**Conspiracy Theory Annotated Bibliography**

**What Is an Annotated Bibliography?**

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Additionally, the annotation is also used to guide your writing for your quotes/paraphrases that you will need throughout so you don’t have to go back and look up information later when you get to the actual drafting during the writing process. You will be required to complete an annotated bibliography of 8 sources (4 for and 4 against your theory). This may have to be modified depending on what topic you choose. For example, if you choose The Simpson’s Theory – you won’t really find 4 for and 4 against; rather, you will find what credible information you can from just 8 different sources/videos/etc. When you completed the annotated bibliography in 10th grade for your BGB, you probably used a rhetorical precis handout to guide the annotation. I have those as well, but I wanted to also let you complete your summaries of your articles how they best work for you.

You will be finding articles/evidence/videos/etc. as we research. This will be a process. I would suggest that when you find a valuable article, you create the works cited entry and complete the annotation as I will be checking along the way. Below you will find a schedule for when I will be checking what:

**DATES:**

**Monday February 12** – 2 evidence/works cited entries/annotations complete end of period \_\_\_\_\_\_\_\_\_\_\_\_\_\_/20

**Tuesday February 13** – 2 evidence/works cited entries/annotations complete end of period \_\_\_\_\_\_\_\_\_\_\_\_\_\_/20

**Thurs./Fri. Feb. 14/15** - 4 evidence/works cited entries/annotations complete end of period \_\_\_\_\_\_\_\_\_\_\_\_\_\_/20

\*\*Work on putting final annotated bibliography together

**Friday Feb. 16** – Final complete annotated bibliography to Turnitin.com by 11:59 pm **(see rubric)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_/60

**Annotated Bibliography Rubric – DE 102 Conspiracy Research**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Research &****Sources****\_\_\_\_ / 20** | 18-20 pts.  | 15-17 pts.  | 11-14 pts.  | 10 pts.  |
| 8 sources are listed/cited. Sources are credible. Sources represent a variety of perspectives, information, and types. | Some sources may be lacking in quality or fewer than 6 are included; a greater variety of perspectives, information, or types of sources should be included. | Four or fewer sources are included; sources repeat perspectives, information, or types. | Sources are low in quality, do not present a variety of perspectives; three or less sources. Incomplete. |
| **Summary** **\_\_\_\_ / 25** | 18-20 pts.  | 15-17 pts.  | 11-14 pts.  | 10 pts.  |
| Summary is 3-4 sentences and addresses the content of the article. Articles are considered credible for the topic.  | The summary is completed but lacks content for the article. Sentences are a bit shy of the requirement.  | Summary is unclear. The summary does not address the content of the article.  | Summary is short and not complete or is missing. It does not meet sentence length and doesn’t address content of article.  |
| **MLA Format****\_\_\_\_ / 10** |  9-10 |  7-8 |  5-6 |  0-4 |
| Double-spaced; MLA heading and page numbers; one inch margins; original title; 12 pt font; citation information is complete and formatted correctly. One or Two errors | Three or four errors of the MLA format requirements may be missing or incorrect. | Five or more errors of the MLA format requirements may be missing or incorrect. | No attempt to use correct MLA format. |
| **Language Use &****Mechanics****\_\_\_\_ / 5** |  9-10 |  7-8 |  5-6 |  0-4 |
| Limited errors in spelling, grammar, word order, word usage, sentence structure, and/or punctuation; good use of academic English; writing is clear and concise; sentences flow smoothly | Few errors per page in spelling, grammar, word order, word usage, sentence structure, and/or punctuation; very few problems using academic English; writing is clear and concise; sentences flow | Several errors per paragraph in spelling, grammar, word order, word usage, sentence structure, and/or punctuation; informal language used in multiple instances; writing may be unclear in parts; problems with sentence fluency  | Many errors throughout in spelling, grammar, word order, word usage, sentence structure, and/or punctuation; informal or inappropriate language; writing is unclear; problems with sentence fluency |

 **Total Grade: \_\_\_\_\_ / 60**

Student 1

Super Student

Ms. Agostini

DE 102/Pd. 3

11 February 2024

Viewing Art

Appleton, Josie. "Reclaim Our Streets." *Spectator* Dec 2005. 59+. *Gale Opposing Viewpoints In Context*. Web. 28 Mar 2011.

Josie Appleton, in the article “Reclaim Our Streets” (2005), asserts that graffiti artists should have the freedom to express themselves by displaying their art in public places. She supports her assertion by using “explicit language and examples of ways to protest politically correct methods of displaying art.” She wants others to know the harm in accepting status quo when it comes to displaying art in public places so that graffiti artists can have the freedom to use their talent to liven up the boring urban cities.

Kennedy, Kevin. "In Los Angeles, Museum Paints Over a Mural." *New York Times* 14. Dec 2010. C2(L). *Gale Opposing Viewpoints in Context*. Web. 4 Apr 2011.

Kevin Kennedy, in the article “In Los Angeles, Museum Paints Over a Mural” (2010), explains that a “mural which was almost completed was suddenly halted because of its offensive message.” Kennedy describes the mural, its message, and why the offensive message was painted over it. He wanted to show the sensitive nature of graffiti art in order to suggest that although graffiti art is becoming more acceptable, there is still heated debate over the subject.

Knight, Meribah. "Crackdown Feeds a Flourishing World of Graffiti." *New York Times* 20 Mar 2011. A.29B. *National Newspapers*. Web. 29 Mar 2011.

Meribah Knight, in the article “Crackdown Feeds a Flourishing World of Graffiti” (2011), suggests that Chicago’s effort to eliminate graffiti has had an opposite effect. Meribah Knight supports her suggestion by explaining how Chicago spent millions of dollars to combat graffiti and appears to be fighting a losing battle. She wanted to show readers the failure of an anti-graffiti program, which has empowered the graffiti artist in order to make a point that graffiti artists are up for the challenge and will write wherever they choose.