

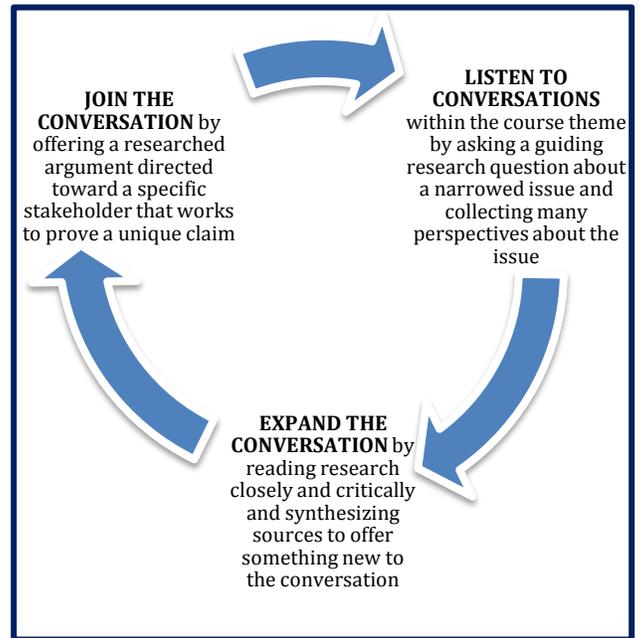
Unit 2: Research and Argument

Assignment 3: Annotated Bibliography

Assignment 4: Researched Argument

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 six reliable, relevant, and current sources in an Annotated Bibliography.
 - The AB will have six sources with annotations of approximately 250 words each (for a total of about 1500 words on the final draft.)
 - It is worth 15% of your semester grade.
 - We will use the following timeline for the AB:
 - Workshop:
 - Style and Convention Seminar:
 - Final draft of A3 due:
- **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 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:
 - Workshop:
 - Style and Convention Seminar:
 - Final draft of A4 due:



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, six 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 six sources as you research, but only six 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. The purpose 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. If you choose, you may use articles from these sources in Assignment 4, the Researched Argument.
- Of the six sources on your final AB, *at least two* must be scholarly sources and *at least four* must be from CSU library databases.

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
- Include at least four sources from CSU library databases
- Write annotations for six sources. Annotations are composed of the following:
 - a complete and accurate **citation** in MLA format;
 - a **summary** of the entire text (refer back to skills for writing key-point summaries covered in A1);
 - **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. seem 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 contributes to understanding the conversation on the issue.** 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, which is a collection of annotations. As you research, you'll collect many sources; for **six** of the sources you collect, you will create annotations of approximately 250 words (for a total of about 1500 words for the final draft). As with all other assignments, you may go 10% over the maximum word limit before receiving a penalty on your grade.

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,

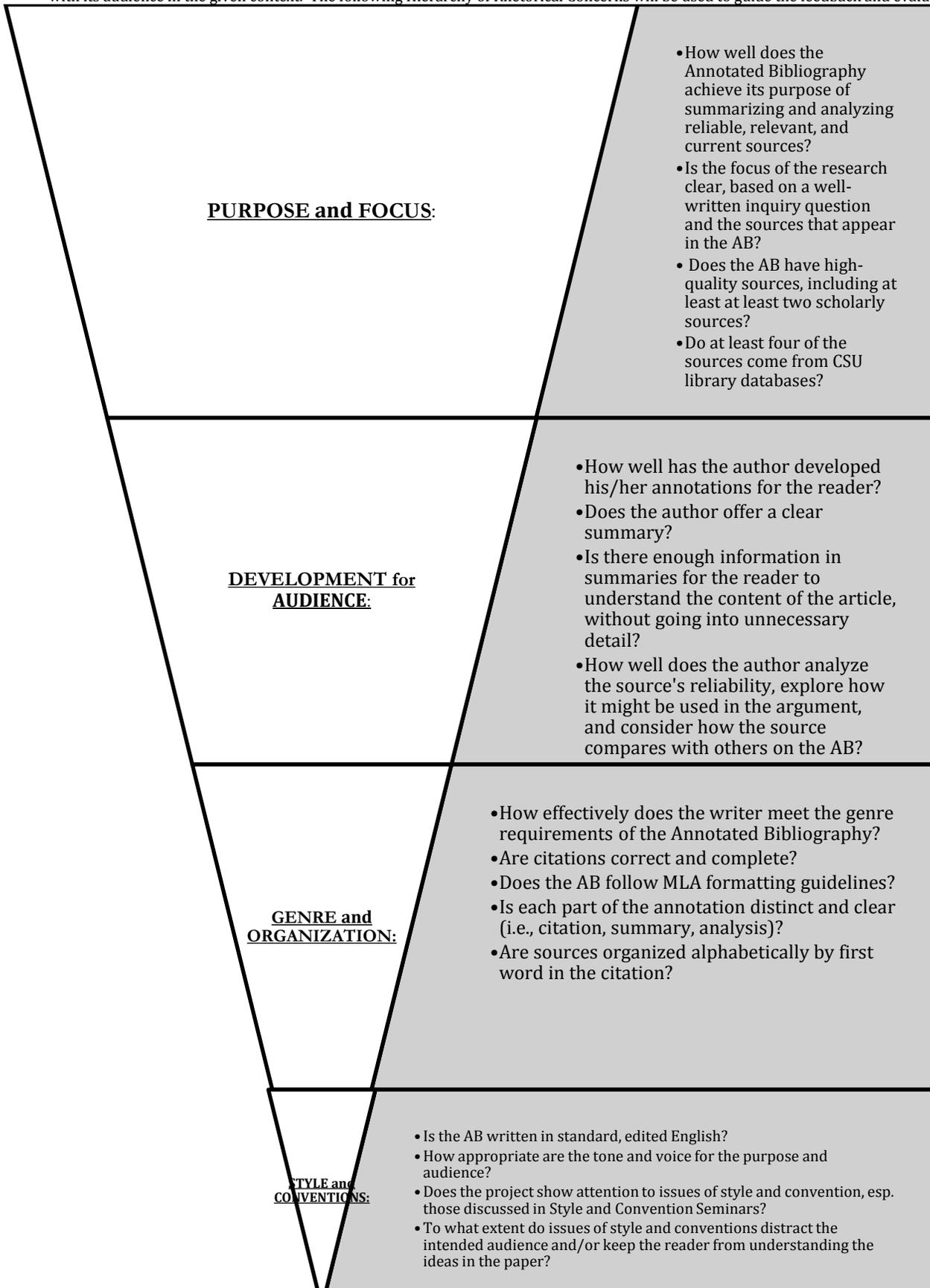
- Your paper should be typed and double-spaced, using Times New Roman, 12 pt font
- Have your last name and page number in the upper right-hand corner of each page
- Have one-inch margins
- Include a formal MLA heading consisting of your name, my name, the course and the due date for the assignment
- 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 _____ and is worth 15% of your overall course grade.

Hierarchy of Rhetorical Concerns for Feedback and Evaluation: Annotated Bibliography

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.



Grading Criteria

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

- The AB shows effective and thorough research into the chosen question(s) with six sources.
- At least two of the sources are scholarly, all the sources are current (fewer than 5 years old), and at least four of the sources come from CSU library databases.
- The inquiry question is focused and well-written.
- The inquiry question is clearly stated at the top of the annotated bibliography.
- The summaries of sources focus on relevant key points.
- 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 sources are correctly cited.
- "A" assignments are also clearly written and carefully edited and proofread with appropriate attribution in MLA style.

"B" (above average) Annotated Bibliography (80% +):

- The AB shows effective and thorough research into the inquiry question with six sources.
- At least two of the sources are scholarly, all the sources are current (fewer than 5 years old), and at least four of the sources come from CSU library databases.
- The inquiry question is focused and well-written.
- 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 explanation) 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 analysis.
- 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" (average) 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 six, 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, meet the minimum number of scholarly sources, or meet the minimum number of sources from CSU library databases.
- 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" (below average) 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 being used, 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.

"F" (unsatisfactory) 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 earn an F.

If your assignment receives a D or an F, you should schedule a time to meet with your instructor to discuss it.

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:
 - The stakeholder expects that the argument is supported with reasons and evidence from the research you've gathered.
 - The stakeholder 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.
- Consider whether you want to use a multi-modal element in your argument. This is not mandatory but can be a strong way to appeal to many different audiences.

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). As with all other assignments, you may go 10% over the maximum word limit before receiving a penalty on your grade. 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,

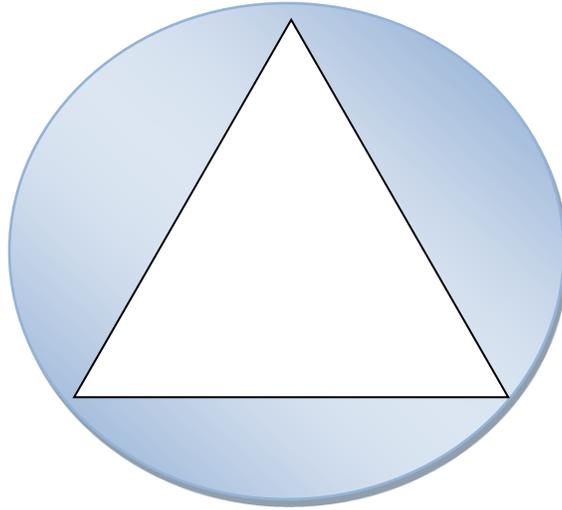
- Your paper should be typed and double-spaced, using Times New Roman, 12 pt font
- Have your last name and page number in the upper right-hand corner of each page
- Have one-inch margins
- Include a formal MLA heading consisting of your name, my name, the course, and the due date for the assignment
- 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

- Workshop:
- Style and Conventions Seminar:
- Final Draft due:

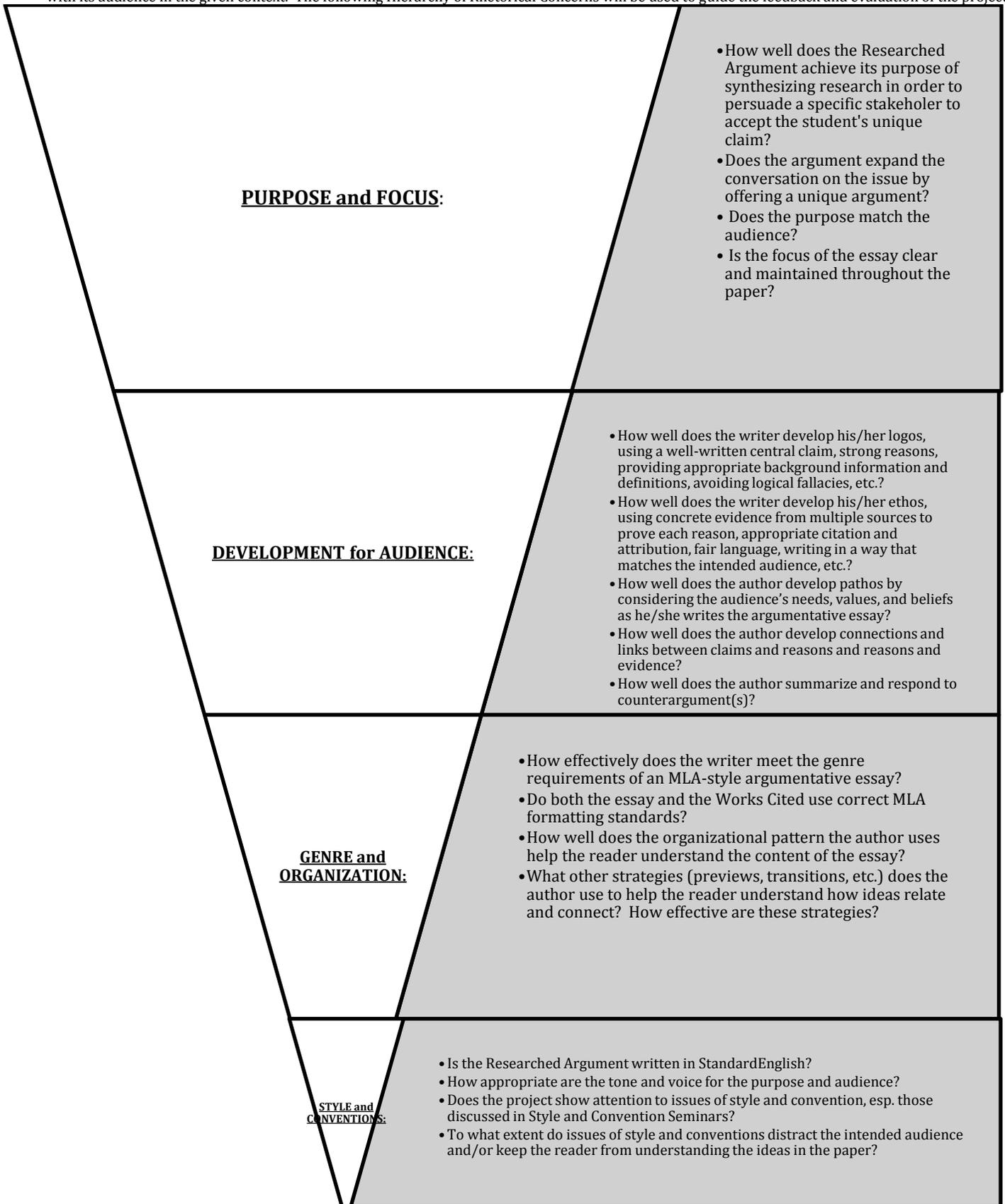
The Researched Argument is worth 25% of your overall course grade.

Turn-In Directions:



Hierarchy of Rhetorical Concerns for Feedback and Evaluation: Researched Argument

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.



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.
- 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 emotional appeals appropriately and in such a way so as not to 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" (above average) 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.
- 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 argument 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" (average) 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" (below average) 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" (unsatisfactory) 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 earn an F.