Name

Haflin

Humanities (3)

**DUE DATE:**

**Women in Mythology Essay**

You will prove how the Mycenaean, patriarchal society dominated the Minoan, matriarchal society though the dissemination and sustained teaching of particularly themed myths. To do this, you will focus on myths that portray women as inferior to men.

Consider how the myths show women:

* Cannot be trusted
* Have a beauty/nature that is deceiving
* are jealous, vain, or obsessive
* are overly curious
* Bring pain/suffering to mankind.
* are vengeful
* are easily tricked or stupid

Pick two of the above "bullets" as your DIs. Each DI will be explored in its own DP, developing paragraph, that will have three developmental details –at least one of which will be in the form of a DQ. In the whole essay, you may reference a total of as many myths as you want, but **each developing paragraph should reference at least two different myths.**

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| Example Thesis: When the Mycenaeans conquered the Minoans, their male dominated beliefs infiltrated their predecessors’ female dominated beliefs. **To enforce their patriarchy, the Mycenaeans used myths to portray woman as inferior to man.** *Many myths depict females as jealous and obsessive people who often bring pain/suffering to mankind*. |

Steps in the Writing Process:

1. Fill out “Women in Mythology” Chart
2. Write Thesis Statement (CI + MI + DIs)
3. Choose Evidence from the “Women in Mythology” Chart
4. Create Idea Tree which reflects the essay’s requirements
5. Write and Edit Introduction
6. Write and Edit Developing Paragraphs 1 and 2
7. Write and Edit Conclusion with RFS
8. Editing the Essay for **Blacklisted Words**
9. Submit Women in Mythology Essay #6 to Turnitin.com and Google Classroom
10. Submit All Marked-Up drafts and peer editing sheets in class

This essay will be structured around:

***An introductory paragraph*** where the complete identification, the main idea, and the

developing ideas are clear. Include a closing sentence.

***A developing paragraph*** where the focus will be on one of the "bullets" above. You will

offer a total of three developmental details, at least one of which will be in

the form of a DQ. This paragraph will references at least two different myths.

***A developing paragraph*** where the focus will be on a DIFFERENT "bullet" from above. You

will offer a total of three developmental details, at least one of which will be

in the form of a DQ. This paragraph will references at least two

different myths.

***A concluding paragraph*** that summarizes the points you made. You will also reach for

significance here. Some thoughts to consider: why were the Mycenaens so

afraid of women? Why did the Minoans tolerate this degradation? Are

women portrayed as inferior to men today? If so, how is this idea disseminated? Why do women tolerate it today?

Changing Blacklisted Words

This list of words should **never** (or rarely, at least) appear in your academic essays. These words create uncertainty in meaning, wordiness, and an ineffective paper. From this point forward, a **one point penalty per blacklisted word** will be assessed. However, because these words are sometimes necessary, you may use **three (3)** per page at no penalty.

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| 1. Get (got, gotten) 2. Shows/ Shows that 3. So /So that 4. First person pronouns (I, me, my, mine, us, we, ours, our)🡪exception is personal writing 5. You, your🡪exception is personal writing 6. Any form of “to be and “to have”🡪is, am, are, were, was, be, being, been, has, have, has been, had been, have been, become 7. Great, greatly 8. Blatantly 9. A lot 10. Basically 11. Quote (unless used as a verb) | 1. First, firstly, second, secondly, etc. 2. Ends up 3. All in all 4. Slang of any kind (wicked, awesome, dude, sweet, ill, etc.) 5. Swears of any kind 6. Totally 7. Like 8. Major 9. “is when”, “is how”, “is who”, “is what”, “is where”, “is why” 10. Thing 11. Make 12. Forms of “Do” (do, did, done |

**Tips for fixing:**

1. Omit the word. “He **is** hoping to find…” changes to “He hopes to find…”
2. Improve your diction. “He is able to” changes to “He can.”
3. Change your syntax from passive voice to active voice by asking yourself who or what exerts the action (verb) in the sentence. Example: “The people **were** forced **to be** segregated from each other.” Word Count: 10/2 BL words. **Ask yourself:** Who are what is DOING the forcing? **Answer:** The government/laws. **New sentence**: “The Jim Crow laws forced segregation between the races.” Word Count; 8/0 BL words.

**Name: Class: Essay: Women in Mythology (Essay #6)**

Thesis Essay Standard Rubric:

This rubric, designed to assess analytical (thesis-based) writing, will be standard for the entire year. This way, there will be no evaluation surprises; the only difference will be a given essay’s content.

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| **Category** | 5 (Excellent) | 4 (Very Good) | 3 (Good) | 2 (Needs Improvement) | 1 (Poor/Incomplete) |
| **Introduction:** Background, Thesis Statement (MI, CI, DIs), Hint at RFS | Introduction creatively introduces the topic and main idea. Intriguing hint at the RFS. | Introduction effectively introduces the topic and main idea. Hint at the RFS. | Introduction introduces the topic and main idea. Hint at RFS may be missing. | Introduction could use some more background, and the main idea might be a little confusing. No hint at the RFS. | I have no idea what topic this paper plans to discuss, its purpose, or its overall significance. |
| **Organization**: Topic and Concluding Sentences, DQ integration | TS and CS are originally expressed and clearly introduce or end each paragraph; transition devices. No dropped quotations. | TS and CS are expressed and effectively introduce or end each paragraph; transition devices could use revision. 1 dropped quotation possible. | TS and CS are expressed and introduce or end each paragraph; transition devices need work. 2 dropped quotations possible. | One TS or CS is missing, hindering the essay’s “flow”. No transition devices. Multiple dropped quotations. | Multiple TS or CS missing, resulting in an ineffectively organized essay. Transition devices are an afterthought. Sundry and multitudinous dropped quotes. |
| **Lead-Ins**: Who, When, Where | Lead-ins creatively introduce the following detail and include all necessary information. | Lead-ins adequately introduce the following detail and include all necessary information. | Lead-ins introduce the following detail and include all necessary information, with one exception. | 2-3 Lead-ins fail to include all necessary information for introducing the following detail. | Lead-ins? What are those? Quotes are not introduced and are simply presented to the audience. |
| **Details**: Relevancy and effectiveness | Details demonstrate a superb understanding of both the text and prompt via impeccable topical relevance. | Details demonstrate a solid understanding of both the text and prompt via their topical relevance. | Details demonstrate an understanding of both the text and prompt, with one exception. | 2-3 Details fail to demonstrate an understanding of both the text and prompt. | Multiple details missing or completely irrelevant to the topic at hand. |
| **Analysis and Interpretation**: Relate details to DI and MI | Analysis insightfully connects each piece of evidence to the DI and MI. Goes well beyond the obvious. | Analysis effectively connects each piece of evidence to the DI and MI. | Analysis connects each piece of evidence to the DI and MI, with one exception. | Analysis fails to connect 2-3 pieces of evidence to the DI and MI. | Analysis restates the quote, misses the point, or is absent in multiple instances. |
| **Conclusion**: Restate MI, CI, and DIs in an organized manner | Conclusion is extremely well organized and restates the necessary information in a unique manner. | Conclusion is well organized and restates the necessary information in an interesting manner. | Conclusion is relatively organized and restates the necessary information in the same manner as the introduction. | Conclusion lacks organizational structure and would benefit from further revision. Fails to restate at least one of the required pieces of information. | The conclusion is either incomplete or missing. |
| **Reach For Significance** | The RFS reflects a mature thought process by creatively relating the topic to another literary work, real life, or calling the audience to action. | The RFS reflects a clear thought process which relates the topic to another literary work, real life, or calls to audience to action. | The RFS reflects some thought which relates the topic to another literary work, real life, or calls the audience to action. | The RFS is left vague and could express a more concise connection to another literary work, real life, or call the audience to action. | The RFS is either incomplete or missing. |
| **MLA Format**: Header, page numbers, parenthetical citations | No header, page number, or parenthetical citation issues. Works cited present ,if necessary | 1-2 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues | 3-4 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues | 5-6 header, page number, or parenthetical citation issues. Works cited present ,if necessary, potentially with some major issues | Sundry and multitudinous header, page number, or parenthetical citation issues. Works cited **absent**, if necessary. **Paper may be plagiarized**. |
| **Grammar and Spelling** | No spelling or grammatical issues. | 1-2 spelling or grammatical issues, generally minor in nature. | 3-4 spelling or grammatical issues. | 5-6 spelling or grammatical issues which obfuscate meaning. | Sundry and multitudinous spelling or grammatical issues which severely detract from meaning. |
| **Word Choice** | Scholarly diction! Efficacious phraseology. A veritable amalgam of the best words English has to offer. Consider me impressed. | Effective diction which exceeds expectations and avoids clichés and overly used words. | Fairly effective word choice which meets expectations and avoids clichés and overly used words. | Relatively repetitious and repetitious (see what I did there) word choice, resulting in a loss of clarity. Bolster your vocabulary and expression. | Word choice is incomprehensible or overly mundane and banal, predictable, hackneyed, etc. |

Blacklisted Words Count: