Assignment #3: Expectations, Due Date

Paper Three Prompt: Choose one Greek and Roman festival. What can we learn about Greek and Roman culture through a comparison between the festivals? Feel free to choose festivals with which you are most familiar. For example, you may wish to focus on the festival that you chose for paper two (Greek) and the festival that you chose for the presentation (Roman). However, you may find that the festivals you chose for assignment two and the festival presentation do not offer a fruitful comparison. In this case, you may want to choose a different festival.

Argument/thesis: What you have learned.
Process: A focused analysis of similarities and differences that demonstrates what you've learned to the reader.

Due Dates/Times:

| Tuesday, 17 November: | ****Writing Lab: Please come to class with a rough draft or annotated outline of your paper. |
| Sunday, 22 November, 11.59 pm: | Please email me the final draft of your paper as a word or google doc. |

Formatting: 4-5 pages, spacing 1.5, times/helvetica, submitted by email as word document (or you can share your paper with me through google docs). All papers require in-text citations and a works cited page (format MLA). A citation guide for primary sources in classics will be posted under "course materials."

Your paper must include the following:
1) An introduction.
2) A clearly stated thesis.
3) A well thought out argument. Your argument cannot be a restatement of someone else's argument. You can reference an argument someone makes that offers support for your argument, but you cannot reargue someone else’s point.
4) References/quotes from our class readings (if you argue a point or reference an argument that was made by someone in our readings, you must reference that reading). You must reference/quote at least two primary sources and two secondary sources. Your use of these sources must be relevant to your argument. You are not limited to two primary and two secondary sources.
5) Proper citations (please use MLA if you do not have a preferred format; information about citing primary sources can be found under course materials).
6) A conclusion: Your paper must have a compelling conclusion that is not simply a summary of the introduction and/or a summary of the main points. How has your analysis led you to revisit opinions/conclusions concerning evidence/arguments from the ancient world or issues in contemporary society?
7) A works cited page.

How to sustain your argument:
As you are writing, please keep in mind that writing a paper is like telling a story. There is a sequence. Each point builds from the previous one in a logical sequence. Writing—even writing the 'truth'—is about telling a story. Just because you have identified a thesis and provided evidence does not mean that you have constructed an argument; a thesis plus evidence does not necessarily equal an argument. You have to explain how each paragraph builds off the previous one and creates an argument for the case that you are making.

You cannot assume that I or your reader will make the same connections that you do as you present the evidence. Therefore you must spend the time explaining how each quote, paragraph, and point contributes to the argument that you are making. Your conclusion should identify what you have learned from writing this paper. If you feel that you need to restate your thesis in order to tie together your paper, then there's a good chance that you've lost track of your thesis as you were writing, and that the paragraphs that comprise the body of your paper do not explain how the evidence contributes to your thesis. Your conclusions should identify what you have learned from your analysis, and why your analysis is important.
General outline for grades:

****Please keep in mind that this outline is a 'general outline' and cannot take into account all grading scenarios that one may encounter.

A: This paper will cover points 1-7 listed above, be well written, have no major factual or grammatical errors and possibly actually teach me something new.

A+: This paper does all of these things, but lacks a compelling conclusion (i.e. does not revisit opinions/conclusions concerning evidence/arguments from the ancient world or issues in contemporary society).

B+: This paper understands the major concepts and cites the readings, but the argument is not clear, and it lacks a compelling conclusion (i.e. does not revisit opinions/conclusions concerning evidence/arguments from the ancient world or issues in contemporary society).

B: This paper understands the major concepts, but is perhaps not as well written and doesn’t use the readings sufficiently, and/or does not contribute any new insight into the material.

B-: This paper fails to show me that you did the readings or has a level of writing that seriously detracts from what you are saying.

Anything lower than a B- indicates that I am concerned that you either did not understand the readings or failed to do them. If you receive a grade lower than a B-, please make time to come see me during office hours so you can figure out how to improve your grade on the next paper.