

### **Using Annotated Bibs to Write a Paper:**

I have uploaded 11 annotated bibliographies from English 102, spring 2020.

You have not read these articles.

You must write a paper (or co-write a paper with a peer) **ONLY** using the data in these annotated bibliographies.

*Please resist the urge to find the original texts – few of which are available online.*

This exercise works best if you just rely on the bibliographies as a primary source.

As you peruse bibs, think of which ones work best for the way you think & process information.

Think of which ones organize their info in ways that make sense to you. Model that in your own annotated bib creation later this semester (and beyond).

Try to write a 1,000 word essay on primary content you *haven't* read, but that has been synthesized through the eyes (and mind) of someone else.

*(Yes, I am evil...very, very evil.)*

Good luck and Godspeed!

Essay	A	B	C	D
<b>Intro.</b>	Creative, applicable attention getter. Concise overview of the primary argument. Clearly worded thesis that states position and the main support of the essay.	Applicable attention getter. Overview of primary argument. Clear thesis that states position and most points of support.	Attention getter present. Overview of primary argument present but weak or unclear. Thesis states, “in this essay I am going to...” Fails to mention points of support.	Attention getter lacking or inappropriate. Weak or missing overview of argument. Unclear or missing thesis statement. No mention of support made.
<b>Organiza-tion</b>	Clear expression of main points in relation to the thesis. Logical progression of ideas. Clear transitions between main points.	Main points clear with minimal repetition. Relatively logical progression of ideas. Transitions present between main points.	Main points distinguishable from one another. Points are repetitive or are extensions of other points. More than 1 idea in each paragraph. Unclear connection b/t points. Weak or no transitions.	Unclear main points / only one primary point discussed throughout the body. More than 2 ideas per paragraph. Unclear / awkward connection between points. No transitions.
<b>Support</b>	Uses 2 or more quotes for each main point. Clear and meaningful explanation of quotes in relation to larger argument.	Uses 1 quote for each main point. Explanation of quote made in relation to main point. Most support connected to larger argument.	Uses 3-4 quotes in essay. Unclear explanation of quotes in relation to main point or larger argument.	Fewer than 3 quotes for support throughout. Weak, missing, or unclear explanation to point or larger argument.
<b>Quotes</b>	Quotes are properly formatted with tags and citations. No errors in formatting.	Quotes are properly formatted with tags and citations. 1-2 minor errors in formatting.	Some quotes missing tags or citations. 3 or more errors in formatting.	“Floating quotes:” no tag, citation, or explanation. Multiple errors in formatting.
<b>Conclusion</b> <i>Exigency: The “Jerry Springer” final thoughts.</i>	Well-worded summary of main ideas in relation to thesis. Includes creative, poignant exigency.	Summarizes main ideas without repeating wording in the introduction. Exigency present.	Summarizes main ideas but repeats wording from introduction. Exigency present, but repeats thesis.	Unclear or lacking summary. Unclear or repetitious wording. Weak or lacking exigency.
<b>Grammar</b>	Less than 3 minor errors throughout. No major errors.	Less than 4 minor errors. No major errors.	Multiple minor errors throughout. 2+ major errors.	Errors impede understanding. Multiple major errors.
<b>Works Cited</b>	No errors in formatting. Has an entry for each citation from the essay.	Less than 3 errors in formatting. Has an entry for each citation from the essay.	More than 3 errors in formatting. Not all citations from essay have entries or entries not mentioned in essay.	Multiple errors. Improperly formatted. No Works Cited page.