Overview:

- This project has two parts.
- **In Assignment 3**, you will craft a strong inquiry question to guide your research, find sources to answer that question, and collect five reliable, relevant, and current sources in an Annotated Bibliography.
  - The AB will have five sources with annotations of approximately 250 words each (for a total of about 1250 words on the final draft.)
  - It is worth 10% of your semester grade.
  - It is due Friday, October 28
- **In Assignment 4**, you will take your research from Assignment 3 (adding to it, as necessary) and write a research-based argument directed at a particular stakeholder in your issue.
  - The essay you write will be 1800-2100 words for the final draft plus a Works Cited page (note: the Works Cited page does not count toward the word count requirement)
  - It is worth 25% of your semester grade.
  - We will use the following timeline for this essay:
    - Peer Review Workshop on ________;
    - Style and Conventions Seminar on ________;
    - Final draft of Assignment 4 due on __________.

Assignment 3: Annotated Bibliography

Purpose and Focus:

- The purpose of Assignment 3 is to craft a refined, meaningful inquiry question related to the course theme of food (which helps you focus your research) and to answer that question. You do this by gathering reliable, relevant, and current sources, five of which you'll cite, summarize, and analyze on your Annotated Bibliography.
- By doing this, you will help shape your purpose for communicating with a specific audience (in Assignment 4) and the sources you gather will offer you some evidence to use as you present your ideas to the audience.
  - (NOTE: I encourage you to find more than five sources as you research, but only five will be included on the Annotated Bibliography.)

Some important notes about your inquiry question and Annotated Bibliography:

- In order for you to have the opportunity to write about multiple issues within our course theme this semester, your inquiry question must be related to a different topic than you used for your Stakeholder Proposal.
- For your Annotated Bibliography, do not use articles from the reader, those that have been provided or linked on Canvas, or those previously assigned in class (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 a variety of different 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
- Write annotations for five sources. Annotations are composed of the following:
  - a complete and accurate citation in MLA format;
  - a rhetorical summary of the entire text (refer back to what we did on Assignment 1);
    
    *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 text and write an original summary for it.*
  - an analysis of the source that explains
    - what makes the source reliable. Consider: How does the author demonstrate ethos? What are the author’s credentials? What types of evidence does the author use? What genre have they chosen to publish in?
    - what information, viewpoints, evidence, etc. seems as if they will be most helpful when you’re writing your argument. Consider: Is this information valuable for background/introductory material? Are there striking examples that you might use for evidence? Could the author’s ideas be a counterargument you’ll refute? Does the author engage his/her audience by using rhetorical strategies that you might also use?
    - how the source compares with other sources on the AB and is importantly representative and contributory. It is important to seek a range of sources representing variation in position and perspective rather than simply sources that all agree. Consider: how does this information confirm, conflict with, and/or offer a new perspective on the information you’ve gathered from other sources on the AB?

Genre and Organization:
The genre for this assignment is an annotated bibliography. An annotated bibliography is a collection of annotations. As you research, you’ll collect many sources; for five of the sources you collect, you will create annotations composed of three parts:

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;
- Beneath 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, audience, and the academic context in which you’re writing. Your text should be grammatically correct and written in Standard English. You should continue applying the skills acquired in Style and Convention Seminars. Additionally,

- Your paper should be typed and double-spaced, using Times New Roman, 12 pt font
- Have your last name and page number in the upper right-hand corner of each page
- Have one-inch margins
- Include a formal MLA heading consisting of your name, my name, the course, and the due date for the assignment
- Include the CSU Honor Pledge at the top of the first page: “I have not given, received, or used any unauthorized assistance on my writing project.”

Due Date and Worth
Since you must conduct strong research prior to writing the Researched Argument, this part of the assignment is due prior to Assignment 4. It is due Friday, October 28 and is worth 10% of your overall course grade.
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 analyzing 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?

**DEVELOPMENT for AUDIENCE:**
- How well has the author developed his/her annotations for the reader?
- Does the author offer a clear rhetorical summary?
- Is there enough information in summaries for the reader to understand the content of the article?
- How well does the author analyze the source’s reliability, explore how it might be used in the argument, and consider how the source compares with others on the AB?

**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, analysis)?
- Are sources organized alphabetically by first word in the citation?

**STYLE and CONVENTIONS:**
- Is the AB 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?
Grading Criteria

"A" (excellent) Annotated Bibliography (90% +):

- The AB shows effective and thorough research into the chosen question(s) with five sources.
- At least two of the sources are scholarly and all of the sources are current (fewer than 5 years old).
- The inquiry question(s) is debatable and well-considered.
- The inquiry question is clearly stated at the top of the annotated bibliography.
- The summaries of sources focus on relevant key points that answer the inquiry question.
- The analyses provide convincing, well-explained reasons that the sources are credible, explore how the source might be used in the Researched Argument, and consider the source in context with other sources on the AB.
- The AB is correctly formatted in MLA style: double-spaced, entries listed in alphabetical order, aligned left except the hanging indent after first line of citation, no extra spaces between entries.
- All outside sources are correctly cited both in the text and in a works cited page at the end.
- "A" assignments are also clearly written and carefully edited and proofread with appropriate attribution in MLA style.

"B" (good) Annotated Bibliography (80% +):

- The AB shows effective and thorough research into the chosen question(s) with five sources.
- At least two of the sources are scholarly and all of the sources are current (less than 5 years old).
- The inquiry question(s) is debatable and well-considered.
- The “B” assignment not only meets all the general assignment requirements but shows strong understanding of sources through summary and thoughtful consideration of the credibility, usefulness, and conversation with other sources through the analysis.
- A “B” analysis will demonstrate that the writer has chosen credible sources through the analysis.
- A “B” assignment will differ from an "A" assignment, however, because it may be less convincing that the sources are credible (perhaps due to a lack of explaining the criteria) or less clear how it might be used and/or how it compares with other sources on the AB.
- A "B" assignment distinguishes from the “C” assignment because of the richness of the research and the effectiveness of the use of evidence and evaluation.
- A "B" assignment may not strictly and consistently follow MLA formatting for an AB and/or not possess the level of professional polish and interesting insight.
- "B" assignments are clearly written (any errors in grammar or other stylistic choices do not hinder understanding)

"C" (satisfactory) Annotated Bibliography (70% +):

- The "C" assignment meets all the general requirements of the assignment and shows that the writer can conduct effective research to answer a question about a debatable issue.
- The development of the assignment may be harmed by a lack of five, credible sources that are all clearly related to the inquiry question.
- Among the significant weaknesses the “C” assignment might show are these:
  - the summaries may be too long or too short to be effective;
  - the analyses do not explain credibility or the explanation is not convincing;
  - the analyses do not explore how the source might be used and how it compares with other sources on the AB, or that explanation is unclear or unconvincing.
  - the sources may not follow requirements for currency or a mix of scholarly and popular.
- A “C” assignment may often not follow MLA formatting guidelines for an AB.
- While borrowed information in a “C” assignment is appropriate, the writer may need to communicate more effectively at the sentence level and the authority of the writer may be called into question due to the number of errors or the range of confusing sentences.

"D" (poor) Annotated Bibliography (60% +):

- Assignments receiving a “D” suggest that the writer may not be grasping the key concepts needed to move forward in the course successfully. A "D" assignment may seem to not understand, or misunderstand, the purpose(s) of the assignment.
- This means that “D” assignments do not show a good enough understanding of the sources, or how to evaluate a source, or how to use sources to conduct effective research.
- Such an assignment receives a “D” rather than an “F” because it shows a sincere effort to complete the assignment but the performance falls far short of expectations.
• *If your assignment receives a D, you should schedule a time to meet with your instructor to discuss it.*

"F" (failing) Annotated Bibliography (below 59%):
• Assignments that are late without prior extension, or plagiarized, or non-responsive to the assignment guidelines, or significantly incomplete or non-existent will receive no credit.
Assignment 4: Researched Argument

Purpose and Focus:
The purpose of this essay is to persuade your audience to accept your thesis by crafting a debatable claim, developing sound reasons to support the claim, finding and developing credible evidence to support those reasons, and responding to at least one counterargument.

Your focus will be determined by the research you do in Assignment 3, the Annotated Bibliography. After completing your AB you may find that you want to continue narrowing your focus, based on the research you completed for that assignment.

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 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:
  o The stakeholder expects that the argument is supported with reasons and evidence from the research you’ve gathered.
  o 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.
  o 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 an 1800-2100 word MLA-style, research-based argumentative essay, plus a Works Cited page (note: the Works Cited page does not count toward the word count requirement). Pay attention in class as we go over the features of this genre.

Thoughtfully consider how you will organize your essay based on your purpose and audience. As you organize your paper, think about how you will order your reasons, where you will respond to the counterargument(s), and what information you will place in your introduction and conclusion.

Throughout your essay and Works Cited you should use correct MLA citation and formatting conventions.

Style and Conventions:
Your tone and “voice” should be appropriate for your subject matter, audience, and the academic context in which you’re writing. Your text should be grammatically correct and written in Standard English. You should continue using the skills acquired in Style and Convention Seminars. Additionally,
• Your paper should be typed and double-spaced, using Times New Roman, 12 pt font
• Have your last name and page number in the upper right-hand corner of each page
• Have one-inch margins
• Include a formal MLA heading consisting of your name, my name, the course, and the due date for the assignment
• Include a Works Cited page at the end with full citations for all sources, along with corresponding in-text citations within the body of the paper.
• Include the CSU Honor Pledge at the top of the first page: “I have not given, received, or used any unauthorized assistance on my writing project.”

**Timeline and Worth**

Peer Review Workshop: ________
Style and Convention Seminar: ________
Final Draft due: ____________

The Researched Argument is worth 25% of your overall course grade.
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 Researched Argument achieve its purpose of synthesizing research in order to persuade a specific stakeholder to accept the student’s unique claim?**
- **Does the argument expand the conversation on the issue by offering a unique argument?**
- **Does the purpose match the audience?**
- **Is the focus of the essay clear and maintained throughout the paper?**

### Development for Audience:

- **How well does the writer develop his/her logos, using a well-written central claim, strong reasons, providing appropriate background information and definitions, avoiding logical fallacies, etc.?**
- **How well does the writer develop his/her ethos, using concrete evidence from multiple sources to prove each reason, appropriate citation and attribution, fair language, writing in a way that matches the intended audience, etc.?**
- **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 develop 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 an MLA-style argumentative essay?**
- **Do both the essay and the Works Cited use correct MLA formatting standards?**
- **How well does the organizational pattern the author uses help the reader understand the content of the essay?**
- **What other strategies (previews, transitions, etc.) does the author use to help the reader understand how ideas relate and connect? How effective are these strategies?**

### Style and Conventions:

- **Is the Researched Argument written in Standard 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?**
Grading Criteria

"A" (excellent) Researched Argument (90% +):
- The central claim (thesis) is clearly stated, is debatable, and shows exigency for the stakeholder.
- The paper adds a unique and engaging argument to the ongoing conversation.
- The cumulative effect of this argument is one of thoroughness and unity, leaving the specific stakeholder audience likely to be convinced of your central claim or persuaded to take action.
- The stakeholder is the appropriate audience for the claim and the argument appeals to their values, needs, expectations, beliefs, and experiences.
- Background information and definition of key terms meets the needs of the stakeholder addressed.
- The argument shows effective and thorough research to support the thesis, thereby building ethos and logos.
- The evidence is synthesized effectively to support each reason, and connections are clear between the thesis, reasons, and evidence to strengthen logos.
- The writer uses an appropriate amount of emotional appeals which do not overshadow logos and ethos appeals.
- Specific counterarguments are fairly represented and rebutted effectively to build author ethos.
- Tone and language are fair and balanced and make a strong connection to the reader, and the writing matches the intended audience to build author ethos.
- The argument is organized in a coherent, linear fashion that is appropriate for the intended stakeholder.
- All outside sources are correctly cited both in the text and in a works cited page at the end.
- “A” assignments are also clearly written and carefully edited and proofread with appropriate attribution in MLA style.

"B" (good) Researched Argument (80% +):
- The central claim (thesis) is clearly stated, is debatable, and shows exigency.
- The paper adds a unique and engaging argument to the ongoing conversation.
- The cumulative effect of this argument is one of thoroughness and unity, leaving the specific stakeholder audience likely to be convinced of your central claim or persuaded to take action.
- The “B” assignment not only meets all the general assignment requirements but shows strong synthesis of sources to support the thesis and reasons.
- A “B” argument will address an appropriate stakeholder to match the thesis and purpose.
- A “B” assignment will differ from an "A" assignment, however, because the thesis may be less convincing perhaps due to a lack of explaining the reasons or showing the connections to the audience.
- A “B” assignment distinguishes from the “C” assignment because of the richness of the research, the support of the argument with evidence, and the strength of appeals to the stakeholder.
- The argument is organized in a coherent, linear fashion that is appropriate for the intended stakeholder, though it may lose focus occasionally.
- A “B” assignment will include all outside sources are correctly cited both in the text and in a works cited page at the end, but it may not strictly and consistently follow MLA formatting for citations and/or not possess the level of professional polish and interesting insight.
- “B” assignments are clearly written (any errors in grammar or other stylistic choices do not hinder understanding) and carefully edited with appropriate attribution in MLA style.

"C" (satisfactory) Researched Argument (70% +):
- The “C” assignment meets all the general requirements of the assignment and shows that the writer can conduct effective research to support an argument.
- The development of the assignment may be harmed by a lack of synthesized, credible sources that are all clearly related to the thesis.
- Among the significant weaknesses the “C” assignment might show are these:
  - the stakeholder may be unclear, poorly appealed to, or inappropriate for the thesis and purpose.
  - the argument may be unclear, unconvincing, or unreasonable.
  - the tone or style may be inappropriate for the audience.
  - the counterargument may be missing, unfair, or inappropriate for the stakeholder.
- The argument is organized in a way that is appropriate for the intended stakeholder, though it may often lose focus.
- A “C” assignment may often not follow MLA formatting guidelines and the citations may be confusing to the reader.
- While borrowed information in a “C” assignment is appropriate, the writer may need to communicate more effectively at the sentence level and the author ethos may be called into question due to the number of errors or the range of confusing sentences.

"D" (poor) Researched Argument (60% +):
- Assignments receiving a "D" suggest that the writer may not be grasping the key concepts needed to move forward in the
course successfully. A "D" assignment may seem to not understand, or misunderstand, the purpose(s) of the assignment.

- This means that "D" assignments do not show a good enough understanding of the sources being used or how to create an argument for a stakeholder.
- Such an assignment receives a "D" rather than an "F" because it shows a sincere effort to complete the assignment but the performance falls far short of expectations.

"F" (failing) Researched Argument (below 59%):
- Assignments that are late without prior extension, or plagiarized, or non-responsive to the assignment guidelines, or significantly incomplete or non-existent will receive no credit.