

Writing Assignment 3: Annotated Works Cited

Workshop Deadlines: Workshop has two deadlines and both must be met.

- Post first draft of WA3 in the D11 forum by 11:59 PM April 30th
- Post peer-evaluation of WA3 in the D11 forum by 11:59 PM May 4th

Final Draft Deadline: May 10, 2018 by 11:59 PM PST

Objective:

The purpose of this assignment is to give you additional practice with:

- online library research
- primary and secondary source evaluation
- literary analysis
- source summarization
- evaluating intended audience
- MLA citations (parenthetical and Works Cited)

WA3 and WA4 are the Research Project when put together. Some teachers like to give the assignment in one lump sum by having students research and write an essay; however, I find that students really need time to learn *where* to go for online literary research in order to find academically viable sources for literary research, *how* to select their secondary sources, and how to analyze their sources. That is why I devote one entire assignment (WA3) to just the research part of the project. Later on in WA4, you will write a comparative essay in which you include *what* you have researched in WA3.

Let's clarify

The six secondary sources (i.e. literary criticisms, academic journals, overviews, articles, professional essays, biographies...etc.) that you select and summarize in WA3 are the ones that you will later use in your WA4 essay. In STEP 3 of WA3, I go over the different ways to use a secondary source OR the things to look for in a secondary source as you select your sources for your future WA4 essay. I touch on it again in STEP 6 of the upcoming WA4.

Purpose for Creating Summaries for Sources

Back to WA3, the purpose behind having students create a summary for each of their sources is to help them really “research” by actually taking the time to carefully read, understand, and deconstruct their secondary sources, so that they are not just copying-and-pasting information from that source. Unfortunately, getting to know one's sources is an important step that students often bypass in the Internet age. All too commonly, students tend to copy-and-paste non-essential information from irrelevant sources. That does nothing for a person's essay. In fact, a lot of inaccuracy actually stems from it.

Writing Assignment 3: Annotated Works Cited

Creating a summary of our intended sources helps us understand what we are using in a very informed way. Creating a summary also helps me and your other readers (fellow students) learn more about the sources that you are going to use in your research as we evaluate each other's writing. Thus, for WA4, we will have a better understanding of all the sources that you are going to use in your comparative essay. We will be a lot more prepared for your analysis.

Reference Materials:

In preparation for this assignment, please do the following:

- Read Chapters 3 and 11 of your *WEAL* textbook
- Use your *Flannery O'Connor: The Complete Stories* book to select your two primary Sources (2 short stories to be compared/contrasted)
- Review the Rhetorical Précis instructional document with samples and carefully review my [D6 Closing Comments](#) lecture to help you refine the structure of your summaries
- Use the [OWL Purdue Online Writing Lab](#) as a good MLA reference guide.

Overview:

Please carefully follow the provided “five-step” instructions on the next few pages to help you complete this assignment. At the end, you must have the following items in your final draft:

- **One thesis statement with plan of development for future WA4 essay**
- **Six rhetorical précis (one per secondary source)**
- **One Works Cited page with full source information for all six secondary sources**

Step-by-step instructions begin on next page.

Writing Assignment 3: Annotated Works Cited

Instructions:

Step 1: Of the two research project options, please just choose one. This will be the basis of your WA3 and WA4 research project. Your WA3 research will be centered on this prompt, and in the future, you will devote WA4 to writing an essay in response to this prompt. Choose carefully.

Option 1

Prompt: Along with Flannery O'Connor's "A Good Man Is Hard to Find," select another one of her "traveling stories" in which one or more characters are traveling somewhere (or have in the past). Assuming that her traveling stories are symbolic of the *wandering believer*, compare and contrast three leading literary devices that O'Connor uses in the two stories to reveal this *journey to redemption and grace*.

Common Literary Devices: conflict, allegory, imagery, symbolism, metaphor, theme, irony, symbolism, hyperbole, foreshadowing, characterization, plot pattern, setting, point-of-view...etc.

Option 2

Prompt: In "A Good Man Is Hard to Find," Flannery O'Connor explores the concept of *good* by consistently presenting to her readers the actions, behaviors, and qualities that are the binary opposite of good. This is a solid example of irony, which lends itself to the absurdity in human behavior. Compare and contrast this story to another one of O'Connor's shorts in which she uses this type of recurring irony throughout the story to highlight a certain concept (i.e. motif of *convergence* in "Everything that Rises Must Converge," ironic motif of *displacement* in "The Displaced Person"...etc.).

For example, you could compare/contrast the ironic use of *good* in "A Good Man..." to the ironic use of *convergence* in "Everything That Rises..." How? You would compare/contrast the way that O'Connor uses different literary devices (i.e. hyperbole, imagery, characterization, plot, parallelism, symbolism...etc.) to showcase this irony. This is just an example. Get creative!

Instructions continued on next page.

Writing Assignment 3: Annotated Works Cited

Step 2: Select your second Flannery O'Connor short story (primary source), and the literary elements that you will compare and contrast between the two stories. Then, create your thesis and plan of development, which must explicitly respond to the prompt that you have chosen from the two given options in Step 1. Your thesis and plan of development must also include the titles of the two O'Connor short stories that you will be comparing/contrasting and the literary elements that you will be comparing/contrasting. This step will help you focus your research, which will undoubtedly save you time in the researching process. Later on, you will also be able to just plug-in this thesis/plan of development into your future WA4 essay.

Example **thesis** and **plan of development** of a **comparative** essay:

Flannery O'Connor's "A Good Man Is Hard to Find" (1953) and "Everything That Rises Must Converge" (1965) both contain a travelling setting within which **deeply flawed leading characters, passing symbolic images, and ironic elements** comparably guide the journey of the wandering believer to redemption.

Step 3: Research to find your six secondary sources (literary criticisms, academic journals, articles, professional essays, biographies...etc.), preferably three for "A Good Man Is Hard to Find" and three for the other O'Connor story that you will be using. The databases from which you may select your secondary sources are *Literature Resource Center*, *Academic Search Premier*, *Professional Development Collection*, and/or *Gale Virtual Reference Library*, or any books on the author's life and works. As you select your sources, please consider how you may possibly use the source in your future WA4 essay. You may want to ask yourself the following questions:

- Can I use this source to introduce my topic? The introductory paragraph is a good place to include a quote from a secondary source regarding the genre of the writing; biographical information about the author; or provide some general insight into her works as a whole, particularly if the passage is from an overview, a book preface/foreword, an abstract, or a biographical article/essay.
- Will I be using this source to directly support/amplify any of my own ideas or points? For example, you may find a quote about the way that O'Connor uses symbolism in "A Good Man..." and want to incorporate it into your own future WA4 essay because it strengthens your own argument regarding "the *symbolism* of the cloud patterns in O'Connor's stories."

Instructions continued on next page.

Writing Assignment 3: Annotated Works Cited

- Will I be using this source to perfectly conflict with any of my ideas or points, which I will then rebut to/refute and counter-argue? This approach, if done properly, adds dimension to your essay and is a mark of a good writer. **NOTE: This approach must be used for at least one of your sources. You will need to provide a refutation or rebuttal paragraph in your future WA4 essay. For now, you must select at least one secondary source that you will plan on rebutting/refuting and counter-arguing.**
- Will I be using this source because it has given me a new understanding of the story or some element of the story? For example, you may find in one of your secondary sources some idea about "the grandmother's character" that you had not considered before. You could then use that idea by the critic who wrote the literary criticism and explain this new perspective to the grandmother's character. This approach shows that you are willing to include other people into your essay and credit them for their great insight. This approach is an echo of one of your WA1 prompts.
- Will I be using this source because it contains a *general* statement that I accept by the writer and would like to incorporate into my work in a "specific" manner, perhaps in a way not originally intended by the writer? For example, the author of the secondary source could make a statement about the general theme of redemption in O'Connor's works, but you would like to use it only in application to the Misfit's character. That may not be how the critic originally intended it, but that is how you will use it to support *your* argument.
- Will I be using this source because it contains a *specific* statement that I accept by the writer and would like to incorporate into my work in a more "general" manner, perhaps in a way unintended by writer? For example, a critic makes a statement that the grandmother in "A Good Man..." is a product of her Southern environment that embraces the Jim Crow sensibility. You may want to apply that into your future WA4 essay, but for both the Grandmother and Julian's mother because it seems to apply to both. Thus, you are using it in a more general sense that transcends the specific original use of the statement.
- Can I close my entire essay with a quote from this source? The concluding paragraph is also a good place to include a quote from a secondary source regarding the author or her works, particularly if the passage is from an overview, a foreword, an abstract, or a biographical source.

Instructions continued on next page.

Writing Assignment 3: Annotated Works Cited

Research Instructions

- Access the Cuyamaca College online [Library](#), select [Research Databases](#), and scroll down to select a resource center/database to access: [Academic Search Premier](#), [Literature Resource Center](#), [Professional Development Collection](#), [Gale Virtual ReferenceLibrary](#)...etc.
- Enter your username and user password as directed to login.
- Once you have reached the search page of any of the aforementioned reference centers, type your subjects name or title in the provided search engine, adjust the search options if you would like to narrow your search, and click “Search” to get your results.
- For the LRC, make sure that you are searching through **Critical Essays** or **Literary Criticisms**.
- Now, you must sift through various literary criticisms, academic articles, professional essays, and such, regarding each story that you have chosen or the author. You must then select three that you would most like to analyze and summarize for each story, making a collective **six secondary sources**. Use the question guide in Step 3 to help you select your sources.
- Once you have selected your literary criticisms, articles, or essays; make sure to email your selected sources to yourself, so you have it on file.

Step 4: Now that you have selected your six secondary sources, you must create a rhetorical précis for each one to fulfill the summary portion of this exercise. You will create a total of six four-sentence rhetorical précis. Here is a direct link to the [Rhetorical Précis](#) instructional guide with a sample guide.

Note: Just like in Writing Assignment 1, use the four-sentence formula of the rhetorical précis, making sure not to deviate from the set structure and sequence of words. Remember, there should only be four sentences in your précis, and each one must serve its own designated function as instructed, exemplified, and carefully reviewed in class. Please use my [D6 Closing Comments](#) lecture to strengthen the structure of your rhetorical précis.

Instructions continued on next page.

Writing Assignment 3: Annotated Works Cited

Step 5: Create a Works Cited page consisting of your eight source entries. Your two primary sources and six secondary sources.

IMPORTANT NOTE: Remember that this is simply the first part of the research project. You will not be writing the essay in this assignment. That will be done later in Writing Assignment 4.

Rubric:

Point Value:

Workshop	10 points
Thesis w/Plan of Development	10 points
Sentence 1 of Rhetorical Précis	15 points
Sentence 2 of Rhetorical Précis	15 points
Sentence 3 of Rhetorical Précis	15 points
Sentence 4 of Rhetorical Précis	15 points
Syntax	10 points
Citations	10 points
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Total	100 points

Required Elements:

The following revising and editing checklist is my criteria for grading.

- _____ Use of only the Gale Virtual Reference Library, Literature Resource Center, Professional Development Collection, and/or Academic Search Premier
- _____ Two (2) Flannery O'Connor short stories must be used as primary sources, one of which must be "A Good Man Is Hard to Find"
- _____ One thesis with a plan of development that includes the author's name, the two short stories, their publication years, the literary elements that you will be comparing/contrasting.
- _____ Six (6) four-sentence rhetorical précis, not to exceed two hundred words each
- _____ A properly formulated Works Cited page with eight (8) entries for your eight sources (two for your O'Connor stories and six for your secondary sources)

Writing Assignment 3: Annotated Works Cited

Be sure to have included the following in each of your précis:

_____ Sentence 1 provides the name of the author, the genre (literary criticism) and title of the work with the date (in parentheses), a concise appropriate verb (claims, posits, argues, asserts) followed by a “that” phrase in which the thesis of the work is stated (either paraphrased or quoted). Make sure to include a parenthetical citation after the borrowed passage, meaning that within parentheses, you must insert the author’s last name and the page number from where you got the passage. If your source does not have a page number, then post the paragraph number. i.e. (Jones 2) or (Jones par. 8)

_____ Sentence 2 provides an explanation of how the author goes about supporting his/her thesis. Remember that brevity is important; you will not restate the details from the work, but note the rhetorical method used by the writer to develop his/her supporting points followed by the supporting points themselves. Begin this sentence with, “[Insert author’s last name] supports his/her main claim by [insert rhetorical mode] [insert plan of development].” As for the rhetorical method that the author uses, please include one of the following patterns of organization (I have noted what each method aims to achieve):

- **narration** and **description**: modes whose primary purpose is stirring the reader's emotions
- **process, exemplification, cause/effect, comparison/contrast, illustration, definition, and classification/division**: methods that help readers understand a subject, explore its functions, causes, consequences, relationships to other subjects, meaning, or nature
- **argumentation** and **persuasion**: methods that seek to change readers' attitudes or actions with regard to specific subjects.

_____ Sentence 3 states the purpose of the piece and an “in order to” phrase to help bridge the immediate purpose with the greater purpose (or its intended effect on reader). i.e. AUTHOR has written this piece as X (what is it supposed to do?) in order to Y (what is it intended to inspire in the reader).

_____ Sentence 4 indicates the author’s tone (specify) and the author’s intended audience, possibly how the author positions him/herself with that audience.

Be sure your rhetorical précis includes the proper use of borrowed material and language mechanics.

_____ Correct integration and MLA citation of quoted, summarized, and/or paraphrased material (both in-text parenthetical citations and Works Cited source entries)

_____ Use the present tense.

_____ Careful and concise use of diction and proper use of mechanics (grammar, punctuation marks, sentence structure...etc.)

Writing Assignment 3: Annotated Works Cited

Eliminate the following:

- _____ Spelling errors
- _____ Run-ons
- _____ Fragments
- _____ Slang, clichés, sarcasm, and biased language
- _____ Contractions
- _____ Personal pronouns, such as *you, your(s), yourself, me, I, mine, myself, we, us, our(s), and ourselves*
- _____ Repetition, especially at the beginning of nearby sentences
- _____ Pronoun Agreement errors
- _____ Subject-Verb Agreement errors
- _____ Punctuation errors, such as comma, semi-colon, quotation marks, apostrophes...etc.

Finally, be sure you have included the following:

- _____ Correct use of commas, semi-colons, apostrophes, and quotation marks
- _____ A combination of sentence forms (simple, compound, complex, and compound-complex)
- _____ Parallel structure with parallel elements in a series (commas must separate three or more elements in a series)