**Close Reading Assignment**

**Monday, September 21, 2015**

1. Read Hamlet’s first soliloquy:

O, that this too too solid flesh would melt  
Thaw and resolve itself into a dew!  
Or that the Everlasting had not fix’d  
His canon ‘gainst self-slaughter! O God! God!  
How weary, stale, flat and unprofitable,  
Seem to me all the uses of this world!  
Fie on’t! ah fie! ’tis an unweeded garden,  
That grows to seed; things rank and gross in nature  
Possess it merely. That it should come to this!  
But two months dead: nay, not so much, not two:  
So excellent a king; that was, to this,  
Hyperion to a satyr; so loving to my mother  
That he might not beteem the winds of heaven  
Visit her face too roughly. Heaven and earth!  
Must I remember? why, she would hang on him,  
As if increase of appetite had grown  
By what it fed on: and yet, within a month–  
Let me not think on’t–Frailty, thy name is woman!–  
A little month, or ere those shoes were old  
With which she follow’d my poor father’s body,  
Like Niobe, all tears:–why she, even she–  
O, God! a beast, that wants discourse of reason,  
Would have mourn’d longer–married with my uncle,  
My father’s brother, but no more like my father  
Than I to Hercules: within a month:  
Ere yet the salt of most unrighteous tears  
Had left the flushing in her galled eyes,  
She married. O, most wicked speed, to post  
With such dexterity to incestuous sheets!  
It is not nor it cannot come to good:  
But break, my heart; for I must hold my tongue. (1.2. 129-159)

1. Do a close reading of this passage (please refer to Dr. McClennen’s close reading guide, “How to do a Close Reading”). You will do the close reading directly on the page as well as on a separate piece of loose-leaf both to be handed in for marks.

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|  | 5 | 4 | 3 | 2 | 1 | 0 |
| Annotations | Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices (poetic, literary, etc.) are correctly identified AND draws a connection between devices and thematic meaning. | Text has been annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices (poetic, literary, etc.) are correctly identified BUT may not draw an accurate connection between devices and thematic meaning. | Text has been annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; stylistic devices (poetic, literary, etc.) are correctly identified AND show understanding of purpose but fails to establish a connection to meaning. | Text has been annotated with questions, observations, and reflections of the content as well as the writing; topic(s) are marked for discussion; only basic stylistic devices (poetic, literary, etc.) are identified BUT do not show understanding of purpose AND no connection between devices and thematic meaning is present. | Text has been infrequently annotated with questions OR observations, BUT lacks reflections. NO topic(s) are marked for discussion; only basic stylistic devices (poetic, literary, etc.) are identified with no follow up. | NHI |
| In-Line Comments | Comments demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, life experiences. | Comments attempt an analysis and interpretation beyond the surface level of the text. Connections are made to other texts, life experiences. | Comments attempt an analysis and interpretation beyond the surface level of the text BUT may be incorrect AND/OR connections are made to other texts, life experience BUT lack sophistication. | Comments address only the surface level of the text AND/OR connections are incorrect. | Comments are infrequent AND address only the surface level of the text AND/OR connections are infrequent AND/OR incorrect. | NHI |
| Marginal Comments | Marginal comments accomplish a great variety of purposes. | Marginal comments accomplish a few key purposes. | Marginal comments are present but lack a diversity of purposes. | Marginal comments are present but serve no function toward analysis. | Marginal comments are present BUT too infrequent to demonstrate understanding. | NHI |
| Consistency | Consistent markings throughout text (not bunched). |  | Inconsistent markings throughout text (appear to be bunched due to ease-of-annotation OR reliance on finding repeats of previously identified elements). |  | Sporadic markings throughout text (indicating the entire text was not read for annotation). | NHI |