ENGLISH 100  EXPOSITORY WRITING  FALL 2009
3 CREDITS
T-Th 11:15 to 12:30; 3:30-4:15
INSTRUCTOR: Robert Barclay  OFFICE: Akoakoa 236  EMAIL: rbarclay@hawaii.edu
OFFICE HOURS: M-W-F: 9:00 to 1:30; T-Th: 11:00 to 1:30  PHONE: 224-3019

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION
A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. Prerequisite: C or higher in English 22 or placement. This course satisfies the “Written Communication” requirement for the Associate in Arts degree.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course you should be able to:
1) Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
2) Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
3) Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
4) Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical approaches in order to integrate that knowledge into their writing.

WRITTEN COMMUNICATION HALLMARKS
1) Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.
2) Provide students with guided practice of writing processes--planning, drafting, critiquing, revising, and editing--making effective use of written and oral feedback from the faculty instructor and from peers.
3) Require at least 5000 words of finished prose--equivalent to approximately 20 typewritten/printed pages.
4) Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5) Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.
EXPECTEDATIONS

You will maintain a portfolio of all writing assignments, including annotated bibliographies, rough drafts, peer reviews, final drafts, grade sheets, and revised final drafts, which you will turn in at the end of the semester.

This classroom will be a place of active learning, which requires you to arrive on time and you must be prepared to contribute (this includes having done the assigned readings, drafts, or any other assigned work or preparation). There will be no opportunity for you to simply show up and daydream or text your friends and listen to your iPod in the back. If you are not prepared, or do not participate, you will be considered absent. Additionally, you will take quizzes on all handouts and readings. There will be no make-up quizzes, and if you are late for class you will not be able to take the quiz. Be sure to activate and check you Hawaii.edu email account, as this will be how I will communicate with the class at times.

You are responsible for your own learning. Ask questions and seek clarification when things are not clear to you. Stop by and see me if you are having difficulty. Free tutoring, funding, and computer use is available for those who qualify for TRiO, a federally funded program. The contact number for the TRiO office is 235-7476. Also, the library will lend you a computer.

TEXTBOOKS

MLA Handbook by Joseph Gibaldi
Several other handouts will also be provided in class

ASSESSMENT TASKS AND GRADING

You must complete ALL assignments to pass this class. NO EXCEPTIONS. Assignments that do not meet minimal proficiency (receiving an F grade) must be redone to receive passing credit.

Library Research Unit  5%
WA-1  Essay or Story  5%  4 pages
WA-2  Career Paper  5%  4 pages
WA-3  Argument 1  5%  4 pages
WA-4  Argument 2  5%  4 pages
WA-5  Self Analysis  5%  4 pages
Quizzes  5%
Final Exam  5%
Three Conferences  10%
Completed Portfolio  50% (graded primarily on revised final drafts)
A = 90+; B = 80+; C = 70+; D = 60+; F = 59 and below

ATTENDANCE POLICY

This is not a correspondence course. There are no excused absences. Schedule medical appointments outside of class times. You are required to show up and participate. If, for whatever reason, you think you will miss more than six classes this semester, then this is not the class for you. There will be no make-up quizzes and no extra credit. Seven absences (amounting to missing over two full weeks of the semester) lowers your final grade by 10%.
Eight absences lowers it another 10%. **Nine absences (or missing three full weeks of the semester) results in an F final grade.** As such, you will be wise to not miss class except for real illnesses or emergencies. **If you do miss class, it is your responsibility to contact your classmates to find out what you missed or what changes have been made to assignments, and what you need to be prepared for the next class.** If it is a day that we are conducting peer reviews of your drafts, you are still responsible to get that done. If life prevents you from regularly attending, then drop the course. If life prevents you from attending after the drop deadline, contact the Dean with proof of a valid excuse (medical emergency, death in the family) and you will receive a late withdrawal without penalty. Valid excuses for late withdrawal do not include employer or child care demands.

**PAPER AND ASSIGNMENT POLICY**

Most writing assignments require you to complete three drafts: a rough draft (including a peer review sheet), a final draft (which may include an annotated bibliography), and then a revised final draft. The rough drafts must be complete drafts, and **the final drafts must be typed in MLA format, including a works cited page if required.** The revised final drafts will address and correct all punctuation, grammar, and content issues that I mark on the final drafts. Drafts are due on the dates specified. Late drafts lose one letter grade. Drafts more than a week late will lose two letter grades. Keep in mind that paper lengths are minimums. **Not completing all assignments will result in a failing grade for the entire course.** Do not submit papers as email attachments, or send email drafts to me for editing. If you want help with any of your papers (for this class or any other) come see me during my office hours or make an appointment. I am always happy to help.

**PLAGIARISM POLICY**

**Plagiarism will not be tolerated.** If you do plagiarize, receive a failing grade, and the incident will be filed within your permanent academic record. We will discuss in class the MLA book’s detailed definition and explanation of plagiarism, including examples of how and how not to paraphrase. All sources used in your papers must be properly cited according to MLA format. If in doubt, come see me before turning in your paper. **Do not cut and paste from the internet.**

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

**MANDATORY LIBRARY RESEARCH UNIT**

In order to pass this class, WCC requires you to pass all three tests of the library research unit. These tests insure that you are able to use this library and others as a research tool. At the beginning of the semester we will visit the library for a presentation on taking the unit tests, and **all three tests must be passed with a score of 10 or higher by October 6.** One of the pitfalls many students make is simply trying to memorize answers from the practice tests. In those cases, the students fail again and again, wasting their valuable time. Instead, actually use the
tutorials that are provided, and don’t take the tests until you are sure that you understand the material. It is up to you to take the initiative on this, so avoid failing the class and don’t forget.

**THREE CONFERENCES WITH INSTRUCTOR**

At times during the semester, you are required to sit down with me to discuss the completed rough or final drafts of your writing assignments. Stop by during office hours, or make an appointment. There will also be class time set aside for conferences, but you will need to wait your turn so bring something to work on while you wait. Do not neglect these conferences, as you cannot pass the course without them. Each conference should last about five minutes.

**PORTFOLIO**

In a three ring binder, keep all annotated bibliographies, drafts, grade sheets, and peer reviews of the writing assignments you do in this course. Don’t wait until the end of the semester to revise your final drafts. Revise them shortly after I return them to you and place them in your portfolio. You might also visit with me prior to revising your final drafts, so that I can help you. In the **portfolio, separate all the work for each assignment with tabbed and labeled inserts. Insure that all items below are included in your portfolio, and in the following order. Do not place papers in plastic sleeves. All items must be included to pass.**

**This Completed Checklist**, marking all included items (copy this page).

**WA-1: Personal Essay or Short Story**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Annotated bibliography
- Grade Sheet

**WA-2: Career Paper**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Annotated bibliography
- Grade Sheet

**WA-3: Argument 1**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Annotated bibliography
- Grade Sheet

**WA-4: Argument 2**
- Final draft
- Rough draft
- Peer review
- Annotated bibliography

**Self Analysis**
WRITING ASSIGNMENT ONE: SHORT STORY OR ESSAY

Option A
Write, and submit for publication a short story set in Hawai‘i, preferably here on the Windward side. Your story will receive an A if 1) it includes an interesting plot, 2) interesting and developed characters, 3) it strives to impart some theme, and 4) it is written with clear sentences and understandable punctuation. Similes and metaphors will greatly impress! Strive to say something about the experience of living in Hawai‘i. Remember, this is fiction, not essay. Use your imagination to create this story, and feel free to go hyperbolic!

Think about the story having a beginning, middle, and especially a good ending. Think about point of view, good dialogue, strong descriptions that appeal to the senses and give the reader a precise and vivid evocation of experience. Write scenes that are in the moment, transitioning from scene to scene. Most of all, think about your audience. What must you do to make them like it? Write through the senses of your character and to the senses of your audience.

Your story should be at least four full pages in MLA format. Stories three pages or shorter will be returned ungraded. Stories less than four full pages, but more than three full pages, will lose 10% from the final grade. See me if you are having trouble.

Option B
Write a personal essay that focuses on an experience of yours in Hawai‘i, preferably here on the Windward side. The essay should relate personal experience, and your thoughts on that experience. Think about a main idea or theme that you are trying to get across, but don’t worry too much about this in your first draft. Use your final draft to really nail down what you are trying to say, without saying it so much as showing it. Keep in mind the theme for this year’s Rain Bird—Windward Style. As part of this assignment, you are required to submit your essay for publication to Rain Bird. As such, do not write anything you would rather not share with the rest of the world.

Your essay should be a minimum of four full pages in MLA format. Essays three pages or shorter will be returned ungraded. Essays less than four full pages, but more than three full pages, will lose 10% from the final grade. See me if you are having trouble.

On the due date you are required to turn in two copies of your story or essay as follows:

Copy 1) Final Draft stapled to the Rough Draft stapled to the Peer Review

Copy 2) Final Draft (without you name on it) stapled to the Rain Bird Entry Form

If your assignment is not turned like this, in its entirety, it will be handed back to you.
Your annotated bibliography is due in class Friday, September 14. Your full rough draft is due in class Wednesday, September 19. A typed, stapled, properly formatted final draft is due Friday, September 21.

Essay Peer Review

Final draft should be turned in stapled to the rough draft and the peer review, in that order

1) Is the essay grounded in experience and observation? How so?

2) Is the experience detailed and specific enough to create mental imagery? If not, what details would make it come alive?

3) What main idea or theme is being expressed in this essay? In other words, what conclusion do you draw from the experience?

4) Does the writing flow well, and can you hear the author’s voice? Point out trouble spots.

5) What do you like best about this essay?

6) What needs the most improvement?

8) Author’s comments: State three things in three full sentences on how you plan to improve this essay.
Essay Evaluation Sheet
Subtract 10% for a late paper, and 10% if it’s short of four full pages. (Papers three pages or less will not be graded—resubmit)

Proper MLA Format 25%

- 12 pt. Times New Roman Font
- Double Spacing Throughout
- One Inch Margins
- Headings (name, page #)
- Stapled

Assignment Criteria 50%

- Essay is Grounded in Experience and Observation
- Essay Contains Strong Imagery
- Essay Has a Theme or Main Idea
- Peer Review
- Good Title

Quality of Writing 25%

- Grammar
- Punctuation
- Spelling
- Voice
- Final Draft Improves Greatly from Rough Draft
Story Peer Review

Final draft should be turned in stapled to the rough draft and the peer review, in that order

1) Describe the protagonist, and how you feel about him/her.

2) Is the setting detailed and specific enough to draw you into the story? If not, how might the setting become better established?

3) After reading the story, what images or lines remain in your mind?

4) Insure that dialogue is separated by paragraphs, not jammed together in the same paragraph. (Ask if you do not understand this).

5) Is the narrative voice appropriate for this story, and what would you suggest to improve it?

6) What theme or main idea is the story communicating to you, or what theme might be developed?

6) What did you like best about this story?

7) What needs the most improvement?
8) Author’s comments: State three things in three full sentences on how you plan to improve this story.

Story Evaluation Sheet
Subtract 10% for a late paper, and 10% if it’s short of four full pages.
(Papers less than three full pages will not be graded)

Proper MLA Format 25%
12 pt. Times New Roman Font
Double Spacing Throughout
One Inch Margins
Headings (name, page #)
Stapled

Assignment Criteria 50%
Contains Interesting Plot (or situation)
Contains Interesting and Developed Characters
Theme
Peer Review
Good Title

Quality of Writing 25%
Grammar
Punctuation
Spelling
Voice
Final Draft Improves Greatly from Rough Draft
WRITING ASSIGNMENT TWO: CAREER PAPER

Now that you have completed the DISCOVER career search, discuss the career that best aligns with your INTERESTS, ABILITIES, AND VALUES. Include in your paper a discussion of what you will need to do to achieve this career, maybe including financing, specialized education or training, and a timeline for yourself. What concerns do you have about your ability to achieve this career? What kind of life will this career provide you with? What did you learn from DISCOVER that helped you? What do you think about certain issues you will need to confront once you have this career? For example, if you choose to become a doctor, you might need to confront the issues of malpractice or physician assisted suicide. The questions above are just a few that you might address, so feel free to address any others you might think of and organize the paper any way you wish. Just make sure the paper has a singular flow and focus, so that everything ties together.

As part of this assignment, you are also required to compile an annotated bibliography of at least five authoritative sources. Three of those authoritative sources must be cited in your paper. Don’t forget to include a works cited page and the proper in-text citations. You may use authoritative sources found through DISCOVER or any other authoritative source you can find. Don’t avoid the library, and feel free to ask the librarian for help.

On the due date you are required to turn in your paper as follows:

- Final Draft stapled to the
- Rough Draft stapled to the
- Peer Review stapled to the
- Annotated Bibliography

If your assignment is not turned like this, in its entirety, it will be handed back to you.

Your annotated bibliography of at least five items is due in class Thursday, October 1. Your rough draft is due in class Thursday, October 8. A typed, stapled, properly formatted, four-page (at least) final draft, with works cited page, is due Monday, October 20.
Career Paper Review

Final draft should be stapled to the rough draft, the peer review, and the annotated bibliography, in that order.

1) Does the author sound genuinely interested in his/her chosen career, and where does that show?

2) What did you as a reader find most interesting about this career?

3) What did you as a reader find least interesting about this career?

4) What outside sources are in the paper, and are they cited properly? If not, help the author do so. If there are no sources, remind the author that incorporating sources is an important part of the rough draft, and make him or her promise to do so next time.

5) What part of this paper needs the most improvement? Make sure to provide a detailed answer!

6) Does the paper have a singular flow and focus, or does it seem choppy? How might it flow better?
8) Author’s comments: State three things in three full sentences on how you plan to improve this story.

Career Paper Evaluation Sheet
Subtract 10% for a late paper, and 10% if it’s short of four full pages.
(Papers less than three full pages will not be graded)

Proper MLA Format 25%
12 pt. Times New Roman Font
Double Spacing Throughout
One Inch Margins
Headings (title, name, page #)
Stapled

Assignment Criteria 50%
Contains Singular Flow and Focus
Contains Three Authoritative Outside Sources
Outside Sources Cited Properly
Contains Annotated Bibliography with Five Sources
Good Title

Quality of Writing 25%
Grammar
Punctuation
Spelling
Voice
WRITING ASSIGNMENT THREE: ARGUMENT 1

For this assignment, persuade a specific audience to do a specific action. That audience might be everybody in the State, or it might just be one person. Argue using facts, examples, and expert opinion. What needs to be done, why does it need to be done, and who needs to do it? If needed, how will it be paid for? What authoritative outside sources support your argument? What authoritative outside sources oppose your argument? What research can you do to write a more informed argument? **What argumentative strategy will be most persuasive to your specific audience?** What original thinking can you bring to the topic?

Your paper must be in the form of an argument (a position that must be supported with evidence), and **your first paragraph must contain a thesis statement. You must include/anticipate and address at least one possible counter-argument that might work against your argument.** Include at least five authoritative outside sources in your annotated bibliography, and cite at least three of them in your paper.

Be especially careful not to plagiarize the thoughts or words of others. Do not cut and paste from the internet. If there is plagiarism in this paper, you will fail the class, wasting all other time you spent this semester, and your money. Additionally, your plagiarism will be noted on your permanent academic record. To be safe, see me if you are in doubt.

On the due date you are required to turn in your paper as follows:

- Final Draft stapled to the
- Rough Draft stapled to the
- Peer Review stapled to the
- Annotated Bibliography

If your assignment is not turned like this, in its entirety, it will be handed back to you.

Your annotated bibliography is due in class Thursday, Oct. 29. Your rough draft is due in class Tuesday, November 3. A typed, stapled, properly formatted, four-page (at least) final draft, with works cited page, is due Tuesday, November 10.
Argument 1 Peer Review

Staple final draft in this order: Final Draft, Rough Draft, Peer Review, Annotated Bibliography

Is there a thesis statement in the first paragraph? What is it (write it down) and how does it satisfy the criteria for a legitimate thesis statement?

Does the argument call for a specific action? State it.

Is the argument aimed at a specific audience? If not, who should it be.

If the action being argued for will cost money, how will it be paid for?

Does the argument include and address at least one counterargument? What are they, and does the author counter them well?

What three outside sources does the argument include? Are they effective, authoritative, or should the author seek other sources? Be helpful.

What is the strongest and weakest point in this argument?
Argument 1 Evaluation
Subtract 10% for late papers, and 10% if less than four full pages.
(Papers less than three full pages will not be graded—resubmit)

Proper Format 25%

Font
Spacing
Margins
Headings
Stapled

Assignment Criteria 50%

First Paragraph Contains Proper Statement (15%)
Argument Addresses a Specific Audience
Body of Paper does not Deviate from Thesis.
Peer Review
Contains at least Four Authoritative Outside Sources
Outside Sources Cited Properly
Includes and Addresses at Least One Counter Argument
Good Title

Quality of Writing 25%

Grammar
For this assignment, imagine yourself twenty years from now, a successful professional in the career you wrote about in WA-2. You have been invited to give the commencement speech to the 2029 graduating class here at WCC. Begin with an interesting hook, and then deliver a thesis statement which the rest of the speech will go on to support and defend. Your goal is to communicate the single most important thing you have learned about life, which you think they will find valuable as they go forth into their own lives. This will require a great deal of imagination and thinking on your part, so don’t waste time.

Your paper must be in the form of an argument (a position that must be supported with evidence), and your first paragraph must contain a thesis statement. Include at least five authoritative outside sources in your annotated bibliography, and cite at least three of them in your paper.

Be especially careful not to plagiarize the thoughts or words of others. Do not cut and paste from the internet. If there is plagiarism in this paper, you will fail the class, wasting all other time you spent this semester, and your money. Additionally, your plagiarism will be noted on your permanent academic record. To be safe, see me if you are in doubt.

On the due date include the following in your portfolio, in this order

- Final Draft stapled to the
- Rough Draft stapled to the
- Peer Review stapled to the
- Annotated Bibliography

If your assignment is not turned like this, in its entirety, it will be handed back to you.

Your annotated bibliography is due in class Tuesday, November 17. Your rough draft is due in class Tuesday, November 24. A typed, stapled, properly formatted, four-page (at least) final draft, with works cited page, is due Thursday, December 10.
Argument 2 Peer Review

Staple final draft in this order: Final Draft, Rough Draft, Peer Review, Annotated Bibliography

Is there a thesis statement in the first paragraph? What is it (write it down) and how does it satisfy the criteria for a legitimate thesis statement?

Does the argument call for a specific action? State it.

Is the argument aimed at a specific audience? If not, who should it be.

If the action being argued for will cost money, how will it be paid for?

Does the argument include and address at least one counterargument? What are they, and does the author counter them well?

What three outside sources does the argument include? Are they effective, authoritative, or should the author seek other sources? Be helpful.
What is the strongest and weakest point in this argument?

Author’s comments on back: State five things, in five full sentences, that you will do to improve this paper.

Argument 2 Evaluation
Subtract 10% for late papers, and 10% if less than four full pages. (Papers less than three full pages will not be graded—resubmit)

Proper Format 25%

Font
Spacing
Margins
Headings
Stapled

Assignment Criteria 50%

First Paragraph Contains Proper Statement (15%)
Argument Addresses a Specific Audience
Body of Paper does not Deviate from Thesis.
Peer Review
Contains at least Four Authoritative Outside Sources
Outside Sources Cited Properly
Includes and Addresses at Least One Counter Argument
Good Title

Quality of Writing 25%
Grammar

Punctuation

Spelling

Flow (sentences and paragraphs relate from one to the next)

Final draft improves greatly from rough draft

**WRITING ASSIGNMENT FIVE: SELF ANALYSIS**

Your final writing assignment is to type in MLA format a four-page self-analysis of your writing and class experience this semester. To do so, first look at the Student Learning Outcomes for this course. Do you feel that you achieved these outcomes? How so? Do you feel that the course left you deficient in any of these outcomes? How so? Address all four outcomes, one at a time (listed below), and after discussing them give a score of one to ten one each one. Then take a look at your writing assignments. What did you do well? Where did you make the most improvement? What do you still need to improve on? Lastly, what were your overall impressions of your performance in the course? Provide a detailed discussion of these things, and feel free to quote from your work or from comments made by peers or by me.
Self-Analysis Peer Review

Staple together final draft in the following order: Final Draft, Rough Draft, Peer Review

Does the paper have a good, interesting title, not Self Evaluation or Self Analysis?

Does the introduction say something interesting to draw the reader in?

Is the paper in proper MLA format? If not, suggest how to get it there.

Does the paper address All four SLOs for the course? If not, help the author do so.

What did the author do well in his or her writing this semester?

Where did the author make the most improvement?

What does the author still need to improve on?
Remind the author that his or her portfolio needs to be hole-punched into a three ring binder, with no staples and no plastic sleeves.

Author’s comments: State five things in five full sentences that you will do to improve this paper.

**HELPFUL HINTS FOR PAPERS (OR COMMON ERRORS FROM THE PAST)**

You need a title, not the title of the assignment, or Paper #1, but a real title that gives us an idea of what the paper is about.

You need to make sure your paper follows the assignment and all its criteria.

You need to come to class on the assigned due date with a complete rough draft, not just the first page and some random notes.

You need to work hard to revise your first draft. The second draft must reveal a vast improvement, greater thought, more refined writing.

You need to proofread. Every sentence. Every word. Carefully. One at a time. Slowly. As you proofread, consider the following: does each sentence relate to the one before it and the one that follows? Do my paragraphs develop at least one single point, or are they comprised of many points, none of them developed?

You need to make sure the paper is in MLA format. Learn your word processing program if you haven’t already done so. **If you need a computer, the TLC will loan you one.**

You need to reread the assignment sheet, peer review sheet, and grading sheet to make sure you have met all the criteria that the assignment calls for.

A **thesis statement** is not a simple statement of fact, but rather a statement that begs to be defended with evidence. In a sentence or two it states your position on your topic, and it also previews the points you will make in defense of that position (the arrangement of ideas to be presented in the paper). A thesis statement belongs in the first paragraph of your argument papers, and it usually follows some context that sets it up. Some examples:

1) Senator Smith’s bill to outlaw Hawaiian Sovereignty must be voted down because it is not only morally wrong, it relies on revisionist history, it is unconstitutional, and it blatantly serves his own selfish interest to buy property slated for Hawaiian Homelands.

2) Although the setting of Doe’s novel, *Forever Night*, bears no resemblance to actual reality, the elaborate use of hyperbole, metaphor, and irony contributes to the making of a bold statement on our nation’s fascination with sex and violence.
Teacher’s pet peeve #1: A dictionary or an encyclopedia, especially Wikipedia, will not be considered an outside source for your paper.

Teacher’s pet peeve #2: Do not use outside sources to state obvious or irrelevant information. I will not count them as an outside source. Example: The hotel that is a haven for drug dealing is near the Honolulu Zoo which is “located next to Kapiolani Park” (zoo brochure 2). Instead, find outside sources that add intelligence or perspective to your papers, and comment on them rather than simply plopping them down in your paper and abandoning them.

WHAT THE HECK IS AN ANNOTATED BIBLIOGRAPHY?

Creating an Annotated Bibliography and Citing Sources

An annotated bibliography is a list of citations to books, articles, interviews, and any other sources you consult in the research for your paper. Each citation is followed by a brief evaluation, which is called the annotation. The purpose of the annotation is to explain the relevance, accuracy, and quality of a source, and to consider using it in your paper. The only way to find good sources is to consult and understand many of them. You should also include any direct quotes and paraphrases that you might use in your paper.

Six steps to create an entry:

1) Provide an MLA “Works Cited” page citation for the source, following the format on pages 649-553 in your textbook.
2) What is the authority of the source?
3) What is the currency of the information?
4) What main ideas are contained in the source?
5) Write down all the quotes, or paraphrase, everything you think you might use in your paper, including the parenthetical citations as found on page 648 of your textbook. Keep quotes no longer than 2 lines, and don’t refer to sources more than two times a page.
6) Where and how does your own thinking agree or disagree with these quotes or paraphrases? What do you think and how do you respond to them?

Sample Annotated Bibliography Entry.


2) Author is an Assistant Professor of Political Science at the University of Washington.

3) Article was published August 2008, so it’s very current.

4) Howell Lee discusses and agrees with Nader’s speech on non-violent foreign policy and the elimination of the CIA. She also makes the points that Nader has long been an advocate for consumer rights and protections, and that this will make him a president who won’t be influenced by corporations.
5) “Nader is a the candidate least likely to become corrupt” (Howell-Lee 23).
   On foreign manufacturers, Nader says, “I will lay down my life before I let another child become sick from lead poisoning in toys” (qtd. In Howell-Lee 7).

6) I like Nader’s strong and personal position on protecting us consumers, but I don’t agree that we should have a non-violent foreign policy. Maybe we should just be more careful before we start shooting our guns, but sometimes we might just have to, like if we’re attacked. But I’m also so sick of corrupt politicians that I would vote for Nader even if he is committed to total nonviolence.

Creating an Outline.

The more specific you are in creating an outline, the easier it will be to write your paper. Follow the guide below, using full sentences to describe each item. Say specifically where you will incorporate your outside sources. Remember, when using outside sources, introduce them first, then provide the quote or paraphrase, then comment on it.

I. Introduction
   A. Opening context to introduce topic and hook the reader.
   B. Thesis Statement.

II. First Body Paragraph
   A. Main point of Paragraph
   B. Facts, examples, or evidence to support main point.
   C. Facts, examples, or evidence to support main point.
   D. Facts, examples, or evidence to support main point.

III. Second Body Paragraph
   A. Main point of Paragraph
   B. Facts, examples, or evidence to support main point.
   C. Facts, examples, or evidence to support main point.
   D. Facts, examples, or evidence to support main point.

IV. Third Body Paragraph
   A. Main point of Paragraph
   B. Facts, examples, or evidence to support main point.
   C. Facts, examples, or evidence to support main point.
   D. Facts, examples, or evidence to support main point.

V. Conclusion
   A. Summary Statement
   B. Final memorable thought or observation.