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Annotated Bibliography



In Class Work

(Due Wednesday April 8th)

Submit via OpenLab Discussion Thread, Email or Dropbox

- Read “Analysis Satel vs. the National Kidney Foundation: Should Kidney Donors Be Compensated” by Maya Gomez. Follow directions in Activity section.
- The piece can be found here: <https://openlab.citytech.cuny.edu/colemaneng1121d430spring2020/files/2020/03/Analysis-Satel-vs-Kidney-Foundation.pdf>



Homework

(Due Wednesday April 8th)

Submit via email or Dropbox

- Annotated Bibliography Draft of All 4 Sources
 - **Required Elements** (Description or summary of sources, analysis of author's craft, evaluation of the source, explanation of how the source informs your research)
 - **Include MLA Format Citations of Sources**
 - **Introduction to Project**
 - **Conclusion to Project**



Let's Review



- First, we are going to **review the elements that you need to include in your Annotated Bibliographies.**
- **Use the Handout for the Week of April 1st as a guide during this presentation.** You can find it here (OpenLab Readings/ Handouts): <https://openlab.citytech.cuny.edu/colemaneng1121d430spring2020/files/2020/04/Spring-2020-English-1121-Unit-2-Week-of-April-1st.docx>
- **I recommend that you review the two sample annotated bibliographies that I provided you during Unit 2 Lesson 3.** You can find them here (OpenLab Readings/ Handouts):
- <https://openlab.citytech.cuny.edu/colemaneng1121d430spring2020/files/2020/03/Sample-Annotated-Bibliography.pdf>

Elements to Include



- 1 Complete bibliographic information of your sources using the MLA Format. NOTE the sources should be organized alphabetically.
- 2 Summary or description of each source.
- 3 Analysis of author's craft for each source.
- 4 Evaluation of each source (credibility/ bias).
- 5 Explanation of how each source informs your research.
- 6 Consistent and concise presentation.

ACTIVITY

- Read the piece “Analysis: Satel vs. The Kidney Foundation: Should Kidney Donors Be Compensated.”
- On the OpenLab Discussion Thread, write a brief response to the following questions (you do not have to respond to the other question in the document!):
 - What do you notice about how Gomez compares the two different sources on one topic?
 - What did you learn from this piece? How could you apply it to your own writing?

Summary



- What goes in the summary or description?
 - The main thesis (claim) and supporting reasons
 - Outline of main ideas in your own words
- What does NOT go into a summary?
 - Your opinion on the source or the topic!
- The length of the summary will partially depend on the length of your source. Typically, one paragraph is enough to summarize a source.

Examples

- Introduce the source in a **signal phrase** (author's name plus a verb such as *argues, supports, describes*).

******In her book/ article/ documentary (TITLE), [NAME of author], a professor of (INSERT credentials), asserts/ reports _____.

EXAMPLE: *In his article, “A Moral Market” published by Slate in 2014, law professor Eric Posner proposes....*

You do not need to include publication information in the annotation as it is right above in the citation!

Examples Continued

- Then **state the Thesis or Main Idea or Claim in your own words**
- [Name] argues that that best way to solve the problem is to _____.
- Professor X contradicts Dr. Y, explaining that _____.
- Example: Economists Becker and Elias argue for a straightforward but highly controversial proposal to to solve the kidney shortage problem by paying people to donate their extra kidney for transplantation.

Examples Continues

- List the **main supporting ideas/ reasons** in the same order they appear in the source
- X responds to such criticism by arguing _____, _____, and _____.
- X claims that _____. He also argues that _____.

Example: Becker and Elias also refute objections that payments would not solve the problem, that it is immoral, that it would exploit the poor, and that it would reduce altruistic kidney donations.

Examples Continued

- Use **transitions** such as *and*, *also*, *but*, and *therefore* to show readers how ideas relate to one another.
- Although, whereas, unlike Dr. A's position, Dr. P argues that _____.

Example: Posner argues that, unlike that unpopular proposal to sell kidneys, his proposal for an “altruism exchange” would be politically acceptable because it is based on altruism not the profit motive.

SEE HANDOUT for additional transitional words/ phrases

Finally

- Check your summary against the source to make sure you have:
- Captured the author's ideas accurately and succinctly
- avoided inserting your own ideas/ opinions
- Avoided plagiarism (borrowing words/ ideas that are not your own)

STOP and TRY

- Now, take some time to pause. Try to write the summary for at least one of your other sources, if not all 3 of the remaining sources.
- Make sure to use the checklist on the handout to help you.

Analysis of Author's Craft



- An analysis of the author's craft looks carefully at *how* and *why* the author presents the information.
- Here is where you look at the rhetorical situation, rhetorical appeals, tone, medium and mode of the source.
- The length of this section should also be about one paragraph.

Example

- Rhetorical situation:
 - Audience: *Who is intended audience? Explain. How does the author hope the reader will react? Is the genre or format of the source the author choose the appropriate format to reach the intended audience?*

Example: [Author] appeals to its intended audience of young adults by included links to popular memes and gifs.

Example

- Rhetorical situation
 - Purpose: *Why is author telling the story/ writing the piece/ presenting the information (motivation/ goal)? What does author hope readers will learn? How does the author hope the reader will react? How do you know? Explain.*

Example: The author wrote this piece with the intention of revolutionizing the way people think of teens and screens. Her purpose became clear when she included information about

Example

- Rhetorical Situation

- Constraints: *What are the limitations or constraints of the source meaning would it have been better if the author had chosen a different genre or format to present the information? Why or why not? Explain. What factors had to be taken into account when writing the piece?*

Example: Since this piece was written for a print magazine it could not include audio or video links. The lack of audio and video links make the piece feel dry and would not appeal to a younger audience. If the author truly hopes to reach younger readers, he must find a way to add multimedia elements that will engage them.

Example

- Rhetorical Appeals
 - How does the author establish their credibility (ethos)?
 - How does the author appeal to the audience's emotions to help persuade them (pathos)?
 - How does the author use logic (facts) help convince the audience (logos)?
 - Is the piece relevant? Timely? (Kairos)

Examples

- Tone/ Mode/ Medium
 - What is the tone/ mode/ medium of the source? Does it match the purpose and intended audience? Explain.
 - What do you notice about the author's craft meaning the way the author writes and the author's voice?

Example: The author writes in a very formal and academic tone. It makes it challenging to read for a board audience.

STOP and TRY

- Now, take some time to pause. Try to write the analysis of the author's craft for at least one of your other sources, if not all 3 of the remaining sources.
- Make sure to use the checklist on the handout to help you.

Evaluation of the Source

- To evaluate a source for bias and credibility you will need to use the materials from the Week of March 23rd (the 5Ws and 1 H for Determining Source Credibility and 10 clues a Piece is Biased).
- Remember Bias is not always bad, it is just important to be aware of the bias that appears in a piece.
- This section should be about one paragraph.

Example

- Who wrote it?
- How recently was it published?
- Is the source scholarly or popular?
- Who published it?
- How is the source written?
- What does the source say?

Example: [NAME] is a very credible source. It was published in 2019 by CNN, a well-known and renowned media source.

Example

- Assess the credibility of your source
- X is likely to carry authority with most people because _____

Example: Becker is a Nobel-Prize winning economist at the University of Chicago and Elias is a professor of economics at a university in Argentina. They have the authority to carry off a proposal this bold.

STOP and TRY

- Now, take some time to pause. Try to write the evaluation of the source for bias and credibility for at least one of your other sources, if not all 3 of the remaining sources.
- Make sure to use the checklist on the handout to help you.

Explain HOW the Source Informs Your Research



- Remember, your goal with this research is ultimately to explore a problem and propose a possible solution to the problem.
- What you will do in this section is discuss *why* this source is important to your research (or why it actually is not important or helpful if that is the case!).
- Maybe the source is important because it provides information on the problem, or on the solution or on a counterclaim to your argument.
- This section should also be about a paragraph.

Example

- Explain how you could use the source in your project
- I plan to use [title] to show ___ and ___ and ___.

Example: I would use the Becker and Elias proposal as an example of a radical or extreme solution to the problem.

SEE the bottom of the HANDOUT for examples of language to use to support this section

Example

- Make connections among your sources. This may not always be applicable but it is important if your source is used as a counterclaim, for example.
- X is like/ unlike Y in that _____.

Example: Becker and Elias's proposal stands in sharp contrast to the National Kidney Foundation's opposition to financial compensation and Eric Posner's compromise.

STOP and TRY

- Now, take some time to pause. Try to write the explanation for how the source informs your research for at least one of your other sources, if not all 3 of the remaining sources.
- Make sure to use the checklist on the handout to help you.

Citing Sources



- For your Annotated Bibliography, you must cite your sources using the MLA Format.
- Your sources should be organized in alphabetical order by author.
- You can use one of these style guides to help
- Perdue Owl:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- OpenLab Link: <https://openlab.citytech.cuny.edu/colemaneng1121d430spring2020/files/2020/03/MLA-Style-Guide.pdf>

Citing Sources

- You must cite (give credit to) any idea, fact, or piece of information that you get from a source.
- You have to cite any statistics, facts, details, or other pieces of information that are not common knowledge.
- Information is considered common knowledge if most people know it (e.g., the sky is blue or the earth is round). It is not common knowledge if only you and a few other experts in the field know it. If something is common knowledge, you do not need to add a citation.

Citing Sources

You **MUST** Cite

- when you paraphrase someone else's ideas
- when you quote someone else's words
- when you use someone's ideas to form your own
- when you refer to someone else's research or writing

Citing Sources

You DO NOT Need to Cite

- Your own original ideas or research
- facts that are common knowledge
- facts easily observed (e.g., Many people ride bicycles without helmets.)
- facts found in many sources (e.g., Peru is in South America.)
- common sayings (it takes two to tango)

What is an in-text citation?

- Each time you cite a source in your paper you must cite the source IN THE TEXT as well as in the bibliography.
- EXAMPLE: “Parents with this philosophy know there may be things their daughter hides from them, but they don’t take it as a personal insult or an indication that their relationship with their daughter is weak” (Wiseman 54).

(Wiseman 54 is the in-text citation)

Plagiarism

- *Plagiarism is when you misrepresent the ideas or words of others as your own*
- Plagiarism is when you copy specific information from a source and not give credit to the source.
- Plagiarism is when you paraphrase someone's original ideas
- You must credit others for their work. Informational texts are not a free all-you-can-eat buffet of facts and information.

STOP and TRY

- Now, take some time to pause. Try to write the proper *MLA Formatted Citation* for all 4 of your sources.

Use either Perdue Owl or the Handout I included on Open Lab as a guide.

Introduction

- The introduction should be one to two paragraphs
- The introduction should introduce **all 4 sources**
- The introduction should introduce your research topic and present the problem
- An introduction brings the reader onboard by providing background knowledge on the issue and establishing YOUR side of the argument
- The introduction is where we hear YOUR voice on the topic

Introduction

- Here are some ideas of how to open/ begin your intro. You should not do all of these, just choose 1!
 - Describe the problem/ solution and the two sides of the argument
 - Open with an attention-grabbing quote, and explain how it connects to the issue/ argument/ problem
 - Share an anecdote (compelling story) that sets up the issue.

You must include your stance/position/ claim. It can go in the beginning, middle or end of paragraph.

Conclusion

- A conclusion wraps up a piece by reminding the reader of the main points and providing food for thought.
- The conclusion should be one to two paragraphs
- The conclusion should summarize **all four sources.**

Conclusion

- Restate your claim/ stance/ position on the problem and possible solution and summarize your reasoning
- Create a call-to-action statement: What do you want the reader to do or think after reading?
- Describe what will happen if your solution comes to pass
- Return to your anecdote to resolve the story (if you had one)
- Use ethos, pathos, or logos to strengthen your point

We're Done!

- We're done for this week! Congrats!
- Keep working on the drafts of your Annotated Bibliographies and submit them via email or Dropbox by Wednesday, April 8th!
- Have a wonderful week, stay safe and check in during class time via email or Zoom with any questions at all!