

**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

### **YOU WILL HAND IN THE FOLLOWING FOR GRADING:**

1. The completed ID template from the head of this document, either as a separate page or as a header on your first page;
  2. CITATION of the assigned article in proper MLA format;
  3. MARK-UP: a copy of the assigned article including your mark-up. Make sure all of your notations are LEGIBLE and any colour-coding, if included, is clear;
  4. MAP: a MAX one-page (1) point-form or diagramed map of the article. This may be typed or clearly drawn and neatly labeled (consult your instructor);
  5. A 75-100-word annotation.
- All typed materials must be in Times New Roman 12-pt font, DOUBLE-SPACED.

### **LEARNING OUTCOMES: GENERAL**

- FAMILIARIZE yourself with the conventional structure of a scholarly article;
- IDENTIFY a thesis and key points of a scholarly argument;
- PRACTICE notetaking in the form of marginal notation and summarizing;
- REPRESENT a scholarly argument in an accurate summary or diagram

### **HELPFUL RESOURCES AND EXAMPLES**

UNBC LibGuide: “Annotated Bibliographies”

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

Note that you can contact Kealin McCabe 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>

Perdue University Online Writing Lab: “Annotated Bibliography Samples”

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

These samples are longer than you will be writing, but the structure is similar.

## INSTRUCTIONS

1. COPY or PRINT the assigned article in preparation for doing your MARK-UP;
  2. WRITE the CITATION for the article in proper MLA format at the top of the first page of the article. Be sure to include this citation at the top of your final map when you hand in your assignment;
  3. MARK-UP: You will be doing TWO (2) kinds of mark-up on your article:
    - A) STRUCTURAL mark-up (LEFT-hand margin);
    - B) ARGUMENT SUMMARY mark-up (RIGHT-hand margin and top of the page)
- A) STRUCTURAL MARK-UP clarifies the way that the argument is built, how it progresses and adds in elements to support the thesis—It says WHAT each part of the article DOES, not what it says.

In the LEFT-hand margin, IDENTIFY WHAT each paragraph is DOING, that is, what its FUNCTION IS.

For example, a paragraph may do one of the following:

- provide the thesis;
- offer context or background material;
- provide evidence or examples;
- offer a rebuttal or counter-argument;
- respond to an objection;
- summarize a source or a debate in the critical field;
- provide a signpost;
- provide a conclusion or finding;
- suggest future avenues of inquiry etc.

- B) ARGUMENT SUMMARY MARK-UP provides a summary of the SUBSTANCE of the argument, that is, what it SAYS. In the RIGHT-hand margin and top/bottom of the page, you will begin to map the article’s ARGUMENT by using the following notations:
- a. UNDERLINE the essay's THESIS;
  - b. **HIGHLIGHT** the TOPIC and SUMMING sentences for each paragraph;
  - c. PARAGRAPH KEYWORD SUMMARY: WRITE keywords or phrases in the margin that sum up each paragraph;
  - d. PAGE SUMMARY: WRITE a sentence at the top of each page that sums up the argument of that page;
  - e. [IDENTIFY EXAMPLES by putting them in square brackets];

- f. IDENTIFY KEY TERMS by drawing a box around them;
  - i. If you don't know what a term means you will:
    1. look it up in the dictionary and write the definition at the bottom of the page;
    2. look elsewhere in the essay to see if it is explained. If so, cross-reference the explanation in the margin;
- g. 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. If you find an answer outside of the article, write it below your question and identify the source of the answer.

*TIP: The more ACCURATE and DETAILED your mark-up is, the clearer and more accurate your maps and annotations will be.*

Remember: the purpose of mark-up is to ensure that you do not have to RE-READ everything multiple times. You should be able to read your mark-up notations and get a clear and accurate understanding of the substance of the article.

*Spend the time on the mark-up; it will SAVE YOU TIME later.*

4. MAP the article:
  - a. READ all of your notations and to familiarize yourself with the structure and substance of the article;
  - b. WRITE all of your page summaries and selected important paragraph summaries out in a list. This is your preliminary map;
  - c. IDENTIFY the THESIS and the MAIN MOVEMENTS or KEY POINTS from your list and write them out separately. This is the skeleton of your revised map;
  - d. ADD relevant KEY TERMS and their DEFINITIONS at the appropriate points in the new skeleton;
  - e. SELECT a few ILLUSTRATIVE examples or CRUCIAL pieces of evidence from your list and ADD them at the appropriate points in the new skeleton;
  - f. REVIEW your STRUCTURAL mark-up and use it to make sure that you have included all the necessary steps and functions (thesis, main movements, evidence, rebuttals etc.) in your new skeleton;
  - g. REVIEW the new skeleton and see what you can take out or make more CONCISE.
  - h. WRITE OUT or DRAW the MAP of the article on ONE PAGE. Make sure that your map clearly indicates the following:
    - i. Thesis;
    - ii. Main movements of the argument;
    - iii. Key terms and their definitions;
    - iv. Key illustrative examples;
    - v. Conclusion.

5. IDENTIFY and RECORD the following:

- a. The THESIS;
  - b. The type of EVIDENCE the author uses to support the thesis (for e.g., statistics, close reading, historical context, government records, interviews, anecdotes or surveys etc.);
  - c. The CONCLUSION or FINDINGS.
6. WRITE a 75-100-word abstract that includes the information listed above. Use COMPLETE SENTENCES. Do not include quotations from the source;

ASSESSMENT
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- Structural Mark-Up:
  - Accurate identification of the function of each paragraph;
  - Tidiness, readability, care for presentation.
- Article Summary Mark-Up
  - Accurate identification of key terms, concepts, examples, thesis;
  - Clear, accurate indexing;
  - Appropriate density and selection of detail;
  - Inclusion of definitions, questions, cross-referencing;
  - Thoughtfulness, engagement with the material;
  - Tidiness, readability, care for presentation.
- MAP:
  - Accurate identification of key terms, concepts, examples, thesis;
  - Appropriate density and selection of detail;
  - Clear representation of the structure and major movements of the article;
  - If using a graphic representation: appropriate use of images, shapes, colours, connectors that enhances the reader's access to the material; careful annotation/labeling etc.; clear "path" for the reader to follow that accurately reflects the structure and substance of the article;
  - Thoughtfulness, engagement with the material;
  - Tidiness, readability, care for presentation.