

Unit 2 Assessment 2: annotated bibliography

TASKS

- Select two valid sources that have different rhetorical purposes (informing, persuading, criticizing, evaluating, etc.).
- Construct an MLA Style citation for each source.
- Compose an annotation for each source. Your annotation must include three paragraphs:
 - (1) **summary** of purpose and statement of main idea with precise identification of intended 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 use of literary devices,
 - (3) **reflection** about source with discussion of how the source has affected, shaped, or changed your thinking about your contemporary social issue of choice.
- Meticulously edit and format your document so that it conforms to the guidelines of MLA style.

STANDARDS

INFORMATIONAL READING, ANALYSIS, & EVIDENCE	
ELACCR12:	<i>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.</i>
ELACCR16:	<i>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.</i>
ELACCR18:	<i>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.</i>
ELACCR11:	<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</i>
ELACCR15:	<i>Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</i>
RESEARCH, WRITING, & LANGUAGE	
ELACCW4:	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
ELACCW7:	<i>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i>
ELACCW8:	<i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>
ELACCL1&2:	<i>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.</i>
ELACCL3:	<i>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</i>

RUBRIC	<i>Exceeds (4)</i>	<i>Meets (3)</i>	<i>Nearing (2)</i>	<i>Not Evident (1)</i>
<i>Summary</i>	All summaries insightfully articulate the writer's purpose and central idea, identifying audience precisely and using apt and specific diction.	All summaries clearly state the writer's purpose and main idea, identifying audience and using appropriate diction.	All summaries attempt to express the writer's purpose and main idea but may be imprecise or vague and fail to identify audience.	Student reveals little understanding of the writer's purpose, main idea, or audience.
<i>Evaluation</i>	All evaluations assertively articulate position about the effectiveness for purpose, main idea, and audience. Arguments are fully developed, citing and explaining apt and precisely selected 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 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.
<i>Reflection</i>	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 intertextual connections.	All reflections show some thoughtful contemplation and explore the impact of sources on the student's thinking. Analysis is developed, citing and explaining some textual evidence for support.	Reflections make an attempt at introspection but superficially explore the impact of sources on the student's thinking. Analysis is underdeveloped, citing some textual evidence for support but relying more on paraphrase.	Reflections do not reveal introspection and fail to explore the impact of sources on the student's thinking. Writing reveals clichéd or immature thinking. Analysis is undeveloped and fails to cite textual evidence for support.
<i>Selection of Sources</i>	Clearly authoritative and varied sources reveal careful and purposeful selection.	Sources are authoritative and varied as to purpose and perspective.	Some sources are not authoritative, OR sources offer little variety in purpose and perspective.	Sources are not authoritative or varied as to purpose and perspective.
<i>MLA Conventions</i>	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.
<i>Editing & Conventions</i>	Spelling, punctuation, and capitalization are accurate. Sentence structure is varied; sentence types advance ideas and are apt for the analytical purpose.	Few errors in spelling, punctuation, and capitalization. Sentence structure is somewhat varied and aids analytical purpose.	Several errors in spelling, punctuation, and capitalization. Varied sentence structure is attempted but tends towards repetition.	Errors in spelling, punctuation, and capitalization distract from interpretation or make analysis incomprehensible. Sentence types are repetitive and unvaried.