Project 3: Annotated Bibliography and Researched Stakeholder Argument Essay

Overview: This assignment has two parts.

- **In Part 1**, you will work to ask a refined **inquiry question** to guide your research, find sources to help answer that question, and collect reliable, relevant, and current sources in an Annotated Bibliography.
  - The AB will have at least five sources with annotations of approximately 250 words (for a total of about 1250 words on the final draft).
  - It is worth 10% of your semester grade.
  - It is due **Friday, October 31**.

- **In Part 2**, you will take your research from Part 1 (adding to it, as necessary) and write an **argument essay** for a specific **stakeholder**.
  - The researched argument essay you write will be 7-8 typed, double-spaced pages (about 2100-2400 words for the final draft).
  - It is worth 25% of your semester grade.
  - We will use the following timeline for this essay:
    - Peer Review Workshop on **Monday, November 17**;
    - Style and Convention Seminar on Wednesday, November 19;
    - Final draft of P3 due on **Friday, November 21**.

Part 1: The Annotated Bibliography (5 researched sources)

Purpose and Focus:

- The **purpose** of Part 1 is to craft a refined, meaningful inquiry question related to the course theme of ethics in higher education (which helps you focus your research) and to answer that question. You do this by gathering reliable, relevant, current sources, and you’ll cite, summarize, and evaluate five of those sources on your Annotated Bibliography.

- By doing this, you will help shape your purpose for communicating with a specific audience (in Part 2 of this assignment) and the sources you gather will offer you some evidence to use as you present your ideas to the audience. (NOTE: You are welcome and encouraged to find more than five sources as you research; only five, though, will be included on the Annotated Bibliography.)

**NOTE:** Do not use articles from the EHE reader, that have been provided or linked on Writing Studio, or those previously assigned in class for your annotations (though you may include them in part 2, the Researched Argument, if you choose.) The purpose here is for you to gain research expertise and to develop your understanding of an issue by locating different perspectives, not to annotate sources already found for you.

Development for Audience:

An annotated bibliography is primarily a tool for the researcher; however, when it is shared within a writing community, it becomes a valuable tool for many researchers. For this assignment, your primary audience will be yourself, your instructor, and your classmates (an academic audience). As you develop your annotations for your audience, you’ll need to:

- Research, read and write annotations for five sources
• Ensure that the sources you include in your bibliography reflect a range of perspectives, are written for a range of stakeholders, etc.
• Include at least two scholarly, academic sources

**Genre and Organization:**
The genre for this assignment is an annotated bibliography. For five of the sources you annotate, you will create annotations composed of three parts:

• a complete and accurate **citation** in MLA format;
• a comprehensive, **academic summary** of the entire text;
  
  o **NOTE:** Copying and pasting the abstract of an article OR summarizing ONLY the abstract (rather than reading and summarizing the entire article) are forms of plagiarism/academic dishonesty. You need to read the ENTIRE text and write an original summary for it.
• a thorough **evaluation** of the source that explains
  
  o what make the source reliable;
  o how the source confirms and/or conflicts with the information you’ve gathered from other sources;
  o how this text could be used in your researched argumentative essay (e.g., is this information valuable for background/introductory material? does the author engage his/her audience by using rhetorical strategies that you might also use? are there striking examples that you might use for evidence?).

Annotated bibliographies have very strict **organizational** standards and formats.
• Use MLA format for entire paper (heading, title, header, 12-point font, 1” margins, last name and page number in upper right-hand corner)
• The title is Annotated Bibliography—it will be centered on the page;
• Underneath the title, put the final, revised inquiry question that guided your research;
• Double-space everything;
• Alphabetize the sources using the first word that appears in the citation;
• Use hanging indents.

**Style and Conventions:**
Your tone and “voice” should be appropriate for your subject matter and the academic context in which you’re writing. Your text should be grammatically correct and written in standard, edited English. You should use correct MLA citation and formatting conventions and continue using the skills acquired in Style and Convention Seminars.

**Due Date:** Since you must conduct strong research prior to writing the Researched Stakeholder Argument Essay, this part of the assignment is due prior to Part 2—it will be collected **Friday, October 31st** at the beginning of class.

**Worth:** The Annotated Bibliography is worth 10% of your overall course grade.

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**Part 2: The Researched Stakeholder Argument Essay**

**Purpose and Focus:**
An argumentative essay aims to convince or persuade an audience. It will most likely fall into one of the following general categories, depending on the stakeholder audience you choose:

  o To **persuade** undecided stakeholders to accept your thesis.
  o To **convince** opposing stakeholders to be less resistant to your thesis
  o To **persuade** stakeholders who agree with you to take action

Your **focus** will be determined by the research you do in Part 1, the Annotated Bibliography.
Development for Audience:
The audience for this essay is a specific stakeholder of your choice. In order to best achieve your purpose (persuasion) with your audience (a particular stakeholder), you'll need to:

- Carefully consider which stakeholder will need to hear your argument, target them, and work to consider that audience's needs, values, and knowledge on the issue;
- Rely on audience appeals: logos, ethos, and pathos. Be sure that the appeals used suit the rhetorical situation;
- Take into account the expectations your audience has of you as an author:
  - The stakeholder expects that the argument is supported with reasons and evidence from the research you've gathered.
  - He/she wants to see that you are familiar with the conversation on the issue and wants to know how your argument uniquely expands and contributes to that conversation.
  - The stakeholder (and your instructor) will expect full citations for all sources used and will want clear and concrete writing that is well-structured and organized logically.
- Demonstrate an informed opinion about the conversation by including at least one counterargument for your position. Accurately and fairly represent and respond to such an alternative viewpoint on the issue.
- Show that you have conducted effective inquiry into the issue by paraphrasing, directly quoting, and explaining the source material appropriately and by documenting sources correctly in MLA style. This will bolster your ethos with your audience.

Genre and Organization:
Your genre will be a researched argumentative essay. More information about this genre can be found in Chapter 10 of JTC including information on thesis statements, appeals, counterarguments, and design.

Thoughtfully consider how you will organize your essay and how you will order your reasons, where you respond to your counterargument, and what information you will place in your introduction and conclusion.

Style and Conventions:
Your tone and “voice” should be appropriate for your subject matter and the academic context in which you’re writing. Your text should be grammatically correct and written in standard, edited English. You should use correct MLA citation and formatting conventions and continue using the skills acquired in Style and Convention Seminars.

Timeline:
Peer Review Workshop: Monday, November 17;
Style and Convention Seminar: Wednesday, November 19;
Final Draft due: Friday, November 21.

Worth: 25% of overall course grade
**Hierarchy of Rhetorical Concerns for Feedback and Evaluation: Annotated Bibliography and Researched Stakeholder Argument Essay**

Your project will be evaluated based on the following hierarchy of rhetorical concerns and the extent to which the project effectively achieves its purpose with its audience in the given context. The following Hierarchy of Rhetorical Concerns will be used to guide the feedback and evaluation of the project.

**PURPOSE and FOCUS**
- How well does the Annotated Bibliography achieve its purpose of summarizing and evaluating reliable, relevant, and current sources?
- Is the focus of the research clear, based on a well-written inquiry question and the sources that appear in the AB?
- Does the AB have high-quality sources, including at least at least two scholarly sources?
- How well does the Researched Stakeholder Argument essay achieve its purpose?
- Does the purpose match the audience?
- Is the focus of the essay clear and maintained throughout the paper?

**DEVELOPMENT for AUDIENCE**
- How well has the author developed his/her annotations for the reader?
- Is there enough information in summaries for the reader to understand the article?
- Do the evaluations explain why the source is reliable, discuss how it relates to other sources on the AB, and explore how it will be used in the essay?
- How well does the writer develop his/her logos, using a well-written central claim, strong reasons, providing appropriate background information and definitions, etc.?
- How well does the writer develop his/her ethos, using concrete evidence from multiple sources, appropriate citation and attribution, fair language, and writing in a way that matches the intended audience?
- How well does the author develop pathos by considering the audience’s needs, values, and beliefs as he/she writes the argumentative essay?
- How well does the author provide connections and links between claims and reasons and reasons and evidence?
- How well does the author summarize and respond to counterargument(s)?

**GENRE and ORGANIZATION**
- How effectively does the writer meet the genre requirements of the Annotated Bibliography?
- Are citations correct and complete?
- Does the AB follow MLA formatting guidelines?
- Is each part of the annotation distinct and clear (i.e., citation, summary, evaluation)?
- Are sources organized alphabetically by first word in the citation?
- How effectively does the writer meet the genre requirements of the argumentative essay?
- How well does the organizational strategy the author uses help the reader understand the content of the essay?

**STYLE and CONVENTIONS**
- Are both the AB and the Researched Stakeholder Argument Essay written in standard, edited English?
- How appropriate are the tone and voice for the purpose and audience?
- Does the project show attention to issues of style and convention, esp. those discussed in Style and Convention Seminars?
- To what extent do issues of style and conventions distract the intended audience and/or keep the reader from understanding the ideas in the paper?