

Assignment Template:

All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted:

Note: You may submit individual annotations for feedback each week. The whole, completed assignment must be submitted for final grade on indicated due date.

ANNOTATED BIBLIOGRAPHY 20%

Learning Outcomes: General

- FAMILIARIZE yourself with the conventional format of a scholarly article;
- INTERACT with scholars in your field;
- INTEGRATE your research reading via a common theme;
- IDENTIFY a thesis and key points of a scholarly argument;
- ARTICULATE clearly the author's argument.

HELPFUL RESOURCES AND EXAMPLES:

UNBC LibGuide: "Annotated Bibliographies"

<http://libguides.unbc.ca/content.php?pid=244169&sid=2391420>

Note that you can contact the librarian through this link if you would like extra instruction.

You may also visit the Academic Success Centre or access their on-line tutorials and resources:

<http://www.unbc.ca/academic-success-centre>

University of Toronto: "Writing an Annotated Bibliography"

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>

Brandon University: "Creating an Annotated Bibliography in MLA Style"

<http://libguides.brandonu.ca/content.php?pid=26571&sid=207491>

Detailed Instructions Begin Next Page

INSTRUCTIONS:

This is a SUMMATIVE or DESCRIPTIVE bibliography. Therefore, you are asked only to CLEARLY IDENTIFY and ARTICULATE the author's argument, not to evaluate it. Your abstracts should begin (at least in your early drafts) by saying: "Author X argues...." For the purposes of this class, you will add an additional sentence or two to the annotation that explains the article's relevance to your understanding of the play in question.

1. You may CHOOSE A THEME FOR THE BIBLIOGRAPHY:

- If you have also chosen to complete the RESEARCH ESSAY this term, you may use the assigned ESSAY TOPIC as your theme;
- If you have NOT chosen to complete the research essay this term, you will choose a theme from the following list:

2. MARK UP the essays:

- IDENTIFY KEY ELEMENTS using the following notations:
 - UNDERLINE the essay's **THESIS**;
 - **HIGHLIGHT** the **TOPIC** and **SUMMING** sentences for each paragraph;
 - **PARAGRAPH KEYWORD SUMMARY**: WRITE a keyword or phrase in the margin that sums up each paragraph;
 - **PAGE SUMMARY**: WRITE a phrase or sentence at the top of each page that sums up the argument of that page;
 - [IDENTIFY EXAMPLES by putting them in square brackets];
 - IDENTIFY KEY TERMS by drawing a box around them;
 - If you don't know what a term means you will:
 - look it up in the dictionary and write the definition at the bottom of the page;
 - look elsewhere in the essay to see if it is explained. If so, cross-reference the explanation in the margin;
 - **QUESTION**: Put question marks [?] beside anything that you don't understand. If the essay answers your question, cross-reference the answer in the margin. If it does not, WRITE the question out in a FULL SENTENCE at the bottom of the

page and consult the instructor or your peers.

EG. INDEXING

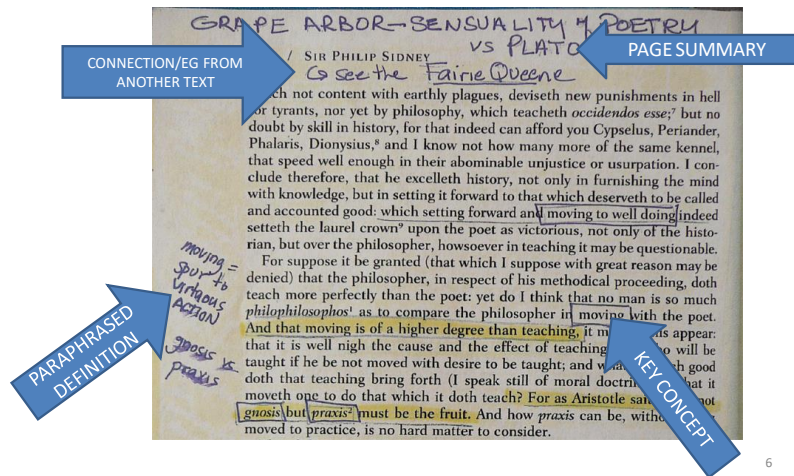


Figure 1: See the PPT called "Reading Techniques/Marking Up Your Readings" linked to the class blog "Links/Docs" page.

3. ABSTRACT MAP:

Use your summing sentences from the top of each page, and, where necessary, from important paragraphs to make a brief "map" of the article.

EG: A "map" of Philip Sidney's *Apology for Poetry*:

- HISTORY=example/PHILOSOPHY=precept
 - History must stick to events in the real world—the real world does not follow the rules;
 - Philosophy must stick to abstractions—rules without examples are arid and hard to understand;
 - Poetry reflects a higher order of ideals—what should be—in the form of specific examples
- Poetry is the union of HISTORY and PHILOSOPHY and therefore POETRY MOVES us TO VIRTUOUS ACTION
 - Not just GNOSIS (knowing) but PRAXIS (doing)
 - Sensuality of poetry uses DELIGHT to MOVE us to virtue

4. ABSTRACT:

Use your "map" to construct a 200-word paragraph describing each article. Include the following information:

- The THESIS;

- A description of the type of evidence used (EG. Sidney uses examples from both Ancient literature such as Homer's *Iliad* and contemporary literature such as popular drama);
- A KEY EXAMPLE that pithily illustrates the thesis;
- A note about any specific DEBATES or particular scholarly schools or methodologies featured in the article (EG. Sidney refutes Plato in his essay; other essays may use specific methods or theories, such psychoanalytical or historical analyses);
- A statement explaining the relevance of the article to your chosen theme or to the work you are doing in class.

5. BIBLIOGRAPHY

- CREATE a standard MLA bibliographic reference for EACH of the FIVE (5) scholarly articles;
- INSERT the abstracts after their respective bibliographic references;

Format: You will hand in the following for grade:

1. The completed assignment template at the beginning of this document;
2. ONE (1) of your chosen scholarly articles showing all of your mark-up and notes;
3. ABSTRACT MAP for this chosen article;
4. ANNOTATED BIBLIOGRAPHY:
 - a. ONE (1) scholarly article reference for EACH of the FIVE (5) plays on the syllabus;
 - b. For EACH scholarly article reference, ONE (1) 200-word abstract;
5. All references must be in proper MLA format;
6. All materials except the mark-up on the article must be TYPED, Times New Roman 12 pt. font, DOUBLE SPACED.

Assessment

- Mark-Up
 - Accurate identification of key terms, concepts, examples, thesis;
 - Clear indexing;
 - Inclusion of definitions, questions, cross-referencing;
 - Tidiness, readability.
- Bibliographic References
 - Proper MLA format;
 - All necessary information is provided;
 - Choice of references demonstrates clear attempt to explore the chosen theme (I.e. they are not just the first hits on Google or in the database).
- Abstract

- Good choice of FOCUS and illustration;
- Accurate use of terminology;
- Clear understanding of the argument and its structure;
- Concision, clear language, proper format, paragraph and sentence structure;
- Tidiness, care for presentation.