**Esay 3: Prospectus and Annotated Bibliography**

**Topic: Writing about writing**

**English 102**

|  |
| --- |
| **Video and visual resources for essay writing**  **In these links, you will find the same information as in this assignment sheet presented with visuals (PowerPoint slides) as well as audio of my voice explaining each slide. These resources are designed to help you better understand the assignments and what I am looking for while I am grading.**  **Essay sequence (1-4) and writing about writing:** This video and PowerPoint explains how each essay builds on the previous essay and gives an overview of the “writing about writing” topics. I designed this material to give writers an overview of the course and the essays they will be asked to write throughout the semester.  [Walkthrough video on YouTube](https://youtu.be/eUkhq4JPFow)  [Closed captions video](https://plugin.3playmedia.com/host?mf=6751969&p3sdk_version=1.10.7&p=14704&pt=632&video_id=eUkhq4JPFow&video_target=tpm-plugin-rzhtztyy-eUkhq4JPFow)  [PowerPoint used in video walkthrough](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/Essay-sequence-and-writing-about-writing-2.pptx)  **Essay 3 Prospectus and Annotated Bibliography: In these PowerPoint and videos, I describe what I am looking for in the prospectus and annotated bibliography. Essay 3 should act as a “planning document” for Essay 4.**  Prospectus (Essay 3, part 1)  [Walkthrough video on YouTube](https://youtu.be/X2sjAz2b92c)  [Closed captions video](https://plugin.3playmedia.com/host?mf=6751995&p3sdk_version=1.10.7&p=14704&pt=632&video_id=X2sjAz2b92c&video_target=tpm-plugin-xxfpwg1d-X2sjAz2b92c)  [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/Prospectus-walkthrough.pptx)  Annotated Bibliography (Essay 3, part 2)  [Video on YouTube](https://youtu.be/nmwxgo1kYrs)  [Closed captions video](https://plugin.3playmedia.com/host?mf=6785919&p3sdk_version=1.10.7&p=14704&pt=632&video_id=nmwxgo1kYrs&video_target=tpm-plugin-5s46mj6l-nmwxgo1kYrs)  [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/annotated-bibliography-walkthrough.pptx) |
| [**Student examples published in *Understanding Literacy in our Lives***](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/chapter/1-5-2-prospectus-essays-by-theme/) |

**Connection to previous and future assignments**

* This assignment asks writers to continue investigating topics relevant to writing studies and/or relevant to the literacy practices in their own lives.
* Writers may choose to continue to discover more about their argument from essay 1 and/or the synthesis from essay 2. However, if writers want to change their topics, they may.
* A condensed and altered version of the synthesis (Essay 2) will be required for the prospectus.

**Prospectus and Annotated Bibliography**

The 1,200 word-prospectus, in addition to a 12-entry annotated bibliography (not included in the word count), is an extensive planning document for the research essay (essay 4).

In the prospectus, writers are required to:

* + present their research topic in a way relevant to writing studies
  + use planning language (in the research essay, I will...)
  + generate research questions
  + discuss which academic fields care about your topic
  + show a condensed and nuanced understanding of the existing literature
  + plan an outline for the research essay
  + create an annotated bibliography

**Annotated Bibliography**

The annotated bibliography requires 12 entries, six of which must be scholarly articles or book chapters. Six non-scholarly sources may be used. Entries must be 75-100 words and include the main point of source, type of source, and the relevance of the source to your argument.

**How will it be Evaluated?**

**Grade Breakdown**

Formal Assignment #3: Prospectus and Annotated Bibliography

*First Excellent Draft (800 words for prospectus and 12 sources with 75 words each for annotated bibliography) due via SharePoint. See Calendar for due date.*

*“Final” Superb Draft (1,200 words for prospectus and 12 sources with 75 words each for annotated bibliography) due via SharePoint. See Calendar for due date.*

 Requirements:

Must make an argument about a topic in writing studies and accomplish the checklist above for this assignment.

1,200 words for prospectus

12 sources with a 75-100 word annotation

A Essays:

\*Unique, detailed, and insightful response to the topic

\*Draw a living picture

\*Thesis idea evident, strong, convincing, and supported by entire essay

\*Thoroughly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization that is clearly constructed and planned

\*MLA or APA format followed closely

\*Creative title

\*Analysis of argumentative strategies strongly apparent in writing

\*Strong command of grammar, punctuation, and usage

\*Library sources, database articles, and other research are used in an excellent manner

\*A wide variety of critical thinking strategies are used to dissect and incorporate sources into own writing

B Essays:

\*A clear response to the essay prompt

\*Draw a clear picture

\*Thesis idea clear, but not supported by every element of essay=Briefly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization is planned, but not followed the entire time

\*MLA format followed for the most part (a few mistakes)

\*Creative title

\*Analysis of argumentative strategies apparent in writing

\*Command of grammar, punctuation, and usage

\*Library sources, database articles, and other research is used in a proficient manner

\*A variety of critical thinking strategies are used to dissect and incorporate sources into own writing

C Essays

Have a thesis and are missing one element from B essays

D Essays

Have a thesis and are missing two elements from B essays

Failure

No thesis statement/and or missing three elements from B essays

|  |
| --- |
| **Learning Objectives** For your reference only; you do not need to explicitly answer these questions in any place. \*Signifies a course learning objective on the syllabus.  -Present topic in a way relevant to reading, writing, communication, and/or literacy  -Write research questions\*  -Identify relevant resources\*  -Evaluate these resources critically and utilize them successfully\*  -Understand what constitutes plagiarism\*  -Select an appropriate documentation style and use it consistently to cite sources\*  -Communicate effectively the results of this research in written form consistent with the practices and skills of college-level English\*  -Determine the nature and extent of the information needed in their writing\*  -Access needed information effectively and efficiently\*  -Evaluate information and its sources critically and incorporate selected information into their knowledge base and value system\*  -Use information effectively to accomplish a specific purpose\*  -Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally\*  -Identify various rhetorical features of an academic text\*  -Describe rhetorical features of an academic text\*  -Demonstrate an understanding of rhetorical appeals\*  -Organize an academic text based on audience awareness\*  -Evaluate the rhetorical choices made in various and diverse readings\*  -Compose a text that follows all rhetorical expectations for academic writing\*  - Recognize bias/subjectivity in an academic text\*  -Restate the major and supportive claims in an academic text\*  -Examine multiple positions on a topic by multiple authors\*  -Distinguish between reliable and unreliable sources\*  -Argue a topic persuasively and accurately\*  -Compose a text that incorporates deliberately chosen and trustworthy research materials\*  - Describe the writing processes in various ways\*  -Organize assignments with the steps of the writing process in mind\*  -Distinguish between higher- and lower- order concerns in the writing process\*  -Model the writing process in various formal essays\*  -Prioritize higher- and lower-order issues in the revision stage of the writing process\*  -Compose formal academic prose in a variety of genres by utilizing the writing process\*  -Choose appropriate documentation style for academic writing\*  -Recognize accepted ethical and legal standards of academic writing\*  -Employ academic writing conventions in essays of various genres\*  -Illustrate mastery of conventions of style, voice, correctness, and citation\*  -Verify the reliability of sources through multiple means\*  -Compose essays in various genres that are error-free, organized, and clear\*  -Rewrite essays based on feedback and self-reflection\*  -Demonstrate effective strategies for rewriting and revision\*  -Modify ineffective writing strategies and processes\*  -Prioritize revision choices based on both external feedback and personal choice\*  -Recognize the agency required to produce effective writing\*  -Identify ways personal choice guides writing and revision\*  -Give examples of successful writing from the course\*  Identify assumptions about an author’s creative role\*  -Weigh the relationship between the author’s and audience’s needs in writing\*  -Integrate authorial voice and agency in multiple essays and various genres\*  -Write a plan for the research essay (organization, thesis statement ideas, articles, other ideas)  -Name which academic fields care about your topic  -Summarize most relevant articles to your topic  -Plan an outline  -Find and download 12 sources, at least 6 full academic articles related to the topic  -Write a condensed (no more than 100 words) summary of the 12 articles  -Read and analyze peers’ plans for the research essay  -Read and analyze how peers summarize academic articles |