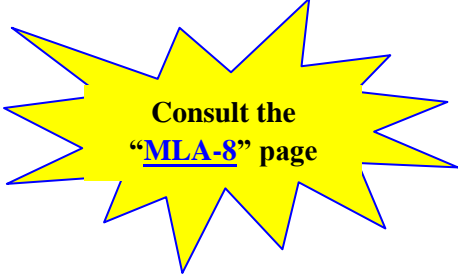


Annotated Bibliographies



Consult the
“[MLA-8](#)” page

I. BIBLIOGRAPHIC CITATION:

- What will appear on your **Works Consulted** page
- Arrange **alphabetically**
- Maintain **Reverse Indent** throughout the entire source
- Author (Last, First). “Article Title.” *Publication/Site*, Site Publisher, Date of Publication, *complete* URL. Access date.

Smyth, Jayne. “Why Students Should Care About Plagiarism.” *College-Level Articles.com*, Picky Press, 11 Nov. 2011, www.collegearticles.com/article89751. Accessed 21 Dec. 2012.

II. RHETORICAL CONTEXT:

- use **BULLETS** for this section
 - see below
- **AUTHOR**
 - full name (*professional title*)
 - background (*credentials*)
 - professional background
 - educational background
 - affiliations
 - professional organizations
 - political affiliations
 - reputation, character (Ethos)
 - About Us page, before or after the article
 - sometimes the name is a hypertext link
- **PUBLICATION**
 - full name
 - publisher
 - bent, political leaning, inclination, disposition
 - *liberal, moderate, conservative*
 - editorial board
 - sponsoring foundation
 - reputation, character (Ethos)
 - types of articles - *what kind of material do they publish*
 - intended audience
 - "About Us" page, home page, back to the .com
- **INTENDED AUDIENCE**
 - target audience, readership
 - their traits, qualities
 - age, sex, race, class, religion, education level
 - political affiliation, sexual orientation
 - their opinions, in general
 - their stance on this issue
 - often *inferred* by you
 - type of site, type of ads, other articles
 - diction, lexicon used by writer

ABSTRACTS

- **AKA:** *Annotated Bibliographies*
- **Format:** Come in different shapes & sizes
- **Analogy:** *Works Cited Page on Steroids*
- ❖ **Purpose:** **Source Evaluation**
 - I say, “Make sure you have a credible source,” and students reply, “Yeah, I guess it’s credible; sure, why not.”
 - My retort is, “Prove it.” I want students to prove that it is indeed credible; I want proof, **LOGOS**
 -and these Abstracts do just that.

- **AIM of ARGUMENT**

- **Why was it written? For what purpose?**
 - Did something happen, is it happening, will it happen?
 - *kairos* = writing situation
- Who, Where, To Whom, When, Why

- **The Aims of Argument -**

- **INQUIRE**: to investigate, explore, look into - objectively
- **CONVINCE**: to convince, sway, prove, make a case for
- **PERSUADE**: to convince/sway AND get to act
- **MEDIATE**: to intercede, find a compromise, look for common ground (SIDE #3)

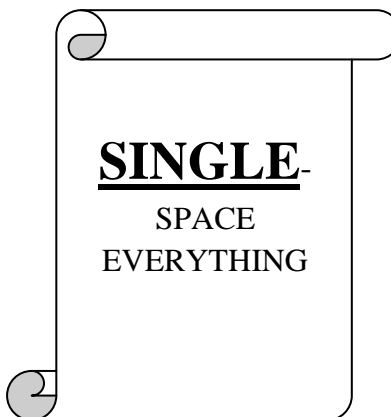
- (sentence format, author = subject)

III. SUMMARY:

- **paragraph** format (no lists)
- *no fewer than 5* sentences
- your **OBJECTIVE** report of the **main ideas, major Claims, in the order they appear**
 - think, an Outline in paragraph format
- **Show respect:**
 - Refer to the author by full name/title + surname; no ad hominem attacks.

IV. EVALUATION

- **paragraph** format
- *no fewer than 5* sentences
- **success/failure of “Aim of Argument”?** relevant credentials? warranted claims?
 - **Logos** (examples, facts, stats; proof = pertinent, related?)
 - **Pathos** (manipulative?)
 - **Ethos** (credible/reliable?)
 - **Logical Fallacies**



Smith, Joseph D. "Modern Fiction's Flaws." *Critics' Corner*, vol. 12, no. 6, Spring 2011, pp. 9-11.

- Author
 - Dr. Joseph D. Smith, Oxford professor, author, poet
 - author of several articles and host of the Ovation show *Literally Speaking*
- Publication
 - *Critics' Corner*: moderate level, for teachers & students
 - conservative scholarly journal
- Intended Audience
 - for teachers & students, literature lovers
 - educated, avid readers
- Aim of Argument
 - to inquire, inform

alphabetize

Dr. Smith asserts that contemporary fiction has had a "fall from grace, akin to that of our Edenic ancestors" (9). He includes several excerpts from recent best-sellers to illustrate the shoddiness of writing. After each blurb, he points out the flaws and then rewrites the passage. Smith then concludes that wholesale changes need to be made across the industry and across the reading public, from publishers to readers.

Smith demonstrates appropriate logos throughout his article, especially in his use of examples. When he rewrites after his critique, he bolsters his ethos, as well. His tone is even, professional, and unbiased. Also, he has credibility and authority on this issue, for he has published several books on several topics, including literary theory and criticism, the publishing markets, and his own poetry. His article will work well with my position.

Smythe, Javier. "Hypermodern Banality." *Litarati.org*, Lightspeed News, 05 Jan. 2005, www.yadaX3.com/J_Smith/smith/blah.html. Accessed 19 Aug. 2005.

[*start of a new article citation*]

Maintain
Reverse
Indentation.

Skip a line
between
sources.

Skip a line between the
Summary and the
Evaluation paragraphs.

- Alphabetize the list
- maintain Reverse Indentation
- single-space everything
- use the typical essay headers on each page
- use present tense throughout
- attribute points/ideas to the author (even if anonymous)