

Name: _____

AP English Literature

Assessment 1: annotated bibliography REVISION

TASKS

If you submitted all three annotations of the original assignment, you will submit an annotation for one of the provided essays. If you failed to submit all three annotations of the original assignment, you will submit annotations for both the provided essays.

- Construct an MLA Style citation for each source.
- Compose an annotation for each source. Your annotation must include three paragraphs:
 - (1) **summary** of purpose, statement of main idea, and identification of audience,
 - (2) **evaluation** of source assessing the effectiveness for purpose and point of view as well as development of main idea [citing the most and/or least convincing evidence], incorporating analysis of the author's use of literary devices,
 - (3) **reflection** about source with discussion of how the source has affected, shaped, or changed your thinking, relating it to ideas expressed in *Frankenstein* as well as *Othello*, *Fences*, and/or humanities connections.
- Meticulously edit and format your document so that it conforms to the guidelines of MLA style.

STANDARDS

INFORMATIONAL READING, ANALYSIS, & EVIDENCE	
ELACCR12: Determine a central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
ELACCR16: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
ELACCR18: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
ELACCR11: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.	
ELACCR15: Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
RESEARCH, WRITING, & LANGUAGE	
ELACW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
ELACCL1&2: Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.	
ELACCL3: Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	

RUBRIC	Exceeds (100)	Meets (75)	Nearing (50)	Not Evident (25 or lower)
Summary	All summaries insightfully articulate the writer's purpose and central idea, noting audience particularly, using precise and specific diction.	All summaries clearly state the writer's purpose and main idea as well as reference audience, using appropriate diction.	Summaries attempt to express the writer's purpose, main idea, and audience but may be imprecise or vague.	Student reveals little understanding of the writer's purpose, main idea, or audience.
Evaluation	All evaluations assertively articulate position about the effectiveness for purpose and main idea. Arguments are fully developed, citing and explaining apt textual evidence and convincingly discussing rhetorical strategies and literary devices used by writer. Quotations are seamlessly integrated with the writer's own ideas, often including the use of advanced punctuation.	All evaluations state position about the effectiveness for purpose and main idea. Arguments are well developed, citing and explaining effective textual evidence and discussing some rhetorical strategies and literary devices used by writer. Quotations are integrated with the writer's own ideas.	Evaluations attempt to state position about the effectiveness for purpose and main idea. Arguments are underdeveloped, citing some textual evidence for support but relying more on paraphrase and minimally discussing rhetorical strategies and literary devices used by writer. Quotations are often separate from the writer's own ideas, or too long to be incorporated effectively.	Evaluations do not state a clear position about the effectiveness for purpose and main idea. Arguments are undeveloped and fail to cite textual evidence or discuss rhetorical strategies and literary devices used by writer. Any evidence that is provided is not connected with the writer's own ideas.
Reflection	All reflections reveal insightful introspection and fully explore the impact of sources on the student's thinking. Analysis is fully developed, citing and explaining apt textual evidence for support as well as making compelling connections to <i>Frankenstein</i> and other texts.	All reflections show some thoughtful contemplation and explore the impact of sources on the student's thinking. Analysis is well developed, citing and explaining relevant textual evidence for support and making some connections to <i>Frankenstein</i> and other texts.	Reflections make an attempt at introspection but superficially explore the impact of sources on the student's thinking and make little connection to <i>Frankenstein</i> or other texts. Analysis is underdeveloped, potentially citing loosely related textual evidence for support but relying more on paraphrase and failing to adequately explain.	Reflections do not reveal introspection and fail to explore the impact of sources on the student's thinking. Analysis is undeveloped and fails to cite textual evidence for support or make connections to <i>Frankenstein</i> or other texts.
MLA Conventions	No errors with source citations, in-text citations, and/or MLA headers.	Minor errors with source citations, in-text citations, and/or MLA headers.	Consistent minor and/or a few major errors in source citations, in-text citations, and/or MLA headers.	Pervasive errors with source citations, in-text citations, and/or MLA headers.
Editing	Writing contains no errors in standard English conventions.	Writing contains some minor errors in standard English conventions.	Writing contains several minor and/or a few major errors in standard English conventions.	Writing contains significant errors in standard English conventions that interfere with meaning.