ENGLISH 100 Composition 1 FALL 2012
M-W 11:30 to 12:45
3 CREDITS

INSTRUCTOR: Robert Barclay  OFFICE: Akoakoa 236  EMAIL: rbarclay@hawaii.edu
OFFICE HOURS: M-W-F: 8:30--11:30; T-Th: 8:30--10:00.  PHONE: 224-3019

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION
This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. Prerequisite: Grade of “C” or better in ENG 22 or placement into ENG 100 or approval of designated Language Arts representative.

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.
EXPECTATIONS

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 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. 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. Additional tutoring is available in the Writing Center at the new library.

TEXTBOOKS

The Value of Hawai‘i
MLA Handbook

Other handouts on writing and research will 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

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<td>Quizzes</td>
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<td>Completed Portfolio</td>
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<td>40% (graded primarily on revised final drafts)</td>
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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. Six absences (amounting to missing three full weeks of the semester) lowers your final grade by 20%. Seven absences lowers it another 10%. Eight absences 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. 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, you will 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 ACCOMODATION 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 DUE OCT. 10

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. Every week that you are late with this, you lose ten percent off your grade. 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 least three times during the semester, you are required to sit down with me to discuss a completed rough or final draft of a writing assignment. Stop by during office hours, or make an appointment. Do not neglect these conferences, as you cannot pass the course without them. Each conference should last about five to ten minutes.
PORTFOLIO: DUE DEC. 5

In a three ring binder, keep all annotated bibliographies, drafts, grade sheets, and peer reviews of the writing assignments you do in this course. Revise final drafts 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. Include This Completed Checklist, marking all included items (copy this page).

**Paper 1: Short Story (3 Pages)**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Grade Sheet

**Paper 2: MLA Format (2 Pages)**
- Perfect Draft

**Paper 3: Summary and Opinion (1 page)**
- Final Draft

**Paper 4: 1st Annotated Bibliography (1 page)**
- Final Draft

**Paper 5: Rail Argument (3 Pages)**
- Revised final draft
- Final draft
- Rough draft
- Peer review
- Annotated bibliography
- Grade Sheet

**Paper 6: Ice Argument 2 (4 Pages)**
- Revised Final Draft
- Final draft
- Rough draft
- Peer review
- Annotated bibliography
- Grade Sheet

**Paper 7: Micronesian Argument (5 Pages)**
- Final draft
- Rough draft
- Peer review
- Annotated bibliography

**Self Analysis (2 Pages)**
- Final Draft
- Rough Draft
Write, **and submit for publication**, a three-page (minimum) short story according to the theme for this year’s Rain Bird. 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. Remember this is fiction, not essay. Use your imagination to create this story, and feel free to go hyperbolic!

Look at the stories we have read this semester as models. How are they structured? What makes for an interesting plot, characters, theme?

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?

**Your story should be at least three full pages, double spaced in 12 pt font and 1 inch margins. Two pages or shorter will be returned ungraded. Stories less than three full pages, but more than two 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  
Rough Draft  
Peer Review

**Copy 2)**  
Final Draft (without your name on it)  
Rain Bird Entry Form

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

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

1) Describe the main character, 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 two or more speakers together in the same paragraph. (Ask if you do not understand this).

5) 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 three full pages.
(Papers less than two full pages will not be graded)

Papers not stapled will not be accepted

Assignment Criteria 100%

Contains Interesting Plot (or situation) 20%
Contains Interesting and Developed Characters 20%
Theme 10%
Peer Review 20%
Good Title 10%
Final Draft Improves Greatly from Rough Draft 20%

Quality of Writing (one point off for each instance of the following)

Run-ons
Comma Splices
Fragments
Spelling Errors
Missing or Incorrect Punctuation
Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)

Type this paper to look exactly like the handout. Different computers and word processors have various ways of formatting papers and creating diacritical marks, so you may need to consult the “help” function or an expert. I’ll provide what help I can, but I’m not a computer expert.


Choose an article in *The Value of Hawai‘i* (not one read for class), and tell us what it’s about and what you think about it. Begin with your opinion, framing your summary as a defense of this position. What is the author’s main idea, how does he or she support it, and why do you agree or disagree? Is the author’s evidence credible? Is the logic sound? Quote the article at least twice in your paper. Your paper should be at least one full page in MLA format.

Paper 4: 1st Annotated Bibliography. Final Draft due October 1

Following the example discussed in class, read an article in *The Value of Hawai‘i* and create an annotated bibliography entry for it. Do it as described in class, completing all six steps.


The Mayor’s race has in a big way become a referendum on Rail. Your job with this paper is to argue for or against the rail project on Oahu. To begin, research some context and history. What are the traffic problems rail is supposed to cure, and what other kinds of transportation projects have been proposed? Why has rail succeeded so far and others have failed? What are the arguments for rail? What are the arguments against it? Can it even be stopped, and at what consequence? What is your opinion, and can you add anything new to the debate? There is no single correct argument, so feel free to argue whatever you like, but support your opinions with sound evidence and authoritative sources. **Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper.** To find them requires research, not just Google. Take advantage of the various databases that our library has to offer. Take advantage of our librarians (for research).

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

Be especially careful not to plagiarize. Do not cut and paste from the internet. If you plagiarize, 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 final draft due date you are required to turn in your paper as follows: **3-page minimum Final Draft** stapled to the **Rough Draft** stapled to the **Peer Review** stapled to the **Annotated Bibliography.** Papers not stapled will not be accepted. Don’t forget to include a works cited page and the proper in-text citations.
Is there a thesis statement in the first paragraph? What is it (write it down) and how well does it reflect the content of the paper? Can it be improved?

Does the argument appeal to a specific audience? If not, who should it be.

Does the argument include and address at least one counterargument? What is it, and does the author respond to it well?

Does the annotated bibliography contain at least three sources, and are the entries complete, following all six steps?

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

Author’s comments: State five things, in five full sentences, that you will do to improve this paper.
Rail Argument Evaluation
Subtract 10% for late papers, and 10% if less than three full pages.
(Papers less than two full pages will not be graded—resubmit)

**Proper Format 25%**

- Font
- Spacing
- Margins
- Headings
- Stapled

**Assignment Criteria 75%**

- First Paragraph Contains Proper Thesis Statement 20%
- Argument Appeals to a Specific Audience 5%
- Peer Review 5%
- Contains at least Two Authoritative Outside Sources, and Three in Annotated Bib. 10%
- Outside Sources Cited Properly 10%
- Includes and Addresses at Least One Counter Argument 10%
- Good Title 5%
- Final draft improves greatly from rough draft 10%

**Quality of Writing** (one point off for each instance of the following)

- Run-ons
- Comma Splices
- Fragments
- Spelling Errors
- Missing or Incorrect Punctuation
- Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)

Your job with this paper is to imagine that you’ve been asked to write an article on the problem of ice (meth, batu etc.) in Hawai‘i, to explore the depth of the problem and to offer some solutions. To begin, research some context and history. When did this start? What is being done about it now, and what is working and what is not? In what states or countries has ice use been effectively reduced, and what models could be applied over here? Should we just legalize it? Focus on a specific community if you like, rather than the entire state. There is no single correct argument, so feel free to argue whatever you want, but support your opinions with sound evidence and authoritative sources. **Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper.** To find them requires research, not just Google. Take advantage of the various databases that our library has to offer. Take advantage of our librarians (for research).

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 four 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 final draft due date you are required to turn in your paper as follows: **Four-page Final Draft** stapled to the **Rough Draft** stapled to the **Peer Review** stapled to the **Annotated Bibliography. Papers not stapled will not be accepted.** If your assignment is not turned like this, in its entirety, it will be handed back to you.

Don’t forget to include a works cited page and the proper in-text citations.
Ice Argument 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 well does it reflect the content of the paper? Can it be improved?

Does the argument appeal to a specific audience? If not, who should it be.

Does the argument include and address at least one counterargument? What is it, and does the author respond to it well?

Does the annotated bibliography contain at least four sources, and are the entries complete, following all six steps?

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

Author’s comments: State five things, in five full sentences, that you will do to improve this paper.
Ice Argument 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 75%**

- First Paragraph Contains Proper Thesis Statement 20%
- Argument Appeals to a Specific Audience 5%
- Peer Review 5%
- Contains at least Three Authoritative Outside Sources, and Four in Annotated Bib. 10%
- Outside Sources Cited Properly 10%
- Includes and Addresses at Least One Counter Argument 10%
- Good Title 5%
- Final draft improves greatly from rough draft 10%

**Quality of Writing** *(one point off for each instance of the following)*

- Run-ons
- Comma Splices
- Fragments
- Spelling Errors
- Missing or Incorrect Punctuation
- Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)

Your job with this paper is to imagine that you’ve been asked to write an article on the issue of Micronesian immigration to Hawai‘i, to explore the depth of the problems this is causing the state, and any benefits we receive from them being here. To begin, research some context and history. Who are they, and why are they coming here? Are they different, or all the same? What is being done to address them coming here, and what is working and what is not? How do they fit in with the history of other cultures that have migrated here? In what states has Micronesian immigration actually been a benefit, and what models could be applied over here? Focus on a specific Micronesian community if you like, rather than all of them. There is no single correct argument, so feel free to argue whatever you want, but support your opinions with sound evidence and authoritative sources. Authoritative sources are not simple facts, statistics, dictionary definitions, or encyclopedia entries. Authoritative sources are identifiable human beings who have expertise in something, and have something intelligent for you to incorporate and comment on in your paper. To find them requires research, not just Google. Take advantage of the various databases that our library has to offer. Take advantage of our librarians (for research).

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 four 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 final draft due date you are required to turn in your paper as follows: 5-page Final Draft stapled to the Rough Draft stapled to the Peer Review stapled to the Annotated Bibliography. Papers not stapled will not be accepted. If your assignment is not turned like this, in its entirety, it will be handed back to you.

Don’t forget to include a works cited page and the proper in-text citations.
Micronesian Argument Peer Review

Place in portfolio 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 well does it reflect the content of the paper? Can it be improved?

Does the argument appeal to a specific audience? If not, who should it be.

Does the argument include and address at least one counterargument? What is it, and does the author respond to it well?

Does the annotated bibliography contain at least five sources, and are the entries complete, following all six steps?

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

Author’s comments: State five things, in five full sentences, that you will do to improve this paper.
Micronesian Argument Evaluation
Subtract 10% for late papers, and 10% if less than five full pages.
(Papers less than four full pages will not be graded—resubmit)

Proper Format 25%

Font
Spacing
Margins
Headings
Stapled

Assignment Criteria 75%

First Paragraph Contains Proper Thesis Statement 20%
Argument Appeals to a Specific Audience 5%
Peer Review 5%
Contains at least Four Authoritative Outside Sources, and Five in the Annotated Bib. 10%
Outside Sources Cited Properly 10%
Includes and Addresses at Least One Counter Argument 10%
Good Title 5%
Final draft improves greatly from rough draft 10%

Quality of Writing (one point off for each instance of the following)

Run-ons
Comma Splices
Fragments
Spelling Errors
Missing or Incorrect Punctuation
Other Issues (verb tense, paragraphing, indenting, capitalization, etc.)
**Paper 8: Self Analysis**

**Write a two-page self-analysis of your writing and class experience this semester.** To do so, look at the Student Learning Outcomes for this course. Do you feel that you achieved these outcomes? Do you feel that the course left you deficient in any of these outcomes? Address all four outcomes, one at a time, and also give yourself a score for each outcome, on a scale of one to ten. Then 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?

**Self-Analysis Peer Review**

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

Does the paper have a title— not self evaluation or self analysis?

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

Does the paper address each SLO for the course, and give each one a numbered score? 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. Slowly. Carefully. One at a time. As you proofread, consider the following: does each sentence relate to the one before it and the one that follows? Do your 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.
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, and does the author have a bias?
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, and a fierce Nader supporter.

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. She also thinks he is very good looking.

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.