



Hamlet versus *Rosencrantz & Guildenstern Are Dead*

Mr. Eble, AP Language & Composition

Essay due February 25th (B) / February 26th (A)

100 points



Topic: Write an essay in which you demonstrate how Stoppard’s play *Rosencrantz and Guildenstern Are Dead* parodies *Hamlet*, particularly in its depiction of death.

Be sure to utilize specific examples from each play; while we haven’t read Stoppard’s play, you should have completed Shakespeare’s masterpiece (and we’ve watched it in class); thus, please use examples from [the play](#) (link). You should demonstrate how *Hamlet* treats death, then show how *Rosencrantz and Guildenstern Are Dead* does the same. Be sure to utilize the **language of satire** in your writing.

	4	3	2	1
Thesis	Essay demonstrates an explicit, clear thesis with an arguable / debatable alternative; thesis is fully developed throughout the paper, demonstrating a cogent, cohesive, substantial link between the plays.	Essay demonstrates a thesis that is somewhat developed throughout the paper and that makes a connection between the plays.	Essay demonstrates a thesis that is not fully developed throughout the paper and that makes an unclear, unsupported, unimportant link between the plays	Essay fails to demonstrate a thesis ; essay’s “thesis” is a summary or statement of fact; the writer makes no cogent link between the plays.
Unity, Logic, Coherence	Essay’s organization is logical, clear, and easy to follow, making use of transitional words and phrases that make the text flow well. The writing is concise, avoids redundancy, and remains relevant to the main point being expressed.	Essay’s organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Essay’s organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Essay is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
Evidence of Understanding	Essay demonstrates superior understanding of the subject matter. Thesis is amply supported with reasons, quotes, details, examples while avoiding summary (three or more supports per paragraph); writer accurately demonstrates knowledge of satire terms	Essay demonstrates understanding of the subject matter. Thesis is supported with reasons, examples, details, and quotes while avoiding summary. Writer demonstrates some knowledge of satire terms.	Essay is short on the use of details and examples, or the essay demonstrates little understanding of the subject matter. Writer provides some inaccurate glimpses of satire terms.	Essay does not adequately demonstrate understanding of the text and subject matter, or it does not support the thesis with details, reasons, and examples. Writer doesn’t demonstrate knowledge of satire terms.
SMUGGS	Essay avoids unnecessary use of the first and second person, wordiness, and redundancy. Demonstrates accuracy in the use of the literary present tense, grammar, word usage, spelling, punctuation, and capitalization.	Essay contains some minor errors in punctuation, spelling, or grammar, or some minor slips in maintaining consistency in tense or person, but essay is still credible.	Essay includes many minor errors in punctuation, spelling, word usage, style, or grammar that affect the readability of the essay.	Essay includes careless spelling or grammatical errors, awkward language, or other mechanical errors that discredit the writer.

16=100 ; 15=95 ; 14=90; 13=85 ; 12=80 ; 11=76 ; 10=72 ; < 9= 69

Be sure that you complete the **Post-Writing Evaluation** and submit it along with this paper. Here are your questions for this assignment

- In what areas did I struggle the most in writing this essay?
- In what areas did I succeed?
- What changes did I make to my writing throughout the writing process? Why?