

# Annotated Bibliography and Researched Argument

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## **Step 1 – Topic**

Due: \_\_\_\_\_ /5

Choose a contemporary issue topic, but DO NOT repeat issues you have already researched.

## **Step 2 -- Research Question**

Due: \_\_\_\_\_ /10

Write a research question for the blended contemporary issues. No “yes” or “no” questions. For example:

1. What rights do public education students have, and how are these rights protected?
2. How effective are America’s systems for defining and enforcing ethical behavior of politicians?

## **Step 3 – Research Process**

The purpose of the research is to find the answer to your research question. Sources must include:

1. Annotated bibliography requires five sources from the APEL&C page at the SLVHS library site, that actually effectively support the answer to your research question. This means you may need to read and review many sources before you ultimately find five effective sources.
2. Three of the five sources must be scholarly

## **Step 4 – Annotated Bibliography**

Due: \_\_\_\_\_ /100

Annotated bibliographies contain the following:

1. Title of the annotated bibliography is the research question.
2. Sources are listed alphabetically, in MLA Format, with the annotation below each citation,
3. Annotation is  $\frac{1}{2}$  to  $\frac{3}{4}$  of a page. (150-250 words; no more, no less)
4. Annotation content includes:
  - Objective summary
  - Evaluation of credibility of the source
  - Explanation of how the source serves the researched argument.

## **Step 5 – Outline**

Due: \_\_\_\_\_ /50

Formal outlines are structured as follows:

1. Title of the outline is the research question
2. Working thesis is the answer to the research question
3. Each division (roman numerals) is a declarative topic sentence supporting the thesis
4. Each sub-division (capital letters) is a supporting claim followed by the source providing the evidence (parenthetical citation)
5. See examples on our library research page or in *Bedford*

## **Step 6 – Researched Argument Essay**

Due: \_\_\_\_\_ /150

Researched argument essays are formal academic essays, which include the following expectations:

1. Research question is the title.
2. Answer to the research question is the thesis.
3. All paragraphs are written in academic essay format.
4. All body paragraphs prove the thesis with credible evidence from at least three sources.
5. All synthesis of sources (quoting, paraphrasing, summarizing) is followed by parenthetical citations in the body paragraphs AND full publication information in a works cited page.
6. Essay are at least 1500 words (not counting works cited), typed, MLA format.

## CONTEMPORARY ISSUES

TOPIC	QUESTIONS TO CONSIDER
<b>1. Language</b>	<ul style="list-style-type: none"> <li>» What is language?</li> <li>» To what extent does language affect our ability to think and make meaning?</li> <li>» How do we respond to varying audiences and purposes with our use of language?</li> </ul>
<b>2. Ethics</b>	<ul style="list-style-type: none"> <li>» What are ethics?</li> <li>» To what extent are ethics situational or universal?</li> <li>» How do we live an ethical life?</li> </ul>
<b>3. Education</b>	<ul style="list-style-type: none"> <li>» What is a good education?</li> <li>» To what extent do schools provide all students with a good education?</li> <li>» How do we respond when students aren't being educated well?</li> </ul>
<b>4. Rights</b>	<ul style="list-style-type: none"> <li>» What are rights?</li> <li>» To what extent should society grant and/or protect rights?</li> <li>» How do we respond when our rights are not protected?</li> </ul>
<b>5. Gender equality</b>	<ul style="list-style-type: none"> <li>» What is gender equality?</li> <li>» To what extent do gender roles and stereotypes create and perpetuate inequality?</li> <li>» How do we respond to discrimination and/or inequality based on sexuality or gender identity?</li> </ul>
<b>6. Racial equality</b>	<ul style="list-style-type: none"> <li>» What is racial equality?</li> <li>» To what extent do racial stereotypes and prejudice create and perpetuate inequality?</li> <li>» How do we respond to discrimination and/or inequality based on race or cultural identity?</li> </ul>
<b>7. Individual and the Community</b>	<ul style="list-style-type: none"> <li>» What is the relationship of the individual within the community?</li> <li>» To what extent do individuals shape their communities, and/or communities shape individuals?</li> <li>» How do we respond to the needs of both the individual and the community?</li> </ul>
<b>8. Government and politics</b>	<ul style="list-style-type: none"> <li>» What is a reasonable government and political system?</li> <li>» To what extent is it the responsibility of the government to serve the people vs. the responsibility of the people to serve the government?</li> <li>» How do we respond when we disagree with our government and political system?</li> </ul>
<b>9. Economics and employment</b>	<ul style="list-style-type: none"> <li>» What is a fair economy?</li> <li>» To what extent do local, national, and global economic and employment policies and issues influence our lives?</li> <li>» How do we respond to economic and employment policies and issues preventing a fair economy?</li> </ul>
<b>10. Nature and environment</b>	<ul style="list-style-type: none"> <li>» What is humanity's relationship with nature and the environment?</li> <li>» To what extent is our relationship based on survival?</li> <li>» How do we respond to the needs of society while also protecting the needs of nature and the environment?</li> </ul>
<b>11. Science and technology</b>	<ul style="list-style-type: none"> <li>» What is the role of science and technology in society?</li> <li>» To what extent do advances in science and technology affect our humanity?</li> <li>» How do we respond to the ethical, creative, political, and economic issues that arise from advances in science and technology?</li> </ul>
<b>12. Art and popular culture</b>	<ul style="list-style-type: none"> <li>» What is art, and how is it related to popular culture?</li> <li>» To what extent do art and popular culture reflect society's values?</li> <li>» How do we respond to debates generated by art and pop culture?</li> </ul>

# SYNTHESIS RUBRIC

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## high range (ideal passing scores)

**9** Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their argument and synthesis of cited sources, or impressive in their control of language.

### **8 Effective**

Essays earning a score of 8 effectively take a position. They effectively support their position by effectively synthesizing and citing at least three of the sources. The writer's argument is convincing, and the cited sources effectively support the writer's position. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

**7** Essays earning a score of 7 fit the description of essays that are scored a 6 but are distinguished by more complete or more purposeful argumentation and synthesis of cited sources, or a more mature prose style.

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## mid-range (passing scores)

### **6 Adequate**

Essays earning a score of 6 adequately take a position. They adequately synthesize and cite at least three of the sources. The writer's argument is generally convincing and the cited sources generally support the writer's position, but the argument is less developed or less cogent than the arguments of essays earning higher scores. Though the language may contain lapses in diction or syntax, generally the prose is clear.

**5** Essays earning a score of 5 take a position. They support their position by synthesizing and citing at least three sources, but their arguments and their use of cited sources are somewhat limited, inconsistent, or uneven. The writer's argument is generally clear, and the sources generally support the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

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## low range (failing scores)

### **4 Inadequate**

Essays earning a score of 4 inadequately take a position. They attempt to present an argument and support their position by synthesizing and citing at least two sources but may misunderstand, misrepresent, or oversimplify either their own argument or the cited sources they include. The link between the argument and the cited sources is weak. The prose of 4 essays may suggest immature control of writing.

**3** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less understanding of the cited sources, less success in developing their own position, or less control of writing.

### **2 Little Success**

Essays earning a score of 2 demonstrate little success in taking a position. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by summarizing the sources. The prose of essays scored a 2 often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

**1** Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic or weak in their control of writing or do not cite even one source.