or ideas of one's own work with the emotions or ideas of another work or occasion.

7. Are there any symbols? [A Symbol is something that means more than it is.] What do the symbols mean? Are they universal symbols, or do they arise from the particular context of the poem? [Note: Image, Metaphor and Symbol shade into each other and are sometimes difficult to distinguish. In general, however, an image means only what it is; a metaphor means something more than what it is; and a symbol means what it is and something more.]
8. Is the occasion for or the setting of the poem important in understanding its meaning? If so, why?
9. What is the theme (central idea) of the poem? Can you state it in a single sentence?
10. How important is the role of sound effects, such as rhyme and rhythm? How do they affect the tone and the meaning? Can you identify the rhythm and the meter?
11. How important is the contribution of form, such as rhyme scheme and line arrangement? How does form influence the overall effect of the poem?