

Writing Project #1: Annotated Bibliography & Analysis

English 102 D & E – Spring 2020

Background: Our big writing project this semester is the Research Paper (Writing Project #2). But before we are ready to write the paper, we need to gather scholarly sources and gain an understanding of the sources speaking about our research question.



To build this understanding, you will work on **Writing Project #1: Annotated Bibliography & Analysis**. Reading and thinking about scholarly texts will make you more familiar with what scholars are saying about your research hypothesis; it will help you narrow your research question, and will help prepare you to write the Research Paper.

The Assignment:

1. The **first** part of Writing Project #1 is an **annotated bibliography**. You will read scholarly sources and summarize what each one says. This is called an annotation. By creating annotations, you will document *what academics and researchers are saying* in scholarly conversation.

Locate *ten* scholarly articles or book chapters. You may include our shared background sources. In addition, choose sources that help you investigate your specific research question.

Read and take notes on the sources as you find them. Do not wait until you have your sources gathered to begin reading.

Create a *citation* for each source, using MLA style.

Finally, using your notes, create an *annotation* for each source. Each annotation must have three parts:

- 1) *Rhetorical Information*: Information about the rhetorical situation: the author, the audience, the author's purpose, and the context. (3-4 sentences) *Sometimes your article gives you rhetorical information. Sometimes you need to seek it elsewhere – be sure to give credit to these other sources.*
- 2) *Summary of Content and Argument*: Summarize the argument of the article, including the major claim, the supporting arguments, and the evidence used. (3-4 sentences)
- 3) *Evaluation*: Briefly evaluate the strengths, weaknesses, and rhetorical effectiveness of the article (how and why you could use this in your paper). (3-4 sentences)

Here's an example of an annotation:

Galindo, Brisa et al. Challenging Our Labels: Rejecting the Language of Remediation. *Writing About Writing: A College Reader*, edited by Elizabeth Wardle and Doug Downs. Bedford/St. Martin's, 2014, pp.130-142.

This article was written by a group of five college students at the University of California who were placed in "remedial" sections of the required college writing course. This experience led them to investigate what the label "remedial" meant in their context and what the effects of the label were.

The authors use personal experiences, a description of their writing process, other scholarly findings about the effects of labeling, and the changes they sought to make at UCLA because of their research. They argue that labeling has a negative effect on education and that labels don't always match a student's classroom experience.

This research offers exhibits and examples to support my claim that labels have negative effects. I will use the sources these authors used for background about labeling. This article is compelling because it uses personal stories that align with scholarly research. However, the authors were college students when they wrote this article, so I'll need to find other trustworthy sources to complement and strengthen the use of this article.

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2. The **second** part of this assignment is an **analysis essay** of about 500 words (two double spaced pages). In this part of the assignment, you can offer brief background on your niche and then analyze and describe *how the scholars speak to each other* in the articles you're reading. The following questions can help you think about how the scholars are "conversing" in their articles:



What do these authors share?

Are they part of the same discipline or area of study?

Or are they from different discourse communities, but all addressing the same topic?

What do you notice about the language/vocabulary they use?

What do you notice about the values they hold?

What do you notice about the ideas they profess about your topic?

What questions do these similarities and differences raise for you?



Evaluation Criteria for Writing Project #1

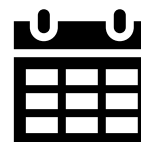
30 points – Annotated Bibliography Content (10 scholarly, peer-reviewed sources, each with a 3-part annotation)

30 points –Essay Analysis

20 points – Annotated Bibliography - MLA style

10 points – Peer Response

10 points – meeting with librarian or Professor V



Project Timeline:

- February 19 - 28: **Meet** with Prof V or a Librarian to narrow your research question & find sources
- Monday, February 24: **Bring** 3 new sources to class
- Friday, February 28: **Draft** of Annotated Bibliography due in class (print or digital)
- Monday, March 2: **Post** draft Bib & Analysis on Moodle– bring print copy to class (peer response)
- Friday, March 6: **Final Draft** of Annotated Bibliography & Analysis due. Post on Moodle.